



Article History:

Submitted:

dd-mm-20xx

Accepted:

dd-mm-20xx

Published:

dd-mm20xx

THE EFFECTIVENESS OF USING PADLET AS MEDIA IN TEACHING WRITING PAST EVENT

EFEKTIVITAS PADLET SEBAGAI MEDIA TERHADAP PENGAJARAN MENULIS PAST EVENT

Ilmin Ainus Sifa'

STKIP PGRI Jombang/English Department

Email: syifailmin1@gmail.com

URL:

DOI:

Abstract

Writing is process of thinking to generate the idea which involve the feeling and experience or activities of someone in order to inform the reader about the message. This study discusses the teaching of writing through IT-based media in past event material. This objective of this research is to find out whether there is significant effect of using Padlet in teaching writing past event at first semester of English department students at STKIP PGRI Jombang in academic year 2019. The researcher used quasi experimental design. The result of analyzing the data from the experimental and control group indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, because the value of significance or Asymp. Sig. (2-tailed). that is 0,001 which is less than 0,05 ($0,001 < 0,05$). So it can be concluded that Padlet as media is effective in teaching writing past event at first semester of English department students at STKIP PGRI Jombang in academic year 2019.

Keyword: *teaching writing, past event, padlet*

Abstrak

Menulis adalah proses berpikir untuk menghasilkan ide yang melibatkan perasaan dan pengalaman atau kegiatan seseorang untuk



menginformasikan pembaca tentang pesan tersebut. Penelitian ini membahas pengajaran menulis melalui media berbasis IT dalam materi past event. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan menggunakan Padlet dalam mengajar menulis past event pada semester pertama mahasiswa jurusan bahasa Inggris di STKIP PGRI Jombang tahun akademik 2019. Peneliti menggunakan desain eksperimen semu sebagai desain penelitian. Hasil analisis data dari kelompok eksperimen dan kontrol menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima, karena nilai signifikansi atau Asymp. Sig. (2-tailed). yaitu 0,001 yang kurang dari 0,05 ($0,001 < 0,05$). Jadi dapat disimpulkan bahwa Padlet sebagai media efektif dalam pengajaran menulis past event pada semester pertama mahasiswa jurusan bahasa Inggris di STKIP PGRI Jombang tahun akademik 2019.

Kata kunci: *pengajaran menulis, past event, padlet*

Introduction

Teacher profession in the 21st century is an era that demands teachers with a variety of learning technologies. There are internet-based learning technologies that are paid and open source. One of them is Padlet. Padlet is in the form of sticky notes, where students can write their ideas related to the topic of discussion. In addition, teacher and student can also give comments, suggestions, and evaluate what has been posted. According to Fuchs (2014: 7), Padlet is an application where students can collaborate and share or convey what they write. In here, they can post videos, pictures, documents, link and writings related to the theme.

The world of education is a very urgent matter of using ICT for learning efficiency. Nowadays, soft skill (critical thinking, problem-solving) which has become a major issue in the world of education shifting to the use of ICT interventions to maximize learning has become important thing in the 21st century. ICT interventions in learning are very useful and support learning. According to Pavel AP et all (2015: 709), the use of ICT in learning can improve the quality of learning and motivation of learning.

The demand for highly oriented and creative learning with ICT participation is a necessity. Educators must also collaborate and have the skills to use it effectively. One of the tools in learning is the blackboard. There are many disadvantages to the conventional blackboard. The character of students who have difference in learning styles demands further improvement. For example, students with an audio learning style, demand learning that represents the character of audio learning style. Similarly, the visual learning style requires

learning media that are able to facilitate visual learning styles. Conventional blackboard cannot be separated from ICT-based learning to answer these limitations.

One application that is considered capable of answering the limitations of a conventional blackboard is Padlet. According to Halsted (2014), Padlet is online blackboards by facilitating students to enter notes in public places. This allows students to share notes with other people in the form of different links, images, videos, and documents. Based on the opinions of some ICT experts Dr. Aja Kumar and Dr. Ing. Ilham Akbar Habibie, MBA. It can be concluded that Padlet is a digital blackboard as a means of collaborative learning that is able to lead virtual learning.

Many advantages can be used in the Padlet feature for learning. The following are the advantages of learning with Padlet. According to Nagamani (2017: 2), Padlet is a very simple web tool that can be put into use by any teacher. This tool can be used by teacher irrespective of their age group, knowledge of computers and experience. Teacher can summarize large amounts of information and present the same in a visually appealing manner to the learners. Padlet gives an opportunity for the students to learn from each other. Gathering ideas and sharing ideas not only improves their perception but will also enable them to look at a particular idea from various perspectives. Therefore, Padlet offers the learners not only a joyful environment but also an effective environment in which they are able to exchange and share educative information.

Teaching and learning English, especially in teaching writing is not something that can for through theory or explanation. Students will not have good writing ability if students just sit, listen and note the teacher's explanation. However, students will be accomplished, especially in writing skills with lots of practice, both in class and at home. Writing exercises if they are only carried out in class, it takes a lot of time. Therefore, an application is needed to hone students' writing skills.

Nunan (2001: 35) states that difficulties in writing by language users for students of first language, second language, and foreign languages are learning to write fluently and expressively. Therefore, the ability to write is one thing that is difficult to master because it requires special abilities to produce language in written form. Nunan (2001: 370) also adds success in writing: the ability to use punctuation, spelling, grammar that supports writing, organizational content of paragraphs that reflect information to be conveyed, structure of information or comments, ability to revise and adjust the language according to the target or the reader. Furthermore, according to Hylan in Richard (2001: 21) writing requires the ability to compile and knowledge of text, context,

and readers. The author not only needs a challenging strategy for writing and revising but also can understand the writing genre that fits the context. That means, we not only focus on grammar and mechanics but also pay attention to the context of writing content. Based on the above explanation, it can be concluded from the aspect of writing consists of five things, namely: the ability to complete the content effectively, arrange the organization of paragraphs correctly, use appropriate grammar, choose vocabulary and mechanically appropriate to support the quality of writing that is in accordance with the purpose of writing and to whom the writing is addressed.

One of the innovations that can be applied to train and facilitate the achievement of writing learning in class with the help of technology, namely: the use of Padlet applications. Padlet is an application where students can log in and have their own wall. The function of the Padlet is students can communicate, collect task material and collaborate with the results of work or assignments of friends. In this application, the students can directly monitor what has been done by the student. Therefore, this study seeks to find out the effectiveness of using padlet as media in teaching writing past event.

Research Methods

This study was conducted in STKIP PGRI Jombang. The population of this study was the first semester of English department students at STKIP PGRI Jombang Academic year 2019. The researcher took 2019 A and 2019 B students as the sample of this study. Determination of the sample used as an experimental class and a control class was done by lottery. Through the lottery results, the researcher took 37 students from 2019 A class as an control class and took 37 students from 2019 B class as a experimental class.

Quasi-experimental research design was used in this study because the researcher could not select the participants randomly. The participants of this study were chosen by the English teacher without random assignment. Based on Ary, et al (2010:316) quasi-experimental designs are similar to randomized experimental design in that they involve manipulation of an independent variable but the difference is the subjects are not randomly assigned to treatment group. In doing this study, the researcher used two classes in which one of the class as experimental group and other class as a control group. Because the subjects are not randomly assigned to the treatment group, so the researcher used nonrandomized control group pretest- posttest. Both experimental and control groups were given pre-test to examine the students' ability before getting treatment. Then, the experimental group was taught by using Padlet as media, while the control group was taught without Padlet as

media. For more specific, the control group in this study was taught as the teacher usually does.

There are many instruments that can be used to collect the data. In this study, the researcher collected the data by using test. The instrument was given in order to measure the main question of this study, that was the effectiveness of using Padlet as media in teaching writing past event. The test which was given to both experimental group and control group was pre-test and post-test. The question for pre-test and post-test was an essay that had similar weight and based on the same material. Before that, the questions already validated by expert validator.

Data collection is a process to get the data which they are relevant research. In collecting data, the researcher used the steps below: The researcher gave a pre-test to experimental group and control group. Then, the researcher gave treatment in the experimental group. After that, the researcher gave a post-test to experimental group and control group. Then, the researcher analyzed the data. The last, the researcher concluded from interpretation and the data analysis. Moreover, the researcher teach the students based on the teaching procedure activities. The teaching procedure consist of some activities; 1) pre-teaching activities, 2) whilst-teaching activities, 3) post-teaching activities.

In the first activity (pre-teaching), The researcher checked the students' readiness to study and stimulated the students to the topic which would be learned. First, the researcher started the meeting by greeting for only several minutes. After that, the researcher checked the students' attendance. Then, the researcher gives brainstorming by giving some question. Before entering whilst-teaching activities, the teacher tells something related to the topic in order to the students can connect with the topic of material easily.

In the second activity (whilst-teaching), the researcher will apply Padlet media. Before it, the researcher explains the material about past event text clearly, start from generic structure of past event text, generic feature and give an example. Next step is give time for the students to ask if there are some materials that do not understand. After that, the teacher gives interesting topic to be created into pre-writing, continued to be created into drafting and posting in the Padlet that will be read by their friend. After doing the draft of the writing, the researcher asks peer corrector (their friend) to correct the students writing. They should correct the content, organization, mechanic, grammar and vocabulary of the writing to get some input and revision. Next, the students should edit their revision writing. After doing the editing, the researcher asks peer corrector to correct the students writing text. They should correct the

content, organization, mechanic, grammar and vocabulary of the text. Then, publish into the Padlet. The last is give question (exercise) to the students so that the researcher know the differences between students achievement after taught by using Padlet as media. In the third activity (post-teaching), The researcher guides the students to conclude the lesson and close the meeting.

Furthermore, to find out whether the padlet as a media can influence students' writing skill, in this case is the ability to answer simple questions in English, the researchers conducted pre-test and post-test. There are essay questions in each test and questions related to the language feature and generic structure of the text in the past event text such as orientation, events and re-orientation. The scores of the two tests were analyzed using the mann withney test to see the differences before and after the use of padlet as media in teaching writing past events.

Results and Discussion

The Implementation of the Integrated Approaches

Based on the data gathered from the study. The researcher discussed and compare the data with the theory that used in this study. Teaching writing by using Padlet as media has advantages. The advantages are supported by Fuchs (2014:10) This tool can be used by teacher irrespective of their age group, knowledge of computers and experience. The teacher can summarize a large amount of information and present the same in a visually appealing manner to the learners. Padlet gives an opportunity for the students to learn from each other. Gathering ideas and sharing ideas not only improves their perception but will also enable them to look at a particular idea from various perspective. So, this media can take important position in teaching and learning process to become a bridge for students who have difficulty in delivering arguments by verbal language and then arrange it into a sentence until paragraph..

Based on the research problem, this study was conducted to investigate the effect of Padlet as media in teaching writing past event. In this section is intended to answer the research problem. The researcher have to decided which one of analysis that used to knowing is there any effect of using Padlet or not. In this case, normality, homogeneity, must be needed. The assumption test required :

1. Normality Test

Normality test is one part of requirement tests in analyzing data or classic assumption test, it means before the researcher did a real analysis, the data has to be examined distribution of normality. The criteria in this test is if sig. value >

0,05 the data has normal distribution. Otherwise, if sig. value < 0,05 the data has unnormal distribution.

Tests of Normality

Media		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Writing	Picture series	.192	37	.001	.916	37	.008
	Padlet	.146	37	.044	.934	37	.029

a. Lilliefors Significance Correction

Based on table above, in control group got 0,008 for sig. value itself. While for experimental group (media applied) the sig. value is 0,029. From the result, it can be concluded that for control group has unnormal distribution because the sig. value lower than 0,05 ($0,008 < 0,05$). And for the sig. value of Padlet class also lower than 0,05 ($0,029 < 0,05$) which means has unnormal distribution.

2. Homogeneity Test

In homogeneity statistic test used to know the variance of some population same or not. The criteria of this test is if sig. value > 0,05 it can be said that variance of two or more population variable groups is similar. Otherwise, if sig. value < 0,05 it means that is different for each other.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Writing	Based on Mean	3.137	1	72	.081
	Based on Median	3.085	1	72	.083
	Based on Median and with adjusted df	3.085	1	69.675	.083
	Based on trimmed mean	3.184	1	72	.079

On the output above, the researcher focused on sig. value in the based on mean column. It showed 0,081 which higher than 0,05. This result conclude that the variance of both of variables is similar or homogeneous.

In this case, the descriptive analysis has purpose to describe the result which collected from the process of research and became standard to define result of research data which completed with reached category from the result that gained. According to Jubilee (2014:82), the Mann Whitney test is a non-

parametric test to find out the difference in median of 2 free groups with ordinal data, interval or ratio data where the data is not normally distributed. Because of the result of normality test showed that all of groups have unnormal distribution and the result of homogeneity test has homogeneous (similar population). The researcher decided to used Mann Whitney Analysis to know is there any significant difference between class that taught through picture series and media applied. Basic decision making which became reference in this analysis be located at value of significance Asymp. Sig. (2-tailed). These are the table of the analysis :

Test Statistics^a

	Writing
Mann-Whitney U	385.500
Wilcoxon W	1.088E3
Z	-3.271
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Media

The way to know whether alternative hypothesis accepted or rejected can be seen through comparing the value of significance or Asymp. Sig. (2-tailed). Based on the output SPSS above, the Asymp. Sig. (2-tailed) is 0,001 which far below 0,05 ($0,001 < 0,05$). Thus, it was proven that alternative hypothesis accepted.

Conclusion

Teaching English in a country where English becomes a foreign language such as Indonesia is a challenging task. The number of people who have a good English ability is still small. There might be many factors that contribute to this problem and one of the factor that is possible to be addressed is the media in teaching the language. There have been many media found and proposed by researcher, yet there is still no approach that was found to be the most effective one to be implemented in many situations because most of them are situational. The researchers assumed the media might create a more effective language teaching method, instead of just one. Therefore, this study attempted to see the effectiveness of using Padlet as media in teaching writing past event.

Based on the result and discussion, researcher found any significant difference between the experimental group and control group. It can be concluded that Padlet is effective to teach writing at English department students of STKIP PGRI Jombang. It showed through the result of Mann Whitney. Based on the result of Test statistic table from Mann Whitney analysis, it can be seen through comparing the value of significance or Asymp. Sig. (2-tailed). that is 0,001 which less than 0,05 ($0,001 < 0,05$). By using Padlet as media, the students progress their achievement in writing ability. The students follow up the writing ability in their study. The students become active in classroom because Padlet as an effective media to trigger students for writing. It can make attention of the students will be more focused in learning style that difference. Because the students can directly see discussing in virtual wall padlet. It is important in order to help the teacher becomes an alternative way of teaching and learning writing.

References

Adnan, L. (2015). *Research Methods in Language Learning An Introduction*. Malang: Universitas Negeri Malang Press.

Algraini, F. N. (2014, December). The Effect of Using Padlet on Enhancing EFL Writing Performance. Retrieved from Arab World English Journal Web site:<https://www.awej.org/index.php/theses-dissertations/878-farah-nasser-algraini>

Anderson. R.H (1976). *Selecting & Developing Media for Instruction*. Wescosin: American Society for Training and Development.

Ann Deni, Z. I. (2015). Let's Write on The Wall: Virtual Collaborative Learning Using Padlet. *Turkish Online Journal of Educational Technology*, 364-369.

Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Asdi Mahasatya.

Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices*. San Francisco, California: Longman.

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains New York: Pearson Education.

Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. United State of America: SAGE.

Dimiyati. (2009). *Study and Learning*. Jakarta: Rineka Cipta.

Donald Ary, L. C. (2010). *Introduction to Research in Education*. United State of America: Wadsworth.

Fachrurrazy. (2011). *Teaching Learning as A Foreign Language for Indonesia*. Malang: State University of Malang.

Fuchs, B. (2014). *The Writing is on the Wall: Using Padlet for Whole-Class Engagement*. University of Kentucky Libraries.

Halsted, E. A. (2014). *Why Padlet is An Important Tool for Your Classroom*. EdTechReview.

Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Harlow: Longman.

- Harmer, J. (2007). *How to Teach English*. England: Pearson Education Limited.
- Irawati, et. al. (2012). *Integrated Intensive Course STKIP PGRI Jombang*. Yogyakarta: Kolom Cetak Yogyakarta.
- Lestari, P. Y. (2018). Padlet as Media to Improve Writing Mastery of English Department Student of Uniska 2015-2016. *Academic Journal of English Language and Education*, Vol. 2, No. 1.
- Nagamani, D. B. (2017). Padlet: A Collaborative Language Teaching and Learning Tool. *Journal of Technology for ELT*.
- Nunan, D. (1998). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Siregar, I. S. (2011). *Statistika Deskriptif untuk Penelitian*. Jakarta: Rajawali Press.
- Slameto. (2010). *Learning & Factors That Influence It*. Rineka Cipta: Jakarta.
- Pavel AP, F. A. (2015). ICT and E-Learning Catalysts for Innovation and Quality in Higher Education. *Procedia Economics and Finance*, 704-711.
- Raizada, M. (2018, October 24). What are Soft Skills & Why They Are Important? Retrieved from NaukriGulf.com: <https://www.naukrigulf.com/career-tips/what-are-soft-skills/> accessed on July 04th, 2019
- Richard, J. (2001). *30 Years of TEFL/TESL: A Personal Reflection*. Singapura: Seameo regional Language center.
- Weaver, M. (2006). Do students value feedback? Student perceptions of tutors' written responses. *Assessment & Evaluation in Higher Education*, Vol. 31, Iss. 3.