USING PADLET APPLICATION IN IMPROVING THE TENTH-GRADE STUDENTS' WRITING ABILITY AT SMA YADIKA BANDAR LAMPUNG

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ABSTRACT

The purpose of this study was to determine whether the use of the Padlet application had a significant impact on the writing ability of Tenth-grade students at SMA Yadika Bandar Lampung. In this study, the researchers use quantitative research. The study technique employed a quasi-experimental design, and the therapy consisted of three encounters. The basic skills of the pupils are ascertained through a pre-test in this approach prior to therapy. The study's target demographic was the tenth grade at SMA Yadika Bandar Lampung. Science One and Science Two were the two courses from which the samples were obtained. The author uses testing tools to construct descriptive stories about historical sites to collect data for pre-testing and post-testing. The findings indicated that the outcomes of creating descriptive prose were impacted by the Padlet application. The increase in the average score obtained from the pre-test results from 60.15 to 78.09 in the post-test results proves this. The results of hypothesis testing, which is 0.000 less than the Sig value of 0.05, also support it. In other words, the Padlet application affects the students at SMA Yadika Bandar Lampung in the tenth-grade descriptive text writing skills.

Keywords: Descriptive Text, Padlet Application, Writing Ability

INTRODUCTION

One of the finest tools for assisting the learning process is digital media. Among the numerous digital media that are accessible, Padlet is frequently utilized, especially by professors who encourage their pupils to actively study writing. There was no COVID-19 epidemic, so writing assignments were completed in person during class time. Writing exercises, when carried out using interactive online tools like Zoom, Google Meet, Google Classroom, and WhatsApp Groups, have not, however, best supported the writing exercise learning process during a pandemic.

As a consequence, the researchers taught writing, especially descriptive language, using the PADLET software. PADLET is employed to brainstorm online or in person with students in the classroom. On PADLET, the instructor may view the students' writing talents. To access the instructor's wall account, students just need to click the same web link that the teacher has shared with them. Then, the students are free to write anything they wish on the PADLET wall.

To learn about student challenges, the researchers did a preliminary study at SMA YADIKA Bandar Lampung and spoke with instructors about the most frequent problems encountered by tenth-grade students. An English instructor was questioned by the researcher. She stated that more work has to be done on students' descriptive writing skills and that many students still have a lack of interest in learning how to produce effective descriptive texts. There are many other factors at play in pupils' lack of interest in studying descriptive literature.

In light of the foregoing rationale, the researcher intends to include the PADLET application in the educational process since it is a straightforward strategy for assisting students in comprehending and accepting the information presented by the instructor. Students realize that learning to write may be simple to comprehend with the use of this medium, and they also unknowingly develop their writing skills.

Composing is one of the imperative aptitudes in the English dialect, particularly for understudies. Sometime recently, they graduated from college, and they ought to make their last graduation paper. At that point, within the career of this world, they, too, will be committed to doing work related to composing. Numerous occupations require writing aptitudes, but there's a need for writing competency, particularly for college understudies. Usually, understudies are more practical in doing everything. This can be affected by modernization and unused innovation aptitudes in the English dialect.

D.E., Zemach, and Rumisek (2003) contend that writing entails more than merely stringing words together to form sentences. There are various phases in the writing process that must be completed to generate a well-written work. Numerous forms must be taken after by the maker of the fabric to ensure that what is composed takes after the proper advancement of the composing handle. All of the remarks indicate that composing may be a cognitive organizing action. It is anticipated that the author will be able to utilize dialect inventively while creating composed work. Someone should always write with a purpose in mind. If someone writes something without a purpose, it is impossible.

To entertain imaginative or creative writing is often the type of writing done to entertain. It implies that the researcher will need to be creative. Your essay is strong if it can inspire people to use their imaginations while reading it. To inform, writing is done with the intention of informing the reader. The intent is always there in whatever the author writes. To persuade by providing factual information, the

researcher strives to persuade the reader that a point of view is legitimate, leading them to accept and act upon the writer's beliefs. Numerous forms must be taken after by the substance maker to ensure that what is composed takes place after the proper movement of the composition. All of the comments suggest that composing could be a cognitive organizing action. Additionally, it serves certain objectives, like amusing, educating, and influencing the reader.

Similar to another talent that uses the same component. Writing abilities also include parts. Components in writing also make it simpler for teachers to evaluate pupils' work. According to Jacob (1981), there are five parts to writing. They are as follows: Content: the two components of the content are unity and completion. A skilled reader can narrow in on a few words or sentences, demonstrating the coherence and comprehensiveness of the text so that the reader understands the message. Organization, coherence, and organization are connected. If one phrase is to follow another, a text can be categorized or structured. It indicates that the message's main idea is still intact. Language use/ grammar: writing requires the use of appropriate language and grammar points. The proper use of subject, verb, adjective, adverb, and tenses is required for grammar in English writing. The reader will be better able to comprehend a sentence's meaning if the syntax and tense are correct. Mechanics, capitalization, punctuation, and spelling are a few elements that fall under the category of writing mechanics. Capitalization, punctuation, and spelling errors can cause sentences to be inaccurate as well. Vocabulary: choosing the proper words is connected to vocabulary. When a word is used incorrectly in a statement, the meaning of the phrase is likewise inaccurate. The term must be appropriate for the text's message.

LITERATURE REVIEW

Descriptive writing, according to Oshima and Hogue (as expressed in Utami, 2014), requests the faculties by portraying how something shows up, feels, smells, tastes, and sounds. A descriptive text explains anything visible to the naked eye, such as a place, a person, a plant, or another object. A descriptive section that is well-written can assist the reader in visualizing the subject. In descriptive writing, a person or thing, whether abstract or actual, must be described, portrayed, or disclosed. The goal of descriptive writing is to describe an object in such detail that the reader can see, hear, and touch it. It effectively takes part in the situation. The setting of this sort of writing is the portrayal of a particular thing, creature, individual, or other subject.

The structure of the clear content will be examined below. Identification: this general format introduces the description's subject. Description: This section discusses the subject's qualities, characteristics, and other facts, such as size, physical characteristics, mental capacity, habitual behavior, and other elements of

daily life. The linguistic characteristic of the descriptive text focuses on specific participants (My English teacher, Bali Beach, etc.), the present simple tense is utilized, descriptive adjectives (beautiful girl, white clothes), the action verb "material processes" is used (it consumes grass and runs quickly).

The PADLET application contains actions that must be followed in order to utilize or run it, just like any other program. To use PADLET, follow these steps: go to padlet.com; if you don't already have an account on Padlet, click "sign up" or "log in" if you do. After signing up for PADLET, a page with membership options will open. PADLET may be launched after signing up and creating a subscription plan. On Padlet, there will be options on where to start.

A user can create a new PADLET wall from scratch or by modifying an existing template. A user's wall can be altered and edited. Giving a divider a title, including a portrayal, and picking a scenery picture are all alternatives. The following step is to set up user privacy. Users can add a link, video, file, or photo to their message after ensuring privacy. If necessary, several activities can be performed, including recreating, sharing, and altering posts.

The usage of the PADLET application provides additional advantages. Modify According to Funch (in Istianah, 2019), using PADLET in the classroom teaching-learning process has several advantages, including It gives students greater confidence to communicate their thoughts and opinions, it can provide the instructor with a full picture of all pupils' learning., simple to use and accessible by smartphone, PC, or laptop.

PADLET, like other mediums, has a drawback. According to Ibsen, the following are some shortcomings of the PADLET application: Not suitable for big or numerous gatherings, text size, or font limitation.

Before entering the classroom, it is crucial for teachers to prepare quality media. Using the right teaching resources is one way to design a successful class. If the pupils feel engaged in the work, they will be interested in the subject. As a consequence, They will participate in the teaching and learning process. The Padlet application is a useful tool for engaging students in the learning process. Adopting this medium gives the kids the confidence to write whatever is on their minds. The researcher will use Padlet as a teaching tool for writing descriptive prose for this study. Muster claims that after developing from a number of levels, the processes for teaching using the Padlet application are as follows: Pre-teaching,

The actions carried out throughout the exercise of learning to write using the Padlet application in this activity include: Begin instructional activities by greeting the pupils; students should be prepared to participate in learning activities, examine the attendance, and describe the goals of the upcoming learning activities. Exploration in this research, the following activities were carried out: To view the information on the Padlet wall, the teacher instructs the pupils to join the link address in the

WhatsApp group class, the teacher discusses the Padlet wall's descriptive text content, the instructor teaches how to write descriptively, the guided writing approach was explained by the teacher. Elaboration, among the actions carried out in this elaboration: The teacher describes the historical location in detail, the lecturer invites the students to identify the structure and linguistic aspects of descriptive writing on the Padlet wall, the instructor posts a photo on Padlet and invites pupils to describe it on the Padlet wall, then the pupils wish to write anything, the teacher instructs them to apply the guided writing approach. For example, we may seek out a photo and then ask ourselves what the picture is about and how it looks; among other things, the teacher instructs the pupils to post their work on the Padlet wall before creating their own Padlet wall. Confirmation: before ending the lesson, students corrected and amended their writing in confirmation exercises. Closing, according to Nadya Nevita Intan (2019), the following activities are included in the closing events: The teacher questions pupils about what they don't know yet; together, the instructor and pupils rectify the misconception, and the teacher provides a conclusion, Closing the learning.

METHOD

This study used a quasi-experimental research. The assignment of participants to the group, rather than their random selection, was part of the quasi-experiment. According to Creswell, a quasi-experiment is an experiment in which the researcher allocates volunteers to groups rather than allocating them at random since they cannot be created intentionally. In a quasi-experimental plan, we are able to utilize the pre-test and post-test design approaches. The exploratory treatment movement is given to the entire bunch, with the test gathering being as it were one, and a post-test is given to see whether there are any changes between the two bunches. To analyze the contrasts between the two-course bunches, the analyst gives a pre-test and a post-test to each bunch.

The target audience for the research is the general public. The population refers to the larger group about which generalizations have been established. Population, according to Ary et al., is made up of all individuals who belong to a specific class of persons, occasions, or items. According to the definition given above, the population served as the topic of the research in this instance. The population of this study consisted of SMA YADIKA BANDAR LAMPUNG pupils in the tenth grade for the 2021-2022 school year. Cluster random sampling is the process of choosing a group or cluster of objects rather than an individual. In this instance, the study will be carried out by a tenth-grader. There are three classes in the tenth grade, and for the research sample, two of those courses were chosen. Class X IPA 2 was the experimental class, whereas Class X IPA 1 was the control

class. The researcher will gather data on the students' knowledge, cognition, and competency via assessments (pre-test and post-test).

The researchers assessed the information utilizing parametric measurements, which are suspicions that must be legitimately fulfilled. They are called the homogeneity and regularity tests. After information collection, the analyst analyzed it employing a test-free t-test. The analyst must run two tests sometime recently, assessing the discoveries with an autonomous test t-test. These are the tests for homogeneity and regularity.

FINDING

The analyst conducted a T-test to collate the pre-test and post-test in this chapter. A pre-test was given for both the test and control classes to measure students' introductory composing capacity within the graphic content some time ago after getting diverse medications.

After the pre-test, the analyst did the exploratory treatment within the exploratory lesson and the control course, utilizing distinctive media. The analyst instructed the exploratory lesson, utilizing the Padlet application for composing clear content to improve students' composing abilities. The analyst instructed the control course utilizing the same educational media; the educator, more often than not, employs paper and writing for composing exercises. At the conclusion of the lesson, the analyst gave a post-test for both classes. A post-test was conducted to analyze the progress of students' composing abilities in expressive content after the treatment.

After the treatment, the students' did the post-test with distinctive media but with the same instrument and appraisal strategy. Both classes composed the same content portrayal of chronicled places on the other themes. Within the pre-test, understudies were given the alternative to compose almost Borobudur Sanctuary, Prambanan Temple, and Monas. Within the post-test, understudies were given the choice to compose a portrayal of the Eiffel Tower, the Taj Mahal, and Way Kambas.

While calculating the score, the researchers collected information from pre-test and post-test scores. At that point, the analyst made a table to speak to the list of students' pre-test and post-test scores and collated the result scores utilizing SPSS 25. To see the results of graphic insights from test and control classes, analysts have appeared in the table below:

Table .1 Students' Pre-test and Post-test scores (Control class)

NO	NAME	Pre-test	Post-test
1	ASI	62	66
2	ADA	61	78
3	AAD	60	69

4	AM	73	75
5	CSS	68	78
6	DM	68	71
7	DPH	67	73
8	DA	67	75
9	FLP	62	70
10	DH	62	68
11	GAK	61	80
12	GRH	59	62
13	GDD	63	70
14	GAP	62	80
15	IPR	61	73
16	IS	62	70
17	KBS	62	70
18	LAB	75	80
19	MGA	58	69
20	MYD	57	73
21	MRA	63	72
22	MEG	65	77
23	NAA	66	75
24	NDA	61	73
25	NA	60	66
26	NDS	54	68
27	RSH	51	62
28	RY	39	61
29	RLD	64	71
30	SMG	56	74
31	SCD	58	70
32	VA	66	72
33	YDS	52	62
34	RA	39	54
	N=34	Mean=60.71	Mean=70.79

Based on Table 4.1, the pre-test and post-test scores of 34 understudies within the control lesson appear. The cruel score of the pre-test is 60.71, and the cruel score of the post-test is 70.79. Within the pre-test, it can be seen that the most noteworthy score is 75, and the most reduced score is 39. After the pre-test was conducted, the treatment was given to the control lesson by a strategy that educators more often than not utilize with paper, books, and writing. After giving treatment in three gatherings, post-tests were given to understudies. Within the post-test, the score increments. The most elevated post-test score is 80, and the most reduced post-test score is 54.

Table 2. Students' Pre-test and Post-test scores (Experimental Class)

NO	NAMA	Pre-test	Post-test
1	ADP	60	74
2	AAS	63	77
3	AGP	49	66

4	APS	60	79
5	AGA	57	76
6	AA	61	69
7	CC	62	73
8	DAP	61	85
9	DS	61	81
10	DMA	61	82
11	DB	65	82
12	EY	59	81
13	GAM	65	81
14	HAA	66	83
15	HK	58	74
16	IKC	64	76
17	IS	67	71
18	IDP	66	79
19	LL	58	77
20	MAN	57	78
21	MS	50	75
22	NPA	65	85
23	NKE	75	81
24	NMV	69	80
25	NSM	66	78
26	Pm	59	81
27	PAK	50	74
28	PP	60	83
29	RA	55	79
30	RPR	59	79
31	RDL	63	86
32	SP	61	80
33	SK	41	77
34	TMS	52	73
	N=34	Mean=60.15	Mean=78.09

Based on Table 4.1, the pre-test and post-test scores of 34 understudies within the test lesson The cruel score of the pre-test is 60.15, and the cruel score of the post-test is 78.09. Within the pre-test, we will see that the most noteworthy score is 75, and the least noteworthy score is 41. After the pre-test is conducted, the treatment is given to the experimental course by the Padlet application. After giving treatment three times, a post-test was given to the understudies. Within the post-test, we are able to see that the score increments. The most elevated post-test score is 86, and the least elevated post-test score is 66.

Table .3 Descriptive Statistics

Group's Name		N	Range	Minimum	Maximum	Mean	Std. Deviation
Control	pre-test score	34	36	39	75	60.71	7.506
	post-test score	34	26	54	80	70.79	5.938

	Valid N (listwise)	34					
Experimental	pre-test score	34	34	41	75	60.15	6.467
	post-test score	34	20	66	86	78.09	4.582
	Valid N (listwise)	34					

Both the control and exploratory courses had 34 understudies, according to Table 4.3. The run post-test score within the control lesson is 26, though the extended pre-test score is 36. The control group's pre-test cruel score was 60.71, though the post-test cruel score was 70.79. The pre-test control bunch got a 75, the post-test group got an 80, and the pre-test control group got 39 and 54, respectively. The test lesson had a pre-test run score of 34 and a post-test extend score of 20. The test lesson had a cruel pre-test score of 60.15 and a cruel post-test score of 78.09. The test course scored 75 on the pre-test, 86 on the post-test, 41 on the pre-test, and 66 on the post-test.

Ordinariness testing is utilized to decide whether or not the information includes a typical dispersion. There are two distinctive sorts of typicality tests: Shapiro-Wilk and Kolmogorov-Smirnov. They incorporate:
Kolmogorov-Smirnov: For large tests (> 50), Shapiro-Wilk: For Little Tests (≤50) Information can be said to be Regularly dispersed in case P esteem (Sig.) > 0.05, great for Kolmogorov-Smirnov and Shapiro-Wilk (Dodiet Aditya Setyawan:2021). Since the tests of the inquiry are about 50, they can be utilized by Kolmogorov-Smirnov.

Table 4. Tests of Normality

	groups name	Kolmogorov-Smirnova		
		Statistic	df	Sig.
pre-test score	Control	.168	34	.016
	Experimental	.137	34	.108
post-test score	Control	.123	34	.200*
	Experimental	.108	34	.200*

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The importance of pre-tests and post-tests within the control and test classes is shown in Table 4.4. The exploratory class's sig/p score pre-test is.108, though the control class's is 016. Both are critical since the score is more noteworthy than 0.05. We may conclude that the information takes place after a typical conveyance. The test course scored 200 on the sig/p post-test, while the control course scored 200. Since the score is more noteworthy than 0.05, both of them are critical. In other words, the information is scattered legitimately.

Levene's test, according to Starkweather (2010), is mostly used to determine differences between two data sets with various variances. The significant score (p) for the two various data groups will be displayed in the computation results from this test. According to the significance score () = > 0.050, The outcome is displayed below:

Table 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
pre-test score	Based on Mean	.119	1	66	.732
	Based on Median	.065	1	66	.799
	Based on the Median and with adjusted df	.065	1	62.801	.799
	Based on trimmed mean	.073	1	66	.787
post-test score	Based on Mean	1.074	1	66	.304
	Based on Median	1.113	1	66	.295
	Based on the Median and with adjusted df	1.113	1	61.822	.296
	Based on trimmed mean	1.067	1	66	.305

The results of the homogeneity test are shown in Table 4.5, indicating that the students in the control and experimental courses had a homogenous variance. Both the pre-test and post-test have significant scores.732 and.304, which are both greater than 0.05.

The result of the independent sample t-test (hypothesis test)
The researcher utilized an independent sample t-test to examine the fictitious test after conducting the normality and homogeneity tests with SPSS 25 for Windows. The following details are provided:

Table.6 Independent T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
pre-test score	Equal variances assumed	.119	.732	.329	66	.743	.559	1.699	-2.834	3.951
	Equal variances not assumed			.329	64.589	.743	.559	1.699	-2.835	3.953
post-test score	Equal variances assumed	1.074	.304	-5.671	66	.000	-7.294	1.286	-9.862	-4.726
	Equal variances not assumed			-5.671	62.011	.000	-7.294	1.286	-9.865	-4.723

We may assess the result of the autonomous test t-test utilizing Table 4.7. The Sig (2-tailed) of the post-test score is 0.000, showing that the Sig is 0.000 less than 0.05 (0.000 0.05). As a result, the theory (Ha) wins, and the invalid theory (Ho) loses. Based on the calculation discoveries, it is conceivable to conclude that utilizing the Padlet application has a significant effect on tenth-grade understudies at SMA Yadika Bandar Lampung's capacity to produce expressive composition.

DISCUSSION

At the beginning of the information investigation, the analyst utilized the result score understudies learned from the score of the pre-test to compose a content portrayal of chronicled places to serve as a starting premise for conducting the inquiry. In this case, it is vital to know whether the object's capacity is the same or not. In this manner, the analyst took students' pre-test scores in lessons X MIPA 1 (control course) and X MIPA 2 (test lesson) as the starting information.

So from the introductory information examination, the calculation of the ordinariness test for the pre-test is 016 and the post-test is 200. For the exploratory course, the pre-test is 108, and the post-test is 200, which implies the control and exploratory courses are regularly disseminated since both have scored more than 0.05. Within the information homogeneity test, the pre-test score is 732, and the post-test is 304; both of them are greater than 0.05, so the control and test lessons are homogeneous. In other words, the moment capacity condition course some time ago, given the treatment, is the same, specifically typical and homogeneous. Hence, the two classes merit being utilized as test and control classes.

Besides, both bunches were given learning materials from chronicled places with diverse medicines. The exploratory course was treated utilizing the Padlet application, and the control lesson was treated utilizing learning as already instructed by the educator, utilizing books, paper, and pens. The usage of learning within the exploratory and control classes takes three gatherings with a time allotment of 50 minutes.

The post-test material given is the same as within the pre-test, but the subject is diverse. The address is to compose the verifiable places. The post-test was given after the treatment with the Padlet application within the exploratory course, and learning, as regular, the educator instructed with books, pens, and paper within the control course. Based on the graphic writing test, the cruel score in the control course is 70.79, and the cruel score in the exploratory course is 78.09. From the comparison of the cruel scores post-test of the control and test courses, it can be seen that the cruel score of the test course is higher than the control course. The ultimate information investigation appears to have gotten.000 <0.05. So, it is critical, and the speculation proposed by the inquiry can be acknowledged.

This implies that the learning results of composing clear content utilizing the Padlet application within the test lesson are higher or not the same as the learning strategy utilizing books, paper, and writing within the control lesson.

From the inquiry that has been done, it is evident that there are significant differences between the understudies within the control course (X MIPA 1) and the test course (X MIPA 2). This may be seen from the fact that the increment within the cruel score of the control course is 70.79, and the cruel score of the test course is 78.09.

Therefore, the results of this consideration are considered to fathom the already-recognized issues. By utilizing Padlet application understudies, their substance in composing clear content increments, the dialect of their composing is justifiable, and composing blunders are diminished. In other words, the Padlet application has an impact on composing capacity in clear content, particularly within the tenth review at SMA Yadika Bandar Lampung.

CONCLUSION

The material of the post-test is the same as that of the pre-test, but the subject is diverse. Compose down the verifiable areas if it's not too much trouble. The post-test was managed by the test course after the utilization of the Padlet program. At the same time, the control course kept on learning by utilizing books, pens, and paper as usual. The cruel clear-composing test score for the exploratory group was 78.09, whereas the cruel score for the control group was 70.79. The cruel post-test scores of the control and test classes demonstrate that the exploratory course encompasses a higher cruel score than the control lesson. The conclusion of the information investigation appears to be that a.000 0.05 was accomplished. Hence, it is imperative that the research's theory can be acknowledged. As a result, it is anticipated that the study's discoveries will resolve the already-distinguished inadequacies. Understudies that utilize the Padlet program compose clearer fabric, utilize dialect that's more coherently, and make fewer composing botches. In other words, the Padlet application influences understudies at SMA Yadika Bandar Lampung within the tenth grade's capacity to type in expressive writings.

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