The Effect of *Padlet* Application towards Students' Narrative Writing at the Tenth Grade of SMAN 1 Malingping Lebak Banten in Academic Year 2023/2024

Ida Parida[1*], Ari Fajria Novari[2], Nur Azmi Rohimajaya[3]
[1,2,3]Bahasa Inggris Universitas Mathla'ul Anwar
e-mail: idaparida07000@gmail.com
e-mail: ari.fajria@gmail.com
e-mail: nurazmirohimajaya030@gmail.com

Abstract: This research paper aims to know whether there is a significant effect of *Padlet* application towards students' narrative writing at the Tenth Grade of SMAN 1 Malingping Lebak-Banten In Academic Year 2023/2024. The authors paper used quantitative approach and quasiexperimental design. The technique in choosing the sample is cluster random sampling; the authors used XE 7 (36 students) as class experiment and XE 10 (36 students) as class control. The experimental group was taught narrative text in writing activity used *Padlet* application, where as the control group was taught used Google classroom. At the first meeting of the research, the researcher gave a pre-test to both the experimental group and the control group to measure the extent of students' narrative writing. Then gave treatment for five meetings and the last meeting of the research, the researcher gave a post-test to find out the final results and to prove the significant effect after being given treatment using a *Padlet* application in the experimental group. In analyzing the data, the author used independent sample t-test by SPSS 29 for windows showed the value of t calculated> t- table was 25.100 in experimental class. And its significance value because less than 0.05 (P = 0.00 < 0.05 in experimental class). It can be concluded that the alternative hypothesis (Ha) was accepted. Therefore, the researcher concluded that the *Padlet* application has a good effect on Students' Narrative Writing. In addition, this *Padlet* application is not only effectively used in learning writing but could also be used as an online learning medium because this *Padlet* application has space to communicate freely between teachers and students as well as between other students.

Keywords: Narrative text, Padlet Application, Writing

1. Introduction

English is an international language. It has become the language of communication in the international so that there is almost no country where it is not studied as a language of communication for students or business people. Learning English as a foreign language still becomes a burden for most students in Indonesia. According to Novari et al. (2018:151-156) Language has a very important role in human life. Humans have used language as a means of communication for centuries. Language exists in line with the social history of a society or nation. Even though these natural 'words' are not changed in the dictionary, people really like to use them so that they become the initial words that are attached and assumed and the modified words have the same meaning. Language vocabulary has developed irregularly in recent years and tends not to be formulated.

The authors found several problems, face by students in writing there are: The first, the students lacked of motivation, To learn writing because students felt as a boring lesson. The second problem, students had difficulted expressing their ideas. The third problem, students had difficulted in writing explain texts they were did not understood the various types of text and writing processes. The fourth problem, the lacked of students' vocabulary. The next problem, students had difficulted compiling grammar which made students difficulted for students to assembling each word into a sentence. The last problem, limited media used by teacher. There were several texts in writing to be mastery of student at Tenth Grade of Senior High School consisting of descriptive text, announcement text, and recount text. Based on several texts studied in the tenth grade of Senior High School, the authors takes narrative text as the learning material in this study.

To solution to these problems are that teachers shall know more about media in English learning, there are lots of media that teachers has used to help in the learning process in the classroom, because by using a variety of media teachers and students easily and increase their motivation during the teaching and learning process in the classroom. To help students improve their writing skill, researcher provides a *Padlet* Application as a learning media in the classroom.

Padlet

Padlet is a free online tool that is best described as an online notice board. *Padlet* can be used by students can contain links, videos images and document files. When you registered with *Padlet*, you can create as many "walls" or online notice boards as you like. These walls can set to private or public, with each wall having separate privacy settings. According to Fiester & Green (2016:243), "*Padlet* allows for students to be actively engaged in a lesson when they or can otherwise be distracted. *Padlet* can also serve as a bulletin board where students can post their thoughts, ideas, questions, and answers."

a. The Features of Padlet Application

According to Kurien (2021) *Padlet* is a creative tool used to enhance interactivity in teaching and learning process. You have used this digital bulletin board to display anything with a variety of facilities available on the "wall". *Padlet* walls could be made for public purposes such as classroom learning or personal enjoyment. *Padlet* Application is the best tool to collaborate and express someone's thoughts and also could read others' statements. Each individual could provide statements, comments, and questions in one place that was easily accessible to everyone to get feedback.

b. The Use of Padlet in Learning Writing

Padlet or could be referred to as an online whiteboard is very useful for used in distance learning. Using *Padlet* as a distance learning medium does not limited communication between students and their teachers. Like a blackboard in the classroom, this online wall could also accommodate subject matter in the form of files, students' assignments, voice notes, writing, pictures, messages, and facilitate communication, either thought comments, voice, messages and etc.

According to Awaludin et.al in Rony (2021:29-30) explained that. The used of *Padlet* in the classroom start from the teacher is explaining the features in *Padlet* such as how to create a post or comment to others' post. The teacher then shared the topic or material in *Padlet*, and asked the students to read the posts. Once the students already read the post in the *Padlet*, the teacher asked them to tell their experienced or opinion in the class *Padlet's* wall. In their postings, the students can also insert some links, images, videos, or files which support and make their posting or comment become more interesting. With this, first, the students would be able to write variety of text genres either it is in from of personal or academic term. Second, the students can discus things related to the writing itself such as the points they still not understand. Third, it can provide a good learning environment for the students' collaboration in writing classroom.

Finally, it can make the students to write and express their view points, and help other students as well whereas the teacher provide feedbacks on their writing.

In using the *Padlet* application as a learning medium, of course there were several steps that must be passed in creating an online wall. For this reason, the researcher explained several steps that must be taken for users who would create an online wall.

The steps are:

1. Go to http://*padlet*.com/ and click sign up for free
2. Enter your email and password or the alternative a way sign up with google
3. Click your account email.
4. "*Padlet* format presentation". Choose one best suited to the content.
5. Click Make a *Padlet*

Narrative

Narrative text is a story text that describes an event sequentially from the beginning to the end of the story and has a structure that is interconnected and talks about interesting things that had the aim of entertaining the reader.

a. Types of Narrative Text

There are several types of narrative texts. According to Arisman & Haryanti (2019:327), "The types of narrative texts are mysteries, fables, legends, science fiction, romances, fairy tales, and myths. Included are autobiographies and biographies or a mixture of both."

1. Mystery.
   Mystery is a text that tells about a crime that focuses on how detectives solve their problems. Example: Murder of Roger Ackroyd.
2. Fables fables are short story that gives a moral point and tells traditionally with animal characters talking and acting like humans. Example: The Goose with the Golden Eggs.
3. Legends
   Legends are narratives of human actions that both the storyteller and the listener consider to take place in human history. Legends tells the history of an area in brief. Some define legends as folk tales. Example: Robin Hood and Sangkuriang.
4. Science fiction
   Science fiction tells about the science and technology of the future. These stories involve laws or scientific theories that are partly completely fictional Example: A Space Odyssey.
5. Romance
   Romance tells of two lovers who have difficulty being together, so there is a need for sacrifice. Example: Love Story.
6. Fairy tales
   Fairy tales are full of fantasy. It usually featured folklore characters such as fairies, giants, and usually magic. Example: Pinocchio and Snow White
7. Myth
   Myths are section stories, mainly describing natural or prehistoric events of a place or person. Example: The Myth of Dewi Sri.

There are seven types of narrative text, but researcher had focus on learning and comprehending legend and fairy tales. This is complying with the Ministry of Education. Several titles of legend stories are given students, such as Malin Kundang, Sangkuriang, and so on.

b. The Generic Structure of Narrative Text

Orientation is a recognition part of the narrative text. This section contains the background of the time, the setting, and the description of the characters described in the text. According to Zulfah (2020:8-9).

1. Orientation.
   Setting the beginning of story and introducing the characters (who, when, what, and where).
2. Complication.
   Explains the problems in the story and how the main characters are solving the problem. This section includes situation, activities or events.
3. Resolution.
   The crisis usually goes down for the better but can also get worse.

4.   Reorientation.
      Usually indicates the end of the story usually a happy ending and sad ending.

c. Language Features of Narrative Text

1.   Simple past tense is known as the second form of verb. It is used to describe an action that taken place in the past and was completed.
2.   Noun phrase is a powerful tool for descriptive language in English they are a group of words that work together to describe a person, place, think, or idea.
3.   Time connective and conjunction such as: however, although, later, then.
4.   Adverbs and adverbial phrases describe the place and time of event such as: once upon a time, long time ago.
5.   Action verbs; Show an action such as: stood, explained, smashed.
6.   Saying and thinking verb; Show what the person is feeling/thinking/saying characters such as: told, realized, decided.

Writing

According to Riski & Ahmad (2021:7) Writing is a form of conveying thoughts and messages to readers to understand. In other words, writing is the process of creating words into meaningful sentences that make them good paragraphs. In this process, authors have to create several sentences to create several sentences to make good text for readers to understand easily when they read the text.

a. The kinds of Writing

In the opinion of Brown (2018:229) there are four basic kinds of writing.
These are:

1.   Imitative
      To produce written language, students must go through basic writing skill stages such as learning to write letters, punctuation marks and short sentences. This type includes the ability to spell and understand punctuation marks correctly, placement of punctuation marks and capital letters. Students at this imitation level learn to master writing.
2.   Intensive
      Slightly higher than the basic of imitative writing is the skill of creating appropriate vocabulary, In writing so that each word has continuous with each other by determining meaning, suitability and continuity.
3.   Responsive
      Writing like this requires students to be able to connect sentences into paragraphs and try to create several paragraphs that were interconnected. This article contains narratives and brief descriptions, as well as short reports.
4.   Extensive
      Extensive writing that has gone through the entire previous writing process, starting from word selection, arrangement and form of simple sentences to determining grammar and meaning of several paragraphs continuously. Based on the basic kinds of writing above, the authors was used responsive writing for students' writing narrative text, because to see his ability in writing creativity.

b. Process of Writing

Writing is process of making a good paragraph, so researcher has to construct a good topic. Sentences, and starting the point. The writing process consists of four elements. Those are planning, drafting and editing (reflecting and revising) Harmer (In Fitri. 2022:9-10).

1.   Planning
      Before authors begin to write, obviously we need to have a planned. There are three steps in these parts. First the students have to decide the topic. Then, the students have to know about language style. The last, the students have to consider the context.
2.   Drafting
      Authors can refer to the next section of writing. In this part, the students have to write all of their ideas.
3.   Editing
      In this part, the students read their writing to find outif there was a mistake. After the students finds the mistake, then revise it. It will help to minimize the mistake.

4. Final Version

The last part is the final version. It is possible that the final version is much the plans and drafts that have been made previously. Because there are many changes in the editing process.

Based on the process of writing the researcher concluded that writing is very important in a piece of writing because if four process of writing are not used, then it was not be perfect one process of writing hat had used in writing such as the research, novel, and etc. then the readers have understood what a writer written.

2. Method

In this research, the authors used a quantitative approach, and quasi experimental design. The objective of the research is writing skill.According Melissa (2017:12*), "Quantitative research methods are usedto collect and analyze data of the research that were presented numerically."* Moreover, to Rogers and Revesz (2020:133), "Quasi experimental research designs examine whether there is casual relationship between independent and dependent Variable. Simply defined, the independent variables is the variables of influence and the dependent variables is the variable that is being influenced." Based on the definition above the authors assumed the quantitative approach was make the researcher easy to found out the data or the effect from the research, the author was used the quasi experimental design, and apply the pre-test and post-test *Padlet* Application in the experimental group and google classroom in the control group. In the first meeting of the research, the researcher gave a pre-test to both the experimental class and the control class to measure the extent of students' writing skills.

The population of this research is the Tenth Grade of SMAN 1 Malingping in academic year 203/2024, and the sample was taken for two classes, which is XE 7 as an Experimental class & XE 10 as a control class. Both of them given the pre-test and post-test while class XE 8 given the instrument of writing test, it does for proving whether the instrument valid or not. The authors used *Padlet* application for Experimental class and Google Classroom for control class. So the sample of this research is 72 students and the respondent for validity and reliability is 38 students.

3. Result and Discussion

In this chapter, the authors presented the results of the students' writing skills test from a sample of both the experimental class and the control class. The data of this study were taken from a written test with a total of two questions and for the assessment it was in accordance with the components of writing consisting of content, organization, grammar, vocabulary, and writing mechanics. The test data were taken before and after the treatment was given. The object of the research is the tenth grade students of SMAN 1 Malingping. The research class consists of an experimental class that has been implemented by the Padlet application as a learning medium and a control class that has applied the Google Classroom application as a learning medium. The test results from the two classes were compared to find out whether there was a significant effect on the use of the *Padlet* application towards students' writing skills in the experimental class. Based on the calculation using SPSS 29 Version, the data above can described as follow:

Table.3 Descriptive of the data

	N	Minimum	Maximum	Mean	Sum	Std. Deviation
Pre-test experiment	36	40	70	53.47	1925	9.843
Post-test experiment	36	60	95	73.47	2645	10.407
Pre-test control	36	40	85	58.89	2120	11.283
Post-test control	36	60	90	73.06	2630	7.772
Valid N (listwise)	36					

Based on the calculation by using SPSS, the result of the pre-test at experimental class the highest score is 70, the lowest score is 40, and the total score is 1925, The total students are 36. Meanwhile, the result of the post-test at experimental class, the highest score is 95, the lowest score is 60, and total score is 2645, the total students are 36. The result of pre-test at control class, the highest score is 85, the lowest score is 40, and total score is 2120. The total students are 36, Meanwhile, the result of the posttest at control class, the highest score is 90, the lowest score is 60, total score is 2630. The total students are 36.

Table 4 Test of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pre Ex	,137	36	,087	,917	36	,010
	Post Ex	,136	36	,090	,929	36	,024
	Pre Control	,143	36	,060	,947	36	,086
	Post Control	,128	36	,146	,951	36	,113

a. Lilliefors Significance Correction

Based on the output normality test table 4 showed of the normality test obtained pvalue (0,087, 0,090, 0,060, 0,146) are higher than $\alpha = 0.05$, it means that HO is accepted. On the other word, based on the test result normality, the data is normality distributed.

Table 5 Homogeneity test of pre-test Control & Experimental Class

Levene Statistic	df1	df2	Sig
.765	1	70	.385

The statistic result showed, the score of homogeneity of pre-test Between Control and Experimental is higher than $\alpha = 0.05$ P-value (0.385)> $\alpha= 0.05$. The result of homogeneity test is accepted.

Table 6 Homogeneity test of post-test Control & Experimental Class

Levene Statistic	df1	df2	Sig
2.729	1	70	.103

The Statistic result showed, the score of homogeneity of post-test between Control and Experimental is higher than $\alpha =0.05$. P-value (0.103)>$\alpha = 0.05$. The result of Homogeneity test is accepted.

Table 7 Paired Samples Test

	Mean	Std Deviatio n	Std Eror Mean	Lower	Upper	T	D f	Sig (2 tailed
				Pried Differences 95% Confidence Interval of the differences				
Pair 1 Pre-test Ex – Post-test Ex	-20.000	4.781	.797	-21.618	-18.382	-25.100	35	.000
Pair2 Pre-test cont - Post-test cont	-14.167	7.121	1.187	-16.576	-11.757	-11.936	35	.000

The statistical hypotheses as follow:

H_a: There is a significant effect of *Padlet* application towards students' narrative writing at the tenth grade of SMAN 1 Malingping Lebak-Banten.

H_o: There is no significant effect of *Padlet* application towards students' Banten.

The estimations are:

If p-value> α = 0.05, (H_o is accepted and H_a is rejected).

If p-value< α = 0.05, (H_a is accepted and H_o is rejected).

Based on the output SPSS on table 7 It could be seen that significant value (p-value) = 0.000 at pair 1 and 0.000 at pair 2. They are < α = 0.05, Meanwhile H $_a$ is accepted and H_o is rejected. On the other word, there is significant effect of *Padlet* application towards students' narrative writing.

Discussion

From the result of analysis of the data. The research question is whether there is significant effect of *Padlet* application towards narrative writing. The result showed that there is a significant effect of students' *Padlet* application towards students' narrative writing. Based on the calculation, the students who had been thought by *Padlet* application is better than the students who had not been thought by *Padlet* application. In this research involved 72 tenth-grade students, namely XE-7 and XE-10. The two classes were classified as experimental and control classes. The two classes were given different treatments. The experimental class was given treatment using the *Padlet* application, while the control class was given treatment using the google classroom. Pretest and post-test were given to both classes.

As explained by Brown (2018:251) the writing assessment includes: Content, Organization, Grammar, Vocabulary, and Mechanics. This assessment rubric is used as a reference in the written test assessment that the researcher gives to students through pre-test and post-test. Based on the pre-test results in the experimental class, the number of students are 36 people, with the highest score is 70, the lowest score is 40, and the total 1925, meanwhile, the result of the post-test experimental class, the highest score is 95. The lowest score is 60, and total score is 2645, the total students are 36 people, the result of pre-test at control class, the highest score is 85, the lowest score is 40, and total score is 2120. Meanwhile, the result of the post-test at control class, the highest score is 90, the lowest score is 60, total score is 2630.

The discussion regarding the application of *Padlet* in learning to write can significantly improve students' writing skills. This can be seen based on the average pre-test value for the control class is 58.89

and the pre-test value for the experimental class is 53.47. From the value of the experimental class and the control class, it means that there are differences in student achievement in the pre- test scores of the control class and the experimental class. explained by Brown (2018:251) the writing assessment includes: Content, Organization, Grammar, Vocabulary, and Mechanics. This assessment rubric is used as a reference in the written test assessment that the researcher gives to students through pre-test and post-test. explained by Brown (2018:251) the writing assessment includes: Content, Organization, Grammar, Vocabulary, and Mechanics. This assessment rubric is used as a reference in the written test assessment that the researcher gives to students through pre-test and post-test.

Meanwhile, the average post-test score in the control class was 73.06 and the posttest score in the experimental class was 73.47. This means that there is also a significant difference in scores between the control class and the experimental class in the post-test. It can be concluded that it proves that the experimental class got a higher score than the control class, which means that the use of *Padlet* is very effective towards students' writing skill. After being given the pre-test and post-test, the researcher analyzed the data from both groups by testing for normality and homogeneity using pretest and post-test scores. Meanwhile, to test the hypothesis, the researcher only used the post-test scores of the two groups.

The results of normality test used Kolmogorov-Smirnov with SPSS 29, a significant are 0.087, 0.090, 0.060, and 0.146 are higher than $\alpha = 0.05$. So, it can be interpreted that the data from each group is normality distributed. This means that Ho is accepted. Then, the results of homogeneity pre-test used Levene test with SPSS 29, a significant value is $0.385 > 0.05$ and the result of homogeneity post-test a significant value is $0.103 > 0.05$ means that the two classes are not significantly different so that the variance is meaningful or it can be interpreted that the data is homogeneous. Meanwhile, to test the hypothesis, the authors only used the post-test scores from the two classes. This is because the authors wanted to know whether there was a difference between the two after the treatment was given and whether there were significant results on the use of *Padlet* in the experimental class. From the test results with independent simple t-test obtained t-count = -25.100 with significant 2-tailed = $0.000 < a = 0.05$, then Ha is accepted and H0 is rejected. In other words, there is a significant effect of using *Padlet* towards students' narrative writing.

4. References

Arisman, R & Haryanti LS. (2019). Using Small Group Discussion to Improve Students Reading

Achievement on Narrative Text. English Community Journal [Online]. Vol 3 (1), 325 334. Tersedia https://doi.org/10.32502/ecj.v3il.1698.

Brown, H. Douglas & Abeywickrama Priyanvada. (2018). *Language Assesment Third Edition*

Fiester & Green, *(2016)* Motivating EFL Learners to Write Using Padlet Application. *ELT Worldwide,* 8(2),242-243.

Ilham, G.F., Rohimajaya, N.A., Novari. A.F., & Harmer, W. (2022). An Analysis of Students' Errors in Writing Analytical Exposition Text by Using Surface Strategy Taxonomy. *The Proceedings of English Language Teaching Literature, and Translation (ELTLT), 11,* 167174

Kurien, D. C. P. (2021). *Padlet App A Super Creative Tool For Your Classroom 2021 iprs solution limited. https://iprsolutions.com/academix/padlet.*

Melissa, J. Goertzen. (2017). Introduction to Quantitative Research in communication, 12-18. https://doi.org/10.4135/9781452274881.n1

Novari, A. F., & Dayat, D. (2018). The Usage of Non-formal Language in Adolescent Films of Indonesia. *MENDIDIK*: *Jurnal Kajian Pendidikan Dan Pengajaran.*

Riski & Ahmad. (2021). An analysis of Online Learning in Academic Writing Course During riting Course During the Covid-19 Pandemic. *Journal of English Language And Education, 6 (2), 7*

Rony, M. (2021). *Students' perspectives of Padlet application as educational tool in efl writing classroom (A Case Study at the Twelfth Grade Students of SMAN 1 Parung in the Academic Year 2020/2021). 24.*

Rogers, J & Revesz, A (2019). Experimental and quasi-experimental designs, The Education University of Hongkong & University College London

Zulfah. S (2020). *Modul Pembelajaran SMA Bahasa Inggris Narrative text*