THE USE OF PADLET APPLICATION (PA) TO ENHANCE STUDENTS' WRITING ABILITY: An Experimental Research

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Article Info	Abstract
	This research aimed to know the students writing ability after applied Padlet Application on class 11th grade students of MAN 1 Makassar. The research problems of this research does the students writing ability improve using Padlet application and does the students interest in learning English using Padlet application. The method of this research was pre experiment design that consisted of pretest, treatment and posttest. The aimed of this research was to analyze whether or not the used of Padlet Application improved the students' writing skill and to analyze whether or not the used of Padlet Application made students' interest in learning English. The researcher used two kinds of test were writing test to measure the improvement of students' writing skill in terms of content and organization and using questionnaire to measure the interest of students using Padlet application. This questionnaire consisted of five positive statements and five negative statements. Based on the data analysis, it found that the improvement of students' writing skill in terms of content was 54.70 became 82.35, with the t-test value of content was greater than t-table (16.58>2.11). While the improvement of students' writing skill in terms of organization shows the result was 57.05 became 87.05 with the t-test value of organization was greater than t-table (34.98>2.11). Based on the result of questionnaire data, it shows that the percentage completely positive and negative statements was 79.11 % as good categorized. It means, the result of writing test and questionnaire data proved that Padlet Application was effective and applicable to improve and interest students' writing skill at the eleventh grade of MAN 1 Makassar

INTRODUCTION

The problem that faced by students one of them in learning language is writing. In writing, there are some important aspects to write good sentence. According to Jacob et al in Suardi (2012:12), the components of writing consist of five are content, organization, language use/grammar, mechanics and vocabulary. Content is all about unity and completeness of the paragraph so that the readers easily get the point of it. Organization is concern to coherence. Good paragraph made if one sentence coherence with another sentence. Coherence means that how the previous sentence continues with next sentence without less the meaning of the sentences because writer has arranges and organizes the

ideas. Language use/grammar is about structure of language like one sentence has to consist of subject, verb, adjective, adverb so that the sentence can categorized complete sentence. Mechanics is refers to punctuation, spelling, and capitalization. If one of them is incorrect, it means the meaning of the sentence also wrong. Vocabulary is words. Writer has to prefer right words to write explain their thought. Wrong vocabulary means that wrong sentence also.

Untung (2013), Schools and teachers have always been expected to promote social skills among students, modeling how to collaborate, negotiate conflict, exchange information, and evaluate truth. When used properly and developed with smart pedagogy, the principles of today's social networking can be used to enhance and build on traditional classroom learning and develop 21st century skills that future employers and the world economy now consistently demand, such as technological proficiency, civic duty, communication, teamwork, cultural awareness, and financial literacy.

In 21st century era, technology has a big influence in education field especially in teaching learning. Nowadays, internet has become a necessity for everyone include students even in the classroom. We know that the first web technology appeared was Web 1.0 *World Wide Web* and this era is Web 2.0 it called *Social Web*. Padlet include Social Web that has big potential to help teacher convey materials easily, make students interest and improve their achievement especially in writing skill. Padlet is sticky notes virtual application that students can write, communicate, collaborate and share to their friends in the class. Padlet make teacher easy to gathering ideas of students. Through Padlet teacher, no need using whiteboard to write question and for students no need using book to write answer. Students directly write their answer and automatically their answer can be seen by their friends/group. Every students/group has to send answer because it can be seen from LCD. After that teacher explain one by one the answer directly without wasting time because teacher just typing and write the correction. Besides that, design or wallpaper of the padlet is various so that make students interest in learning English.

As we know that for us Indonesian, English is foreign language. The students sometimes admit English is difficult when they are cannot using English correctly for instance to arrange sentence. They cannot write correctly because their grammar and vocabulary is limited. Beside that students admit English is difficult because the pronounce when we speak and write is different so that sometimes students getting confused about that. It is due to they always to listen the words after that try to speak but never to write it. The other reason is level of student's participation in learning English is very low. That is caused perhaps teacher using conventional ways. There is no innovation in teaching learning process so that make student feels bored and lazy to learn English especially in writing. This is the lack of teacher methods currently. Because of that teacher needs new design or method in teaching in writing skill.

LITERATURE REVIEW

Definition of Writing

According to Harmer (2014: 86) writing is a process and influence of the strength of genre. It is a form of thinking, but it is thinking for a particular audience and a particular occasion. It is different from Yakkop, (2006: 34) defines that writing is a communicative activity and so is carried out in accordance with certain general principles in which underline the use of language in communication.

The statements above are different from Meyers in Saiful (2002: 2) states that writing is an action or a process of discovering and organizing ideas, putting them on a paper, reshaping, and revising them. This is almost similar to Prichard, (2013: 98) states that writing is a way of expressing thought from mind to print materials. We can state that writing is a kind of activity where the writer puts all the ideas in his mind on the paper from words to sentences, sentences to paragraph and paragraph to essay. Byrne in Rahid, Nair, Kaur, and Louis (2008) argues that writing is difficult because of psychological, linguistic and cognitive problems that students undergo. The actual writing test requires them to write individually and independently unlike in the writing class where interaction and immediate feedback are available. In addition, it is also stressful to write the essay.

Many experts give their views about the definition of writing. According to Bader cited in Kheder (2011:9) writing is means of communication between people. It should follow some conventions that are unique of all which relate letters to words and words to sentence which must be well organized to have a coherent who called "text ". For Sapkota (2013:70) also suggest that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

Based on statements above, the writer concludes that writing is a means of communication, which is used to transmit messages or ideas in our mind in written materials.

Component of Writing

Jacob (2014: 15) there are five component of writing

1. Content

   Content consist of two parts, are unity and completeness. A good reader able to focus on some words or sentences, which shows the unity and completeness of the text so that the reader easily understand the meaning of it.

2. Organization

   Organization is correlate with coherence. A text can be classify as organize if one sentence to another sentence to be continue. It means that the point of message is not break.

3. Language Use/Grammar

Language use in writing consist of correct language and point of grammar. Grammar in English writing involve the use of subject, verb, adjective, adverb, and using right tense. A sentence with right grammar and tense will help reader to understand the meaning of the sentence.

4. Mechanics

Some part that include in writing mechanism are capitalization, punctuation and spelling. Sentence with incorrect capitalization, punctuation or spelling can make the meaning of sentence also incorrect.

5. Vocabulary

Vocabulary is related with choose right words. If a word put in wrong sentence so that the meaning of sentence also incorrect. The word has to match with the point of the text.

Technology

What is on your mind if you heard 'Technology'? It might sounds like something can changes everything, something that has to run on electricity. Technology is the use of scientific knowledge for practical purposes or applications, whether in industry or in our everyday lives. Technology related with complete equipment, but it can be easy to use by human. Technology is the application of scientific knowledge to practical tasks by organizations that involve people and machines.

Nowadays, technology has been helped a lot of human works especially in the field of education. Many teachers utilize the use of technology in the learning process in the classroom. This is because the students are sometimes bored of using conventional methods in learning process so that educators needs more ways to make students interest in learning process in the classroom. One way is to use technology.

The Function of Technology in Learning

Information and Communication Technology (ICT) has three main functions, it was used for learning activities. Namely (1) technology functions as a tool (tools), in this case ICT is used as a tool for users or students to help learning, for example in processing words, numbers, create graphic elements, create database, create administrative programs for students, teachers and staff, staffing data, financial services and so on. (2) Technology functions as science. In this case, students must master technology as part of scientific discipline that. For example the computer technology was studied by several departments in universities, such as; informatics, information management, and computer science. In learning at schools according curriculum 2006 have CT subjects as a science knowledge that must be mastered by students of all of their competencies. (3) Technology functions as materials and tools for learning (literacy). In this case, the technology is interpreted as learning material at once as a tool to master a computer-assisted competency. In this case,

the computer has been programmed in such a way that students are guided in stages using the principle of complete learning for master competence. In this case, the position of technology is like a teacher, which functions as: facilitator, motivator, transmitter, and evaluator (Riyana, 2017).

Padlet Application

According Fuschs in Lestari (2016) Padlet is an application where students can collaborate and share their writing. Here, they can post video, picture and short essay with the topic or theme. Based on the Fuchs result in 2014, by using Padlet students can participate in discussion and activities in asking some questions and give comments, so it will make them not bored and it can apply everywhere. Padlet is an application to create an online bulletin board so that one can use it to display information for any topic. No matter what kind of device that teacher and students use in the class, all of students can access it. This bulletin board is a great place to gather ideas of students share and discuss about the ideas. From the gather ideas, usually students can classify and determine the different of one idea and another idea. Through these application students can independence and feel free to discuss with their friends without influence of teacher. On Padlet note, the user has added an important link, YouTube videos, files and image; they could later arrange them in sequence for better communication purpose. Some teachers have been found to use the application for pre and post assessment to ensure if the students are able to recall what they were taught in the previous class and what needs to be taught next. In addition, at times when the teachers begin with a new lesson they stop somewhere in the middle of the lesson and ask the students to guess what will happen next. This helps the teacher understand the comprehension level of each students in the classroom and guide them accordingly.

Procedure of Padlet Application

Although registering is not required, it is free and easy to do via Padlet's own registration portal, or using a Google (or open ID) account. Once users are registered, they can create their first bulletin board and (in the top left corner) edit the title and description of the "wall". Teachers can create a topic, or simply post a question for students to answer. Users can also edit the image associated with the wall, which functions as an identifying logo. (Students looking to create a World War II wall could use, for example, a propaganda poster like Rosie the Riveter as the logo). Lastly, users can select the design template and set access privileges (which includes a custom URL ID).

After the wall is established, users can add a "post it" note by double-clicking anywhere on the wall. Text, audio, videos, and images can be posted to the wall (videos and images automatically display a zoom picture when clicked on- a temporary pop-up window for viewing).

How to use the tool in classroom:
   a. Set up a wall with information to share with your student! creative way to share information with students

b. Set up a wall for students to collaborate on a specific topic! Allowing students to share text or file to start collaborating

c. Set up a wall for your students to provide feedback during a lecture. Allow the wall to be up at all times so students can post questions that you can address throughout your lecture or at the end of your lecture

d. Students set up a wall to collaborate within groups and to share with the class

e. Have students created unique presentation by designing their own wall and use to it express themselves over a topic or subject!

METHODS

Research Design

The method applied pre experimental research; it aimed to know students' writing ability of MAN 1 Makassar through Padlet Application.

Analysis Data

In collecting data, the researcher performed or carried out the research in the students of MAN 1 Makassar. The procedure of collecting data could be presented as follows:

1. Pre test

    Pre-test was administered on the first meeting. The steps of pretest:

    a. The researcher ask to students what they know about formal and informal invitation letter

    b. b. The researcher gave some topics to students about formal and informal invitation letter. Students must choose one of topic that provided on the paper.

2. Treatment

    After giving pretest, the students was given invitation letter by using Padlet application. Treatment was given four meetings. The first and second meetings have been given individually while the third and fourth meetings have been given group to students.

    The Formulate to scoring the data:

1. Writing Test

    Writing test gave to measure student's improvement in writing ability by using Padlet application. The steps were undertaken in quantitative employing the following formula

    a. Scoring the students correct answer of Pre-test and Post-test by used this formula :

    $$\text{Score: } \frac{\text{Students Correct Answer}}{\text{Total Number of items}} \times 100\%$$

    b. Calculating the percentage of increasing achievement is used the following formula :

    $$\frac{X_2 - X_1}{X_1} \times 100\,\%$$

c. Calculating the mean score of the students, the researcher used IBM Statistic SPSS 22 Software. After collected the data of the students, the researcher classified the score of the students into the following criteria:

TABLE 1. CLASSIFICATION OF THE STUDENTS' SCORE

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
00-35	Very Poor

(Depdikbud in Amirullah, 2012:32)

d. The significance difference (t-test) between the students' Pre- test and Post-test, the researcher applied IBM Statistic SPSS 22 Software. The criteria for the hypothesis as follows:

TABLE 2. HYPOTHESIS TESTING

Testing	Hypothesis	
	Ho	H₁
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

After got the students significance scores (value of it) it was compared with the value of t-table. When it found that the value of t-test was equal or greater than the value of t-table, it means that Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Hi) was accepted because there was significance difference between pre-test and post-test and after taught by using Padlet application.

2. Questionnaire

Questionnaire gave to measure students' interest by using Padlet application. After administering a questionnaire to the students, the researcher too the data and analyzed it by the procedures as follow:

a. Scoring

The data through interest scale used Likert scale and then analyzed in average. The scores on the four-point scale 4-1 for positive statements and scale 1-4 for negative statements that consist of strongly agree, agree, disagree and strongly disagree.

b. Determine the ideal score. Ideal score is score used to count the score determine rating scale and total answering.

c. The next step identified the rating scale and interval distance

d. After the researcher administrating the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.

DISCUSSION

TABLE 3. THE IMPROVEMENT OF PRE TEST AND POST TEST IN TERMS OF CONTENT AND ORGANIZATION

Component of Writing Skill	Pre Test	Post Test	Improvement
Content	54.70	82.35	50.54 %
Organization	57.05	87.05	52.58 %

The table above shows that the improvement of pretest to post test in terms of content and organization. We could see the improvement of pretest to post test in terms of content was 50.54 % while in terms of organization was 52.58 %. Based the result we know that the improvement of organization was higher than content.

TABLE 4. CLASSIFICATION OF THE STUDENTS' WRITING INVITATION LETTER USING PADLET APPLICATION IN TERMS OF CONTENT (PRE-TEST AND POST-TEST)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95		-	5	29.41
3	Good	76-85		-	6	35.29
4	Fairly Good	66-75	3	17.64	6	35.29
5	Fairly	56-65	5	29.41	-	-
6	Poor	36-55	7	41.17	-	-
7	Very Poor	0.0-35	2	11.76	-	-
	Total		17	100	17	100

Table above shows that the Classification of the students Score in Content Skill from pre-test there were 3 (17.64%) students fairly good, 5 (29.41%) students got fairly, 7 (41.17%) got poor, 2 (11.76%) got very poor and none of them got excellent, very good and good. While, from post-test there were 5 (29.41%) students very good, 6 (35.29%) students got fairly good, and none of them got excellent, fairly, poor and very poor.

TABLE 5. CLASSIFICATION OF THE STUDENTS' WRITING INVITATION LETTER USING PADLET APPLICATION IN TERMS OF ORGANIZATION (PRE-TEST AND POST TEST)

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	8	47.05
3	Good	76-85	-	-	8	47.05
4	Fairly Good	66-75	2	11.76	1	5.88
5	Fairly	56-65	6	35.29	-	-
6	Poor	36-55	9	52.94	-	-
7	Very Poor	0.0-35	-	-	-	-
	Total		17	100	17	100

Table 5 shows that the Classification of the students score in Organization Skill from pre-test there were 2 (11.76%) students fairly good, 6 (35.29%) students got fairly, 9 (52.94%) students got poor and none of them got excellent, very good, good, and very poor. While, from Post-test there were 8 (47.05%) students got very good, 8 (47.05%) students got good, 1 (5.88%) students got fairly good and none of them got excellent, fairly, poor, and very poor.

Hypothesis Testing

The hypothesis is tested by using T-test analysis. In this case, the researcher used *t*-test (test of significance) for paired sample test. The test is to know the significant difference between the result of students' mean scores in pretest and posttest. The researcher used *t*-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (17 students) then the value of *t*-table was 2.11 the *t*-test statistical, analysis for paired sample is applied. The result of the data analysis *t*-test of the students' writing skill through Padlet Application are showed in the table below.

TABLE 6. T-TEST VALUE OF THE STUDENTS' ABILITY USING PADLET APPLICATION

Variable	T-test	T-table	Comparison	Classification
Content	16.585	2.11	t-test > t table	Significant
Organization	34.986	2.11	t-test > t table	Significant

The data on table 4.7 shows that the value of *t*-test was higher than the value of *t*-table. It indicated that there was a significant different between the result of students' ability to write content and organization. Therefore, H1 was accepted and H0 was rejected.

The Students' Interest in Learning English Using Padlet Application

There were ten statements that researcher had written in the paper with four items. Researcher made five positive statements and five negative statements also. The statements consist of four items (agree, strongly agree, disagree and strongly disagree). The questionnaire

aims to find out how much interest students learned English using this application. This questionnaire consist of five positive statements (number 1-5) and negative statements (number 6-10).

1. I love writing

   Statement number one, there was one student chose strongly disagree, twelve students were agree and four students were strongly agree. Based the rating scale and interval distance, total score was 52 as strongly agree scale and percentage was 77.9% (good).

2. I like writing my ideas

   Statement number two, there were two disagree, nine students were agree and six were strongly agree. Based the rating scale and interval distance, total score was 55 as strongly agree scale and percentage was 80% (good).

3. I like using Padlet in learning English

   Number three, strongly disagree was one student, ten were agree and six were strongly agree. Based the rating scale and interval distance, total score was 56 as strongly agree and percentage was 82.3% (excellent).

4. I like learn English using this application than using conventional method and without application

5. Number four, one student was strongly disagree, four students chose disagree, six chose agree and strongly agree. Based the rating scale and interval distance, total score was 51 as agree scale and percentage was 75% (good).

6. This application easy to use

   The last number of positive statement, the students chose one as strongly disagree, eleven determine agree and five students were strongly agree. Based the rating scale and interval distance, total score was 54 as strongly agree scale and percentage was 79.4% (good).

7. My group does not have any device to access this application

   Number six, there were six students chose strongly disagree, and eleven were disagree. Based the rating scale and interval distance, total score was 57 as strongly agree scale and percentage was 83.8% as excellent.

8. Internet network makes it difficult for me to use this application

   There were three students chose strongly disagree, ten were disagree and four were agree. Based the rating scale and interval distance, total score was 50 as agree scale and percentage was 73.5% (good).

9. I do not like study as a group

   There were five students chose strongly disagree, ten for disagree, and one for agree and strongly agree. Based the rating scale and interval distance, total score was 53 as strongly agree scale and percentage for this statement was 77.9% (good).

10. I do not understand about the material that given because using this application

11. The next statement was number nine, there were six students chose strongly disagree, nine for disagree and two for agree. Based the rating scale and interval distance, total score was 55 as strongly agree scale and percentage was 80.8% (good).

12. I do not like to study with Padlet because wasting time even sometimes more than the hours of English language learning. The last statement was shows that seven students chose strongly disagree, eight students were disagree and only one student was agree. Based the rating scale and interval distance, total score was 54 as strongly agree scale and percentage was 79.4% (good). Based the result of questionnaire proved that Padlet Application could make students interest to learn writing English.

Padlet Application is effective to make students' interest in learning English. It showed from the result that, statement number one was 77.9% (good). The statement number two that the percentage was 80% (excellent). Number three of the percentage was 82.3% (excellent). Number four of the percentage was 75% (good). The last number of positive statement the percentage was 79.4% (good). Number six of the percentage was 83.8% as excellent. The percentage of number seven was 73.5% (good). The percentage of number eight was 77.9% (good), the next statement was number nine, the percentage was 80.8% (excellent), the percentage of last number was 79.4% (good).Based on the total score items of questionnaire, there were eight statements classified as strongly agree scale and there were two statements classified as agree based rating scale and interval distance. The calculation of total score items were 538 with the percentage 79.11 % .Based the result of questionnaire proved that Padlet Application could make students interest to learn writing English.

Based on the result of data analysis and the discussion, the researcher concluded that there was a significant difference of the students' writing ability in content and organization before and after treatment and the using of Padlet application was able to improve the students' speaking ability could motivate by using Padlet application. The following were the description of the conclusion based on the problem statement of this research:

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