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The Effect of *Padlet* in Collaborative Learning of “*Kurikulum Merdeka*” to Improve Students’ Writing Ability in Recount Text

*¹Widia Listianingsih

²Arso Setyaji

³Ririn Ambarini

^{1,2,3}Universitas PGRI Semarang

Semarang, Indonesia

*widialistianingsih18@gmail.com

ririnambarini@upgris.ac.id

arsosetyaji@upgris.ac.id

Abstract. On the Learning Achievement (known as “*Capaian Pembelajaran*”) of “*Kurikulum Merdeka*”, students are expected to be able to develop their skills in writing a variety of texts, including recount texts, as one of the competences that they are expected to master. In point of fact, the students face a wide variety of challenges when it comes to writing, including boredom, no relevant method, unenthusiastic, low confidence, old teaching media, and teaching monotonous. To give interesting media in teaching writing, the researchers use *Padlet* as learning media, because no teachers have used it yet, especially at this school. A quantitative methodology was used in the design of this research. Students in the tenth grade of TPFL 2 at SMK Negeri 7 Semarang were the focus of this particular piece of research. The Pre-Test, the Post-Test, and a questionnaire were the instruments that were utilized in this research. IBM SPSS 29 was used to perform the analysis, and it was also used to process the data. It is possible to draw the following conclusion from the findings: the implementation of *Padlet* media in the classroom may result in increased student participation and classroom collaboration. The students' writing abilities are significantly improved when they are taught writing through the use of *Padlet* on recount text which showed a mean score of 77.25 as the result of the pre-test and 90.17 as the result of the post-test. The results of this study have important implications for researchers, particularly those whose interests lie in the fields of education and language, as well as for English teachers as fundamental data for the enhancement of instructional media.

Keywords: collaborative, writing ability, recount text, *Padlet*

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Introduction

Currently, Indonesia has implemented the New Paradigm Curriculum to address better education (Kemdikbudristek, 2021). Education does not only teach material or content but also skills and character. A curriculum is a set of plans and arrangements regarding the purpose, content, and learning materials as well as the method used as a guideline for organizing activities and learning to achieve certain educational goals. This set of plans and arrangements is known as a curriculum (Kemdikbudristek, 2021). A curriculum is a tool that can be used to achieve educational and pedagogical goals that are determined in a fluid and progressive manner. It implies that the curriculum is required to undergo continuous development and improvement in order to keep up with the rapid pace of technological and scientific advancement. Therefore, Indonesia implements a curriculum that liberates schools, teachers, and students to design their learning.

It is known as "*Kurikulum Merdeka*." "*Kurikulum Merdeka*" gives freedom to institutions to develop their curriculum flexibly according to the potential and characteristics of the school environment (Marisa, 2021). The "*Kurikulum Merdeka*" is an educational framework that organizes instruction by taking into account the myriad of individual qualities possessed by students. The learning process consists of independent study, mapping of competency standards, and a minimum amount of competency testing. (Kemdikbudristek: 2021). In order to ensure that educators have more room to develop teaching strategies and evaluations that are tailored to the characteristics and requirements of their student population.

In the "*Kurikulum Merdeka*", "*Profil Pelajar Pancasila*" plays a role as a guide in achieving educational goals, including learning and assessment. In the "*Profil Pelajar Pancasila*", students are guided to develop six dimensions of skills (Kemdikbudristek: 2021). The six dimensions are (1) faith and piety toward Tuhan Yang Maha Esa and noble character; (2) global diversity; (3) cooperation or collaboration; (4) independence; (5) critical thinking; and (6) creative thinking. (Kemdikbudristek: 2021) states that these six dimensions can be studied across disciplines. Even in achieving the goals of the "*Profil Pelajar Pancasila*", the school applies project-based learning that strengthens collaborative learning.

According to Johnsen and Roger, who were quoted in Haqqi (2017), one of the student-centered learning methods is called collaborative learning. An interactional theory, which views learning as a process of building meaning through social interaction, is at the foundation of the collaborative method. This theory was developed in the 1970s. Collaborative learning is a learning process that requires social interaction with small groups to build shared understanding and knowledge. Learners will interact with each other, collaborate, and exchange information to create meaningful learning experiences in each lesson. Collaboration and exchanging information can create student-centered learning, which can provide a meaningful learning experience in every lesson, both in literacy and numeracy (Marisa, 2021).

Teaching a language that is not a student's native tongue (first language), such as English, in a way that is engaging and entertaining is necessary to ensure that the material is readily assimilated by those who are learning it (Novianti, 2018). Students who study English as a second language develop productive

language skills such as speaking and writing English. In a similar manner, the learning outcomes of the "Kurikulum Merdeka" for English are broken up into three different components. There are elements that involve listening and speaking, elements that involve reading and watching, and elements that involve writing and presenting (Balitbang, 2021). The culmination of English language study is the development of writing skills. Therefore, it is necessary for students to develop their skills in writing and public speaking. The final product, also known as the output, is where writing and speaking most drastically diverge from one another. When we speak, we end up with a spoken text such as a monologue or a dialogue as our final product. In contrast, the final product of written work is a text that has been written down. Writing is one of the productive language skills that deals with conveying messages through the use of graphic symbols, as Spratt et al., explained in Wardhani et al., (2019), according to the information provided. They claim that writing is an activity that involves communicating an idea through the use of letters, words, phrases, and clauses to form a series of related sentences that can be essays or paragraphs.

As the duration of our work together increases, the importance of our written work will only increase (Bulqiyah et al., 2021). Because the act of writing permeates every aspect of our lives and cannot be avoided. For students, it is usual to write assignments that may range from one sentence to several paragraphs, from paragraphs to several pages, and to write answers on exams. The teachers always make an effort to make teaching writing as fun as possible and not put pressure on the students. However, teachers often find that students are less motivated in learning English, let alone learning speaking and writing. Students think that English is difficult and not easy to understand (Mumary Songbatumis, 2017). Especially when learning English is not given enough scaffolding or the teaching is too rigid.

This obstacle also causes students' boredom because feelings are left behind and learning methods are no longer relevant, so students become lazy and slow in responding. Because of these problems, sometimes the teacher must give an English lesson in collaborative learning or in small groups that integrates technology (Saha & Singh, 2016). Before beginning to instruct a class, the teacher needs to have a solid understanding of the students' individual qualities. It is common knowledge that today's students have a strong grasp of technology. They are current with the technology and are knowledgeable about it.

In this day and age, there is a strong connection between education and the use of various forms of technology (Zin et al., 2013). Padlet is one of the technologies that can be utilized for teaching, and in particular for teaching writing. Padlet can use for collaborative learning in writing. At the same time, students can work on assignments together without moving everywhere. But the students can move as they like to give a comfortable climate for themselves in a discussion. It is the modern collaborative learning that we can use to plan a student-centered classroom. According to Ahmed & Dakhiel (2019) a learner-centered classroom is defined as an environment in which students take an active role in the learning processes taking place in the classroom. This student's involvement can be broken down into two distinct categories. The first of these is involving students in the decision-making process regarding what should be learned, how it should be learned, and how it should be evaluated. The second step is to ensure that as much

of the work as possible is completed in class by the students rather than the instructor. This is a principle for language teaching methodology such as a focus on the learner. So, in collaborative learning that integrates technological media, it is very necessary to create student-centered learning, not just using conventional methods repeatedly.

Because in the discussion process with traditional teaching methods, sometimes we encounter students who are not conducive during group discussions (Fischer & Hänze, 2019). Some students were not very enthusiastic about working on group assignments because they only focused on being active. Due to a lack of coordination among themselves, these students have a tendency to be less active in groups after being given group assignment material. As a result, these students only expect one person to be responsible for the completion of group work. Besides that, the output of student group assignments collected on a piece of paper is often scattered and thrown away after the learning activities are finished. So, student portfolio assignment archives are not archived tidily, and when needed, they will be difficult to find. Therefore, Padlet is an alternative for coordinating groups to collaborate in a disciplined manner and facilitating archiving for teachers.

Riyanti (2019) said the cause of the problems is the way of teaching (the way the teacher taught), including monotonous learning, one-way learning, and not interactive. Based on the previous study and some problems with writing, the researchers try to use collaborative learning with technology to motivate students' writing abilities in a recount text. The writer will use integrated Padlet technology to make collaborative writing a recount of text and individual experience stories in learning so that learning can take place communicative, interactive, and collaborative.

Metilia and Fitrawati (2018) found that a previous study had already identified the causes of some of the difficulties in writing, such as a lack of ideas, a weakness in using correct grammar, and a lack of motivation to write as a result of uninteresting teaching media. Their findings are presented in this article. Saepuloh and Salsabila (2020) found that the utilization of Padlet in the classroom setting of English language learners has become increasingly common. Also, Wahyudi et al., (2022) discovered that many issues arise when writing, such as a lack of confidence, insufficient writing practice, and a fear of receiving negative feedback. A travel vlog video was used by the writer to help students improve their writing ability in recount texts.

The researchers would like to assist the English teacher in the teaching of writing by promoting these media and strategies using Padlet collaborative learning to the students of TPFL 2 in the tenth grade who are writing a recount text. This would be done on the basis of the problems that have been outlined above. The researchers came up with the following formulation for the problem statement: 1) To investigate the use of Padlet in writing collaboratively recount texts by students, and 2) To analyze the significant effect of students' ability in writing recount text between the students who are taught without and using Padlet. There are two objectives of this study: 1) To describe the implementation of Padlet for teaching learning process in writing recount texts. 2) To find out the significance effect (before and after) of using Padlet toward students' writing ability in writing recount text.

There were two reasons why the researchers chose this study. First, this school did not use Padlet as the learning media as far as the researchers observed. So, it was the opportunity for the researchers to conduct research by implementing Padlet in the teaching process. Second, after observation of the class with a paper Google Doc, the researchers noticed some difficulties that the students had in writing English. As a result, the researchers intend to use the Padlet application to give alternatives to solve the students' problems and improve their writing ability. So, the researchers used this method to give more explanation about the implementation of the Padlet application, especially in writing Recount Text for the tenth-grade students of TPFL 2 SMK Negeri 7 Semarang.

Literature Review

Teaching Media

The word "media" has its origins in Latin and is the plural form of the word "medium," which can mean either an intermediary or an introduction. The media serve as a go-between or a messenger between the message's originator and its intended recipient (Sirait et al., 2021). Students are better able to acquire knowledge, skills, or attitudes when conditions are created by the media, which can be understood in terms of the people, materials, or events that create those conditions. The media are the tools that are used to convey information to the people who need to know it. The term "learning media" is also synonymous with the concept of instruction (Sirait D. & Handayani, 2019). Teaching or learning media can be integrated with social media which gives interactive media for teaching.

According to Rulli (2017) social media has the following characteristics:

1. The communication that is being transmitted is not just for one person, but it could be for a large number of people all at once; for example, messages sent over the internet or via SMS.
2. There is no cost associated with having a message delivered, as it is not necessary to go through a Gatekeeper.
3. The speed with which the messages are transmitted is typically quicker than that of other media.
4. The amount of time spent interacting is determined by the person who receives the communication.

Thus, based on the definitions from several sources above, the media is a tool to bridge information providers (teachers) to recipients of information (students). The researchers uses Padlet as a collaboration medium and collects assignments that allow students to work simultaneously, thereby reducing injustice in group work and scattered archives. So that this media can simultaneously store student data or assignments without fear of being lost. There are a lot of teaching media in writing skills cases in this research.

Writing Ability

Writing is a form of communication that involves putting one's thoughts down on paper. According to Harmer in Wardhani et al., (2019) the production of language through writing is a means of expressing thoughts, emotions, and points of view. Writing is the act of physically committing words or ideas to some medium, whether it be hieroglyphics inked onto parchment or an email

communication typed into a computer. Writing can be traced back to ancient times and can take many forms. Writing, on the other hand, is the mental work of composing thoughts, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Harlena et al., 2019). Writing requires a lot of mental work. It implies that the writer needs to organize the sentences into something that is coherent and complete for us to successfully communicate, which is the ability to write.

Writing ability is one of the communication abilities that has functions to express thoughts and messages to people and the environment in written form. Writing ability is part of being able to communicate effectively (Wiratna & Hamdiah, 2020). Aside from that, students with higher intelligence are more likely to have memories and be able to describe things or occurrences. This description of the memory will be used to remember the memory in greater detail. Students and individuals in general are able to learn from concepts, understanding, and reason as a result of this process, which is called the cognitive process. This capacity also makes it possible for humans to recognize patterns, have ideas that they can comprehend, plan, and solve problems, and of course, have a language in which they can communicate these ideas. Leadership, social awareness, interpersonal comprehension, and social effectiveness made up the cognitive component of interpersonal intelligence (Shearer & Karanian, 2017). In other words, this person is concerned about events that affect others other than themselves (Ramirez, 2018). They have excellent listening skills, are simple to talk to, and are sensitive to a person's emotions. Then, self-control, management ability, and guiding function comprise the intrapersonal skill cognitive unit (Shearer & Karanian, 2017). Also, they are capable of self-awareness and may examine motives and emotions.

According to Jacobs in (Wardhani et al., 2019) there are five aspects of writing to assess students' writing ability such as the content, organization, grammar/language use, vocabulary, and mechanics.

1. Content

It is described as the part of a piece of writing that is obvious from the topic phrase and major theme.

2. Organization

It tells about the text's coherence. It involves how the author structures the thoughts so that they flow naturally inside the paragraphs.

3. Grammar/Language Use

It refers to the grammatical forms of the text. The use of grammatical form constructs a well-formed sentence.

4. Vocabulary

It tells about the selection of appropriate words for the content. It can be identified by focusing on the word choices or diction used to deliver the ideas to the reader.

5. Mechanics

It deals with the language's graphic conventions. The paragraph of text can be identified by its spelling, punctuation, capitalization, and other features.

From that explanation, the researchers can conclude that writing ability is a natural activity to employ letters, words, or symbols that are written by hand or

typing to express ideas or information. It can be individual writing or collaborative writing.

Collaborative Learning

A situation known as collaborative learning or collaborative learning is one in which two or more individuals are learning something together or attempting to learn it together. According to Hernandez in Sutiyono (2021) collaborative writing is an effective method of writing that promotes cooperation, critical thinking, group learning, and active participation in the creation of a final product. "Successful collaborative writing allows students to learn from each other," says Harmer in Sutiyono (2021), which lends credence to the aforementioned statement. Learning through collaboration places an emphasis on the learning process that calls for the integration of collaborative activities involving intellectual, social, and emotional dynamics. These dynamics must come from both the students and the teachers. The active and constructive nature of learning is assumed by this theory. According to this theory, students are expected to take an active role in the learning process, and the environment is designed in such a way as to recognize and appreciate the initiatives taken by students.

Padlet

Padlet is well suited for supporting group work or collaborative learning (Yap, 2018). Padlet is a free online application that anyone can access without having to download it first. Padlet can be likened to online whiteboards where users can write, send photos, and videos, make comments, and assess student portfolios. In addition, Padlet provides many uses where two-way interactions between the teacher as a facilitator and students as active learning students can be formed and occur optimally because each student can give opinions and ideas about what they are looking for, what they want to know, and what they are looking for. Also, what he had learned after studying (Shuker, 2021).

The Padlet application has been found to conform to the requirements of an international educational application standards organization known as The International Society for Technology in Education (ISTE). This organization conducts surveys and feasibility studies on various educational mediums. These organizations categorize their requirements according to the different facets of education, such as eligibility for students, teachers, leaders, and trainers, as well as for computer information education (Lestari et al., 2019). The author makes an effort to use the application Padlet in the hopes of making education more engaging for students and boosting their enthusiasm to learn.

Web 2.0 application Padlet is a utility. The instruction of communication skills would make a contribution to the existing body of research, which attempted to gain an understanding of how students viewed Padlet as a tool for educational and pedagogical purposes (Shuker, 2021). It explores the difficulties that students encountered while using Padlet in an effort to gain a better understanding of its application in the context of teaching communication skills. Padlet is a web application that permits users to create virtual walls and is available for free. Anything that is founded on our creation can be written and uploaded by us. The functions of virtual walls include those of a whiteboard and a notice board, both of which allow for the "pinning up" of pictures and files as well as the writing of text.

The individuals who were responsible for creating the walls have complete authority over the content, design, and organization of the walls. They can also choose to make the walls public or private by easily adjusting the privacy setting in their account. The creators of the walls have the option of either inviting the viewers or establishing a password in order to restrict access to only a select group of viewers; however, it is recommended that public mode be used so that students can engage in collaborative learning more easily (Mehta et al., 2021). The people who create a wall have the ability to restrict what other users are able to do on the wall, such as viewing or writing on it. What is written or uploaded on a wall does not disappear unless the creator chooses to delete it. Other users are able to provide feedback in the form of comments and stars on the contributions made by others. Padlet walls, much like any other web utility, can be accessed whenever there is a connection to the internet that is as stable as it possibly can be.

There has been no study conducted in Indonesian schools that has been reported as sharing the effect of Padlet on students' learning at its most powerful when sharing ideas, creations, discoveries, or experiences in relation to the concept that is being taught in order to assist students in socially constructing new learning (Dianati et al., 2020; Kaya, 2015; Mehta et al., 2021). There is a limited amount of information regarding how the pupils understand its application in the course of the instruction of a particular topic. This research helps increase knowledge and comprehension of the function or effect of another Web 2.0 tool (in this case, Padlet) on teaching and learning, particularly with regard to Recount Text. As a result, this research lends credence to the argument that additional study is required in this field.

Recount Text

According to Fisher in Wahyudi (2022), it was assumed that a recount is a text that talks about experience or events, which can be founded on the author's personal or historical experiences. Anderson cited in Saepuloh (2020) text that recounts an event or occurrence that took place in the past in the correct chronological sequence is called a recount text. Its purpose is to provide information about the occasion to readers and audience members (Derewianka & Jones, 2013). In addition, they argued that the organizational structure of recount texts includes an orientation that provides background information, a record of events that recounts chronological steps, and a comment that expresses a reaction from the writer. These three components make up the recount text's organizational structure.

In addition, there are many different kinds of recount texts. According to Holandyah in Saepuloh (2020) recount texts can be either personal or factual or imaginative. In conclusion, a recount text is a text that tells the reader about a story that occurred in the past such as a personal experience, historical event, fantasy story, or biography. These types of stories are all examples of recount texts. The story begins with the orientation which tells the background of the story like time, place, characters, and others. Then, events are the main story in the recount text which tells about the sequence or steps of the story. In the last story, a recount text uses a reorientation as an optional structure, because it is the summarizing of the story and is not necessary.

Numerous research studies on learning media in the classroom have been carried out with the application Padlet. One of studies was carried out by O. Suwantarathip and Saovapa Wichadee (2014), and it looked at how technology can support learning in the network, from WhatsApp to email to Twitter to Google Classroom and so on. Not only is there the option of learning online today, but there is also a significant amount of technology that is used for traditional classroom learning in order to make recording easier and reduce background noise. According to the findings of Wahyudi et al., (2022) a previous study had already identified the use of media travel vlogs to improve student writing abilities, and the result of the research showed that the implementation was successful in improving the students' writing abilities. They analyzed the findings of the research using IBM SPSS Statistics 25 and a quasi-experimental design, with the two groups serving as the focus of the investigation. It suggests that making use of various media technologies is a fruitful approach to teaching English composition. In addition, Sirait et al., (2021) found that the use of interactive learning media like YouTube for English education has developed into a viable alternative to traditional forms of media in the modern age. In addition Wardhani et al., (2019) from the researchers conclude that using *Wattpad* on students' writing ability can enhance students' achievement and increase students' writing ability. From the previous study, the researchers wanted to investigate other media technologies (in the case of Padlet) to teach English writing. The researchers also wants to analyze the effectiveness of using the Padlet application to improve the student's writing ability and their learning motivation.

Method

Research Design

A mathematical approach is taken in this research methodology. Sugiyono (2016) says that quantitative research methods are used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, and data analysis is quantitative/statistical in nature with the aim of testing established hypotheses. When it comes to practical instruction, data collection strategies include pre-testing and post-testing, as well as survey questionnaires and observations. Beginning in October 2022 and continuing through December 2022, this study was conducted during Practical Teaching (PPL).

The subject of the Research

The students in the tenth grade at TPFL 2 SMK Negeri 7 Semarang volunteered to participate in the investigation. According to Sugiyono (2016), the characteristics and numbers possessed by the population are included in the sample. The sample is a portion of the population. One class consisting of a total of 36 individuals is serving as the population for this study.

Instrument of the Research

The researchers used pre-test, post-test, and questionnaire in this study. The pre-test was given in the first meeting before using the integrating technology of Padlet in a classroom. Then, the researchers used Padlet in the teaching-learning process and gave a post-test in the last section. Not only pre-test and post-test, but

the researchers also give a questionnaire in class to get the description data of the student's perception of using Padlet for the learning process.

Data Analysing Technique

In this particular investigation, the researchers performed the Normality test and the Paired T-test with the assistance of IBM SPSS Statistic Version 29 for Windows. A paired T-test is used to determine whether there is a significant difference in mean score between two samples that are connected to one another or not. In addition, the researchers utilized the Likert scale as a quantifying instrument for research instruments that contained predetermined variables. According to Sugiyono (2016) the Likert scale is employed in the process of assessing the opinions, viewpoints, and perspectives held by an individual or collection of individuals regarding social phenomena. When using a Likert scale, the responses to each question on the instrument have a level that ranges from very positive to very negative.

Table 1. Linkert Scale

Statement	Rating
Strongly Agree	5
Agree	4
Netral	3
Disagree	2
Strongly Disagree	1

During the scoring process, the researchers evaluated and analyzed the data using a scoring rubric adapted from Brown in Fitri (2022) the following categories were used for the evaluation and analysis:

Table 2. Evaluation writing categories

Aspect	Score	Description
Content	1	The topic is not clear, and the details are not relating to the topic
	2	The topic is completely clear, but the details are not related to the topic
	3	The topic is complete and clear, but the details are almost related to the topic
	4	The topic is complete and clear, but the details are almost related to the topic
Vocabulary	1	Very poor knowledge of words, words form, are not under stable
	2	Limited range of confusing words and words form
	3	Few misuses of vocabulary and words form, and no change in the meaning
	4	Effective choice of words and words form
Mechanics	1	It is dominated by errors in spelling, punctuation, and capitalization

	2	It has frequent errors in spelling, punctuation, and capitalization
	3	It has occasional errors in spelling, punctuation, and capitalization
	4	It uses correct spelling, punctuation, and capitalization
Grammar	1	Frequent grammatical or agreement inaccuracies
	2	Numerous grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies
	4	Very view grammatical or agreement inaccuracies
Organization	1	Identification is not complete, and descriptions are arranged with misuse connections
	2	Identification is not complete, and descriptions are arranged with few misuse connections
	3	Identification is not complete, and descriptions are arranged with almost proper connections
	4	Identification is complete and descriptions are arranged with proper connections

Based on the description above, the classification of students' writing skills and the student's scores were classified in the table below adapted from Arikunto in Fitri (2022):

Table 3. The student's classification score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Findings and Discussion

The study was carried out at SMK Negeri 7 Semarang, and the participants were all students from TPFL 2's tenth school. In the first step of the process, the researchers administered a pre-test to a single class consisting of 36 students. The researchers followed that up by administering a post-test of the writing assignment along with the questionnaire during the final session. It is possible for a writing assignment to take the form of creative writing, an essay, a report, or another type of writing work. Grenville stated in Sadapotto and Bisse (2021) that each assignment contains a total of two hints hidden within it. There is also a limiting term, in addition to the task word. The word "task" is almost always a verb in the assignment, and it is this verb that informs you what you are supposed to be doing. It is possible that it will say something along the lines of "discuss," "describe," "write about," or "compare." Take, for instance: Describe your upbringing in writing. On the other hand, the assignment is made more specific due to the limiting term (or words) that are used. Take, for instance: *Write about the most embarrassing incident of your childhood.* The kind of task that is given by the

researchers is the task word which integrates with Padlet. The instruction is “Write about your experience” in the Padlet application.

1. The Implementation of Padlet in Teaching Learning Process at TPFL

During the lesson, the teacher introduces Padlet media, which is a free online application that anyone can access via the shared link. Padlets can be likened to digital whiteboards where users can write, send photos, and videos, make comments, and assess student portfolios. It is how the Padlet application looks like:

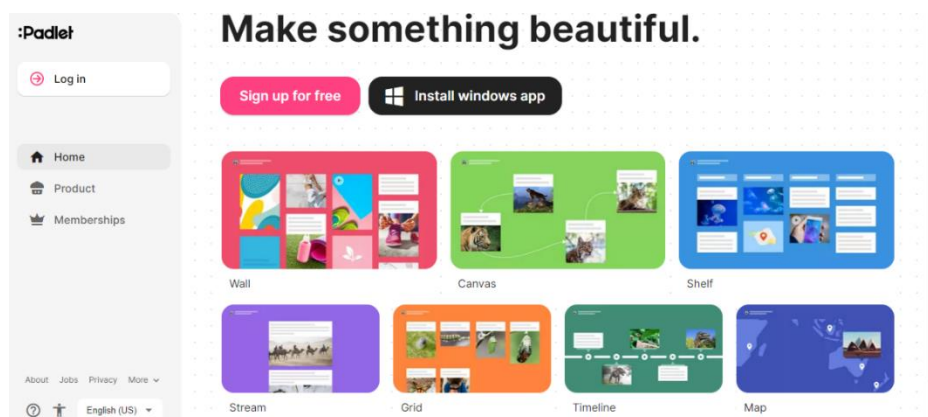


Figure 1. Display of Padlet design options

Padlet walls had to be prepared before students could access them. The teacher must have an account in Padlet, just using a Google account, and the Padlet wall is made. The teacher could choose a wall freely. To gain access to a wall, students are given a Padlet link or the address (URL) that the teacher made. Provided there was internet access, students could click on the URL which would bring the student to the Padlet website. It was the class design that had been made by the researchers.

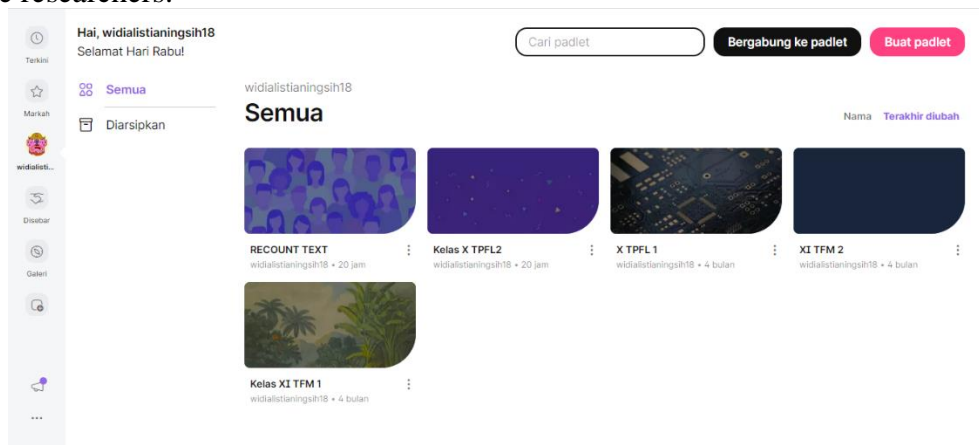


Figure 2. Padlet's Dashboard

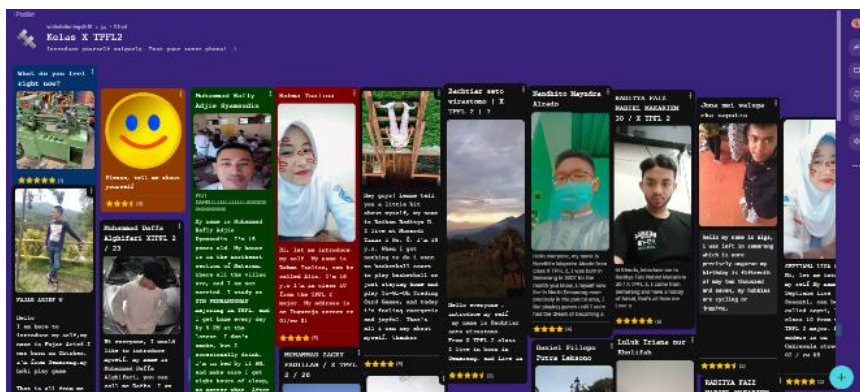


Figure 3. Introducing

The students were not provided a specific amount of time in which they had to respond to the supplemental activities that were posted on the Padlet wall. It was provided as an incentive for the students to finish the Padlet chores that they had started. However, the instructor would always instruct us to answer at that very instant as a group. The instructor would respond to the answers that were provided by her pupils by writing her opinions and awarding marks to the pupils based on the quality of their responses. It was also possible for their friends to award stars and make comments on each other's posts. They could study for peer assessment in a manner similar to the following example:

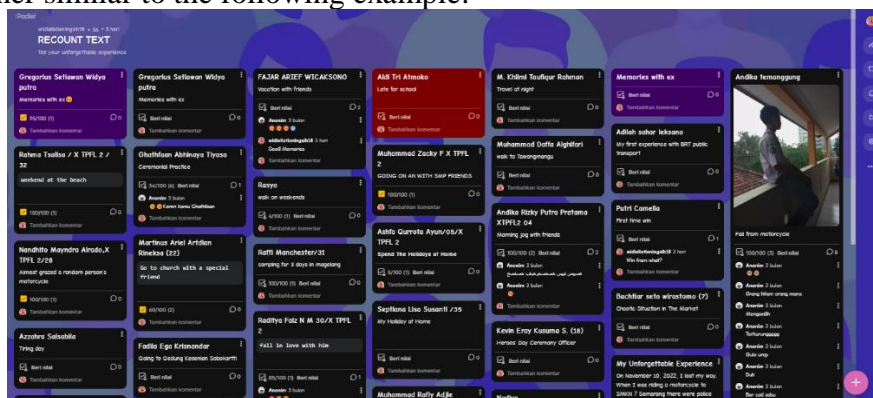


Figure 4. Opening Session in a Class Using Padlet

The teacher gives a starting question as an opening and introduction to Padlet. At the first sight, the students were very enthusiastic and wanted to know how to use Padlet. Therefore, the teacher provides an experiment as well as an introduction to exploring the Padlet application before being given assignments. The starter questions given were about themes or types of students' experiences in a phrase. This relates to the material being taught, namely Recount Text. Then the teacher also explained that students could provide comments and ratings on their friend's post uploads. They can even upload the photos or videos they want.

After exploring and trying to give comments, the teacher explains the material about Recount which is related to the theme they have written in Padlet. The teacher allows students to ask questions before the assignment. The teacher gives assignments to students to write down their personal experiences as a product of the Recount Text material. The results of student assignments are sent or uploaded in the Padlet, as shown in the following figure:

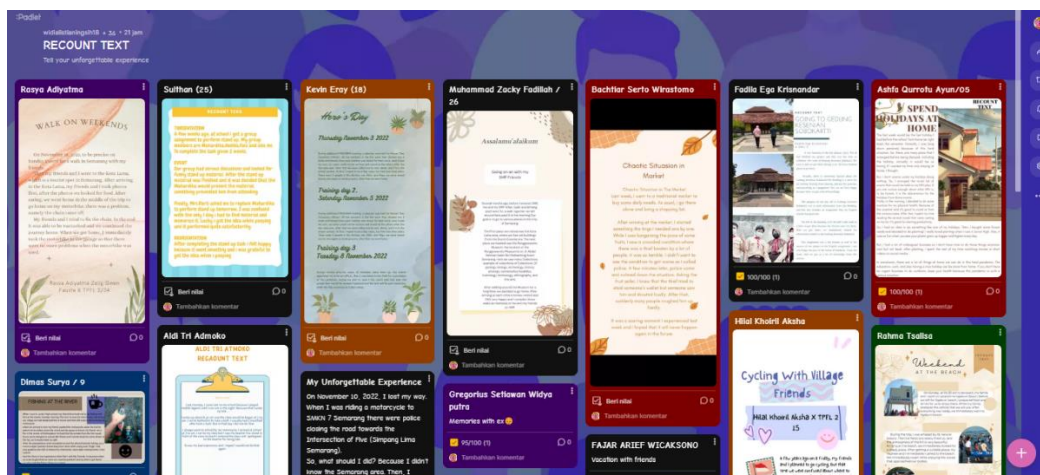


Figure 5. The Results of Student Assignments

Students creatively make recount text stories with Canva. This proves that students are very enthusiastic and have a passion for learning Recount Text. The learning outcomes achieved after implementing collaborative learning using Padlet are an increase in student learning motivation and the achievement of learning objectives. Students present the results of their assignments in the Padlet and provide feedback to other students. Other students may assess the Padlet post for their friends same as peer assessment.

1. The Result of a Significant Difference in Students' Writing Ability Using Collaborative Learning with Padlet

This study had the intention to develop students' writing skill. To find out whether collaborative learning using Padlet could develop the students' writing skill or not, the researchers compared the results of pre-test and post-test.

- Pre-Test: The researchers did not give any treatment about the Recount Text. The researchers asked the students to tell their self-experience.
- Post-Test: The researchers gave an explanation and treatment using Padlet. Here are the results of the students' pre-test and post-test:

Table 1. Students' Score Result

No	Students	Pre-Test Score	Post-Test Score	FA	72	88
1	AS	75	85	FAW	74	85
2	AA	73	87	FAP	76	90
3	ATA	70	93	GAT	77	83
4	ARP	80	83	GSW	73	85
5	AQA	76	78	HKA	73	95
6	ASA	75	80	INH	78	86
7	BS	76	90	JMW	70	78
8	DFP	78	93	KEK	80	90
9	DSS	76	90	LTN	75	95
			20	MKT	74	85

21	MAA	70	8829	RF	70	86
22	MDA	75	8530	RM	72	78
23	MRA	70	9431	RT	78	90
24	MSB	79	8932	RRD	76	90
25	MZF	78	9333	RAZ	75	95
26	MNM	80	9234	RE	74	84
27	NM	76	8335	SH	77	88
28	PCS	74	8036	SSP	75	95

The mean of the Pre-Test is 77. It can be categorized as good but the minimum score to pass the lesson did not reach. The data showed that the highest score on Pre-Test is 80 and the lowest score is 70. Then, after explaining, the students got the Post-Test score, and the mean is 90. It can be categorized as very good. The highest score is 95 and the lowest score is 78.

After all the tests were implemented, the researchers investigated the data using the Normality test as a requirement to do Paired Sample T-test. This is the result of the Normality test; we focused on the Shapiro-Wilk table because the data sample is 36 samples less than 50 samples.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.111	36	.200*	.949	36	.099
Post-Test	.107	36	.200*	.949	36	.097

From the Normality test table, we can conclude that the data is normally distributed. It showed by the value of Pre-Test Significance is 0.099 and Post-Test Significance is 0.097. Both significant values have a score more than 0.05 (>0.05). It means that the data was normally distributed.

The results of this analysis show that there is a comparison of students' learning motivation. There is an effective power in integrating Padlet for increasing students' writing ability in Recount Text. Also supported by Paired Sample T-test in the following table:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	77.25	36	4.884	.814
	POST-TEST	90.17	36	4.908	.818

In the course of this investigation, both the alternative hypothesis (H_a) and the null hypothesis (H_0) were put forward. The students who were taught using Padlet are not statistically different from the students who do not use Padlet,

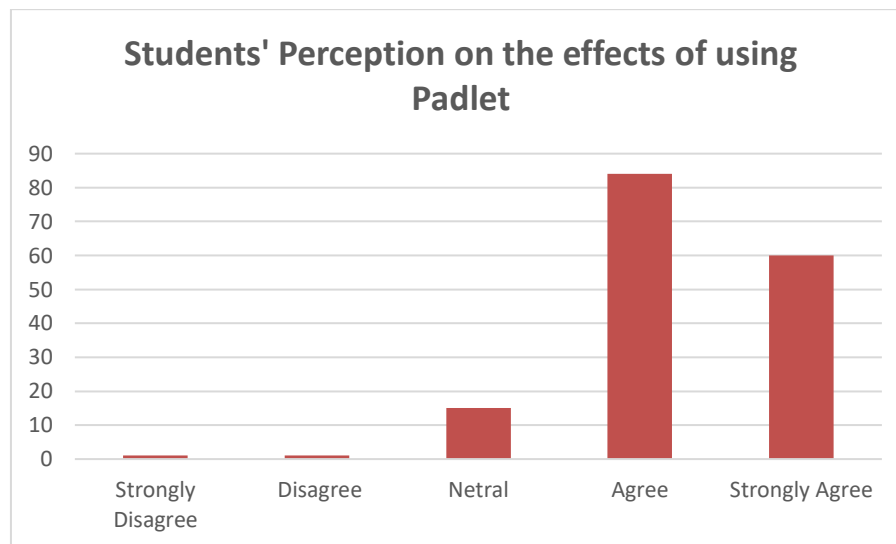
according to the null hypothesis (H_0), which asserts that there is no significant difference in the recount text between the two groups of students. While the alternative hypothesis (H_a) asserts that there is not a significant difference in the students' writing recount text between the students who were taught using Padlet and the students who were taught without using Padlet, the null hypothesis (H_0) asserts that there is a significant difference in the students' writing recount text.

Paired Samples Test

		Paired Differences					t	f	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PRE-TEST - POST-TEST	-12.917	4.557	.759	-14.458	-11.375	-17.008	5	<,001	<,001

Based on the findings of the Paired Samples Statistics, the fact that the mean of the pre-test score (77) is lower than the mean of the post-test score (99) indicates that there was a disparity between the learning outcome score of the two tests. (Pre-Test and Post-Test). After that, based on the results of the Paired Samples Test, it was discovered that the One-Two-Sided p-value is less than 0.001 (also referred to as Sig. (2-tailed)). Because 0.001 is lower than 0.05, we can say that ($0.001 < 0.05$). The number obtained for the Mean Paired Differences was -12.917. This number represents the deviation from the Pre-Test average that was found in the Post-Test (77.25 minus 90.17 equals -12.917). In addition, the t-value is -17.008, which indicates that the average score on the pre-test is lower than the average score on the post-test. This can be seen by comparing the two sets of results. In this particular scenario, the negative t-value could be interpreted as a positive number. (17.008). It is possible to draw the conclusion that there is a meaningful distinction between the Pre-Test and the Post-Test. Therefore, the application of Padlet as a medium for collaborative learning led to an increase in the student's capacity for written expression. Additionally, the conclusion that the hypothesis (H_0) is false, and the hypothesis alternative (H_a) is correct can be drawn from the evidence presented here.

The facilitation of the teaching and learning process can be achieved through the integration of instructional technology and media. Padlet's use in the classroom as one of the technological media has produced some noticeable results, both for the instructors and the pupils. The following data, which is presented in table 3, describes the effect that using Padlet has on the level of learning motivation displayed by students.

Table 2. Questionnaire result

The statistics collected from the students were laid out in table 3, and the most common response was "Agree." It indicates that there is a high level of participation on the side of students in the English writing class that makes use of Padlet. Additionally, it was discovered that students have a greater number of opportunities to acquire and practice attentive writing. They are encouraged to finish the task by publishing their work on the wall at the same time. Both the students' motivation and participation in posting their writing demonstrate a high level of achievement. They are excited about posting their assignment because they are curious to have the novel experience of using Padlet as a learning tool in their writing exercise. As a result, they are very enthusiastic about posting their assignment. In addition, they have more opportunities to share their written products, which serves as a representation of their developing creative writing skills.

Based on the findings of the research, it is possible to conclude that the use of Padlet Media in collaborative learning can be regarded as an efficient medium to enhance students' writing abilities in the case of Recount Text. This is consistent with the findings of the prior research by (Wahyudi, et al., 2022). The purpose of this study was to investigate how using Travel Vlogs can enhance one's ability to write Recount Text. According to the findings of this study, the use of travel vlog recordings significantly improved students' ability to recall information from text. The investigation yielded positive findings, which were supported by SPSS data. The researchers found that the use of a travel vlog video in the process of writing a recount text resulted in a mean score of 77.44 on the exam, with a classification that found 41.7% of students to be in the grade of excellent and 58.3% to have increased the level of good. Another research done in the past by Wardhani et al., (2019) discovered that using Wattpad had a significant effect on the students' writing ability in the experimental group. The researchers integrated Wattpad video into the classroom presentation of the narrative text.

From the previous study's result, there is a difference in material and media in conducting the study. The first previous study had the same material as our

research but had different teaching media. The second previous study had different both materials and teaching media from our research. But our research had the same thing in improving writing ability.

Conclusion

The sample size for this study consisted of just one classroom. The results of the paired sample t-test in SPSS 29 indicate that the alternative hypothesis (H_a) should be accepted, while the null hypothesis (H_0) should be dismissed. The results are based on the hypothesis that was tested. The findings of the data analysis and the subsequent conversation revealed that the use of Padlet in the context of collaborative learning has a discernible impact on the level of writing ability exhibited by the students. It is possible to draw the following conclusions: 1) The use of Padlet media has the potential to make the classroom more participatory and collaborative than it was in the past. 2) The application of Padlet in the context of teaching writing to students in the tenth grade of TPFL 2 at SMK Negeri 7 Semarang had a substantial impact on the students' overall writing ability. In light of the findings, the researchers disclose some recommendations that can be made in order to be helpful for academics, students, and other researchers. These recommendations are as follows: 1) In order to educate students effectively in this day and age, English teachers need to exercise their creative and innovative sides. In order to facilitate learning that is both participatory and collaborative, the educator ought to employ some method, technique, strategy, and medium in the course of the teaching-learning process. Padlet is one of the tools that can be used for collaborative learning, and it helps students become more interested in learning English. 2) It is essential for students to be aware that learning English is very important for their careers in the future. Learning English can be a lot of fun, and it's also a language that's very simple to comprehend. It is recommended as a result that teachers utilize Padlet as a medium for implementing collaborative learning in the "*Kurikulum Merdeka*" when instructing students in the art of writing, particularly when it comes to the composition of recount, report, procedure, or narrative text. Additionally, the instructor may consider incorporating Padlet media into other English writing instruction resources.

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