

THE IMPLEMENTATION OF *PADLET* IN TEACHING WRITING SKILLS OF RECOUNT TEXT FOR EIGHTH GRADE STUDENTS IN BANDUNG

Reby Saharra Hidayat*

reby.saharra04@gmail.com

Department of English Education, Faculty of Language Education, Institut Keguruan dan Ilmu Pendidikan Siliwangi

Intan Satriani

intansatrianiwork@gmail.com

Department of English Education, Faculty of Language Education, Institut Keguruan dan Ilmu Pendidikan Siliwangi

doi: 10.35706/eltinf.v6i2.10935

To cite this article: Hidayat, R. S. & Satriani, I. (2023). The implementation of *Padlet* in teaching writing skills of recount text for eighth grade students in Bandung, *ELT in Focus*, 6(2), 95-107, doi: 10.35706/eltinf.v6i2.10935

Abstract

Nowadays, teachers need interesting media to facilitate teaching and learning process in the classroom. So, Padlet is one of media needed in teaching writing skill of recount text. This research aimed at finding out the implementation of Padlet in teaching writing to eight grade students of junior high school in Bandung. This research used case study research design as the methodology. The participants of this research were 33 seventh grade students at one of junior high school in Bandung. This research applied observation sheet as the research instrument. Based on the results obtained, the implementation of writing recount text using Padlet was successful in gaining the students' involvement in writing recount text, students' problem solving without teachers' help and students' understanding of instructions in each meeting. In conclusion, the implementation of Padlet really supports learning writing skills, especially for recount text.

Keywords: *Padlet, Teaching Writing, Recount Text*

INTRODUCTION

Learning in the 4.0 era places a lot of emphasis on digital media learning. Digital media learning that can facilitate students has several media. There are Kinemaster, Tiktok, Quiziz, Kahoot, Google Classroom, Padlet, Youtube, and Zoom. One of them that commonly used lately in teaching and learning process is Padlet.

Padlet is used as one of digital media for language learning. It is a virtual note or a plan notebook to gather ideas, information, photo, audio and even clip videos (Saepuloh & Salsabila, 2020). It is also easy to access via cellphone or

computer and conditionally free. Teachers can attach videos, record audio, written text or documents, link, Youtube, Spotify, web search and also can choose wallpapers that fits the topic. This medium can be categorized as a useful tool because it does not require students to create accounts and special technical knowledge to use it, also can work on a wide variety of devices. Additionally, as mentioned by Rashid et al. (2019), this application provides the ability to view multiple responses, to enable peer learning and self-assessment as students have direct access to a wide range of responses from their classmates.

In line with Syahrizal & Rahayu (2020), it can be applied as one of digital media in teaching speaking skill. The finding also showed that others possibilities to see how students' response and position toward the use of Padlet in other language skills such as listening, reading, and writing. This implies that this application can be used as digital media in teaching four skills. Mahmud (2019) cited in Khusna et al. (2021) reveals that this media can be used in teaching writing skill as a good tool for students to develop new ideas and knowledge from activities, sharing ideas with friends, collaborating and interacting with friends. It is a good platform for collaboration and interaction in creating written products.

Thus, to support this research, there are several previous studies focus on Padlet. The research discusses Padlet application in teaching writing skill conducted by Firnanda et al. (2021). Moreover, Herminawati et al. (2022) also took Padlet as one of the variables which concerns with writing recount text. On the point of that, this research focuses on investigating the ways of implementing Padlet in teaching writing.

Padlet

Padlet is one of media that can be used for teaching and learning process. Based on Mehta et al. (2021) in Shuker & Burton (2021), Padlet is interactive platforms used for collaborative learning that are web-based and useful for creating online virtual 'walls', or pinboards for sharing relevant content in the form of posts.

In addition, Zainudin et al. (2020) state that Padlet is a web site and application that allows students to curate information on to virtual bulletin boards using a simple drag and drop system. It acts like a page full of post- it notes, where students can start with a blank page and add videos, text, links, documents, and images. Students are able to add as many

notes to a wall as they like and it scrolls in all directions.

In line with that, Dadan et al. (2020) mention that Padlet resembles a board or blank paper which can contain various types of material prepared by the teacher. Teachers can embed videos, record audio, link, pictures, write text, and even upload documents. All materials can be arranged by category. Teachers can even make their Padlet look more attractive by choosing wallpapers and themes that match the topic.

According to Awaludin, Abd Karim, and Mohd Saad (2017) in Fadillah (2021), Padlet has four goals based on the usage. First, students can write in a variety of genres, including personal and academic. Second, students are able to discuss and negotiate various topics related to academic papers. Students can then provide spaces for collaboration and discussion outside the classroom. Finally, students can write sentences that express their feelings, opinions and thoughts.

Padlet in Teaching Writing

Teachers can use fun and teamwork activities to help pupils learn better. They need to choose the right activities that work well. Teachers also can use media to achieve it. In this study, the researcher will use a medium called Padlet to help pupils write recount text. In line with Taufikurohman (2018), Padlet works well with activities such as brainstorming, discussion and project work in classroom setting. So, this medium can help teacher to conduct writing activity.

Fuchs (2014) explains how to implement it in teaching writing. In conclusion, he states that Padlet is a tool that teachers can use in class for different things. Instead of asking questions out loud, teachers can write them on a digital wall and students can answer them there. Students can also see what their classmates

wrote and share links and pictures. It is a helpful tool for starting or ending the class.

Teaching Writing

Definition of Writing

Writing is the ability of language to use knowledge to produce language in order to achieve a good communication in written form. It is an active productive activity, namely language production and writing is also a type of implementation of language skills and abilities mastered by language learners in the final phase after listening, speaking and reading (Moybeka et al., 2023).

Nevertheless, writing is not just about writing down ideas and opinions, it also involves considering grammatical rules, organizations and the structure of the text. Olowoyeye et al. (2023) state that writing is a social act that reflects writers' communication skills that are difficult to acquire and skilled, especially in the context of English as foreign language and English as a second language.

Stages in Writing

Based on Richard and Renandya (2002) in Fadillah (2021), writing process has four stages. There are planning, drafting, revising, and editing.

a. Planning

Students try to order or list their idea and arrange them according to their priority topic. The student put ideas into subsist based on the main idea and eliminate all the irrelevant ones.

b. Drafting

Students focus on writing fluency and are not preoccupied with grammar accuracy or draft neatness. Students begin to write down their ideas based on the preparation of main ideas at the pre-

writing stage. Students can consult with the teacher and ask for help in composing sentences. Meanwhile, the teacher's response to students' written products is to provide written or oral comments and feedback.

c. Revising

Students revise their writing by reviewing their draft based on the feedback or comment given by the teacher in the drafting stage.

d. Editing

Students organize their texts as they prepare the final draft for evaluation by the teacher. They edit their grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual material such as quotes, and examples. This step is almost the same as the activity of revising, but in revising the main concern is adding, deleting, and modifying.

METHOD

Research Method

This research method used in this study was qualitative case study research design. This method was applied to explore the phenomenon as seen from participants' point of view (Cresswell, 1994 in Satriani et al., 2012). In line with that definition, this study was conducted to investigate how the use of Padlet application can encourage writing activity.

Research Participants

In this research, the research subjects were eighth grade students Junior High School in Bandung. They were thirty three students. These research subjects were chosen based on researcher preliminary study that showed the characteristics of students who were not completely skilled in writing recount text

and the teacher has not implemented the use of ICT, especially Padlet in teaching writing skills.

Research Instrument

Observation is a way of collecting data through an observation of the research object which is directly carried out by the researcher (Darwin et al., 2021). It was done during the treatment to obtain qualitative data. This activity is administered, so that the researcher monitors the implementation, including the students' attitude and participation when learning. This instrument helped the researcher to answer the first research question. The researcher put checklist and wrote the evidence on the observation sheet that had the indicators of the implementation Padlet in teaching writing recount text.

Research Data Collecting Technique

Observation was done to collect the data by watching something as an object in an activity. The observer was the researcher who filled out the observation sheet and students were the object of the observation. Indicators on the observation sheet were made to find out the implementation to the use of Padlet in teaching writing recount text in the class. It was checked then the evidences of students' activities were written by the observer in front of the class during teaching and learning activities.

RESULTS AND DISCUSSION

The Implementation of Padlet in Teaching Writing Skill of Recount Text

This research was conducted in five sessions over approximately three weeks. Those sessions were all treatments, so that the teaching and learning process were carried out in five meetings in different arrangement of scenarios of each meeting. The scenarios were as guidance for researcher in conducting the research. The scenarios created by the researcher were adjusted to the learning writing activities include the steps of writing. Genre Based Approach was chosen to implement teaching writing recount text using Padlet.

The teaching activities were implemented by the researcher as a teacher who also had a role as observer. The observation was conducted in each session of treatments which was carried out five times. The researcher filled out the observation sheets while the researcher was doing a research. The results were showed in each meeting. From three parts of activities, the different can be seen only from the main activity.

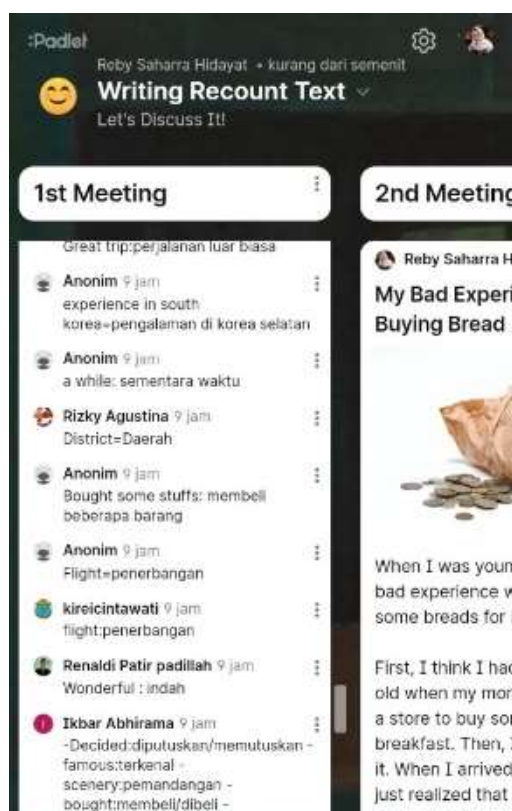
Started from the first meeting, the students read an example of recount text. Then, they discussed and recognized what kind of text that would be learned. They also determined and knew what the text is. The first activity ran well supported by the students that gave good impression. The activity can be seen as the picture 4.1 below.



Picture 1. The Students Read the Text from Padlet

In this main activity, the students were given an example of recount text. This lesson was the first step of Genre Based Approach, namely Building Knowledge of Field (BKOF). The main focus in this lesson was to build cultural context, sharing experiences, discussing vocabulary, and the sentence patterns. The instruction given was understood easily by the students.

Then, they started using Padlet in the first meeting. They read a text through Padlet, though there were three students who got difficulty to use Padlet, because it was the first time to learn using it. They solved their problem by asking their friends to help how to use Padlet. After that, they finished reading the text and were asked some questions about the text. The students asked the questions correctly.



Picture 1. The Students Wrote the Vocabulary in Comment Section

The teacher asked the students to analyze the words or expressions that were not understood by them. They had to find the meaning of that word from dictionary, then type it on comment section in Padlet. So other students and teacher read and discussed many words and the meanings by scrolling it up together. After that, comprehending what is meant by recount text, the teacher requested the students to tell their memorable experience in front of the class. From the story that told by the

students, the teacher knew that they understood the material given on that day.

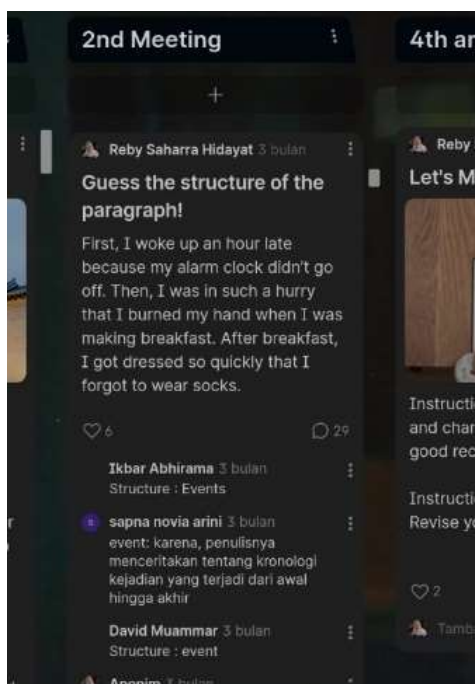
On the second meeting, the students recognized the purpose, the structure and language feature of recount text in this activity. The students and the teacher discussed the material together. The students followed the instruction given by the teacher actively, although they were confused in doing the task. Nevertheless, they quitted from their problem independently. This activity is shown in picture 4.2.



Picture 2. The Students and the Teacher Were Discussed

The main of second activity was the second step of Genre Based Approach, it was Modelling of Text (MOT). The objective was to analyze the social function, structure and language feature of recount text. After the students were ready to study and understood the instruction by saying “Yes, Miss”, they read an example

of recount text from Padlet. The social function, structure and language feature from the text were analyzed. After reading, the teacher and the students discussed the social function, structure and language feature of recount text together. The students took part actively in discussion session.



Picture 4. Students Answered the Task

After the students seemed to comprehend what had been discussed about, they tried to identify some paragraphs to determine the structure of

them. They had to write the answers in the comment section. While answering it, some of them did not know and were confused how to answer it in Padlet.

Without help from the teacher, they could solve it by asking their friends.

Then, the teacher and the students analyzed together the grammar errors in a text. The teacher read the text loudly and the students had to recognize the errors. They corrected it directly by mentioning the right words. It indicated that the material given was able to understand by them. After answering the structures of the text, the teacher gave them a game that included that material. Some questions about recount text and random questions that were related into the material were

involved in the game. They looked happy and excited in completing the game. Many of them answered the questions correctly, especially those related to the material.

After that, the activity on the third meeting started with the students made groups and started to write some sentences in past form. Then, they started to answer some question about experience as the template of writing recount text. The students actively followed the teacher's instructions. Picture 4.5 below shows this activity.



Picture 3. The Teacher Checked the Students

The third activities were they made some groups, then wrote sentences in past tense and answered some questions about their experiences. This was the third stage of Genre Based Approach, it was Joint Construction of the Text (JCOT). At first, they understood the instruction of making sentences by saying "Yes, Miss", but in the middle of it, some of them were confused how to write the sentence in past form. The teacher tried to explain again the material in front of the class and went around to check the students whether they could or not make the sentences in the past form.

After making the sentences, the students would answer some questions in Padlet. These questions were used as the

structure of recount text and were related to their memorable experiences so that it made it easy for the students to answer them. The teacher went around again to guide and give advices for the students in answering the questions. So far, they seemed to be enjoying learning using the Padlet.

Many of them asked the teacher unfamiliar word to translate but the teacher did not tell them the translation immediately. They were asked to find by themselves using their phones with the conditions that they could only translate in one word. After answering all the questions, indirectly they almost made their own text in chronological order though it was not perfect.

It is continued to the forth meeting. The students tried to change their writing into a right form of recount text. The teacher went around to check and guide the students. Some students were

confused how to change their writing without copy the works. The students actively carried out the teacher's directions. Picture 4.5 below depicts this activity.



Picture 4. Students' Answers in Padlet



Picture 5. The Teacher Explained the Instruction

The stage in the fourth meeting was still the same as third. It was Joint Construction of the Text (JCOT). The

agenda of that day was they had to change their works at the last meeting into a good recount text in Padlet. Last meeting, they

answered the questions by writing the numbers. In that day, they needed to remove the numbers and change the writing into some paragraphs based on the structure of recount text. The teacher

explained to them how to change it without rewriting or copying the works. The students only needed to edit the work in Padlet.



Picture 6 Students Answers

At first, almost all of them were confused about the instruction. So the teacher asked them to do the steps together and it worked. They finally could understand the instruction and start to change their writing with focus. During the activity, the teacher moved around in the class and found almost all of them were good in completing the task. Only found one student with unfinished work because the student did not understand English and his signal was unstable. So the student found trouble in following the activity in Padlet.

Last activity on the fifth meeting, the students accomplished and revised their writing based on the advice given from the teacher. All of them were focused

on revising their work and finished it. The instruction was followed well by them, but the teacher still went around to check the work. In this stage they finally made their own recount text. This activity can be witnessed in picture 4.5.

The last activity was they revised their writing by reading the comment on Padlet from the teacher. This was the last stage of Genre Based Approach, it was Individual Construction of the Text (ICOT). The student read the comment on Padlet and they had to revise it at that time. Some of them were confused about what they had to do with the comment. They asked the teacher to explain again what they had to do. Then, they revised the

writing according to the comment. The students seemed enjoy their revising process even though there were some students asked the teacher to make sure that their works were right. After they

submitted the revision, they requested to read friends result in order to give like or comment or compliment on friends' writing.



Picture 7. The Final Result of Student Writing

Discussion

Based on the results of observation, the implementation of Padlet was successful to gain the students' involvement in writing recount text, students' problem solving without teachers' help and students' understanding of instructions in each meeting. These were obtained from the implementation of Padlet in writing recount text in five meetings that had different activities in each meeting.

Students' Involvement in Writing Recount Text

Students' activeness from the first until fifth meeting showed good student involvement in Padlet implementation. This can be seen from the students who always answered every time the teacher gave questions. They gave good responses in pre-activity or whilst activity or even

post-activity. Besides that, they could follow and involved the activities. In line with Nofrion et al. (2022), Padlet allows teachers to supervise, observe and respond to students instantly. This promotes student involvement and participation in learning.

Students' Problem Solving without Teacher's Help

During doing the activities, students definitely found some problems in using Padlet or understanding the material. In contrary, when the teacher observed them, almost all of them were able to solve their own problems by asking their friends who understand the problem. Sometimes they asked friends help to know the way to do the task on Padlet. Because in its use, Padlet is a medium that is easy to use. This certainly made the class a little rowdy, but it would also save the learning time.

To support the statement before, Apriliana (2022) assumed that Padlet application is said to be feasible for students because it meets standards. One of them is an innovative design where students are able to use technology in the design process to analyze and solve problems by creating new solutions that are imaginative and useful.

Students' Understanding of Instructions

The lesson had different instruction in each activity. Before doing the activity, the teacher gave some instruction to the students. After being observed, from five meetings there was one meeting where many students did not understand the instruction. They had to change their answers into a good recount text with a sequential structure. They were still confused with task and also the way to change it through Padlet. But mostly, the students understood the instructions that were given by the teacher through Padlet. In agreement with Purwanto (2020), Padlet is a digital application for giving instructional learning.

CONCLUSION

The implementation of Padlet in writing recount text was carried out well. The students and teacher had conducted it in five meetings according to the learning scenarios that had been prepared. During the implementation, the students involved well in all activities instructed by the teacher. In other words, the process of teaching writing using Padlet could show good implementation in students' involvement in writing, students' problem solving and students' understanding of instruction. Based on the conclusions got from the research in teaching writing recount text using Padlet, the researcher suggested three suggestions for students, teachers, and further research. During the learning activity, the students had followed all the instruction from the teacher. They used cell phone to access Padlet and join

the learning activity. The students should have responsibility for using cell phone in the class. They should obey the rules not to open other applications except Padlet and Whatsapp for sharing the link of Padlet. It is better not to do it during the learning activity because it can bother students' focus and other students. Teachers must always be innovative, creative and selective in their choice of learning media. There are many kinds of media that can be used in teaching English by the teachers. By using media, teacher can obtain students' attention and students can be more attractive. The media chosen must be suitable for the students' needs. Teacher can choose the media which appropriate with the material. Consequently, teacher must keep up with the times and be able to use media to teach, so that in the future, learning will not be boring for students.

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