

CHAPTER I

INTRODUCTION

A. Background of Study

Language has a very important function in the process communication. Language is used to express ideas, feelings, goals, thoughts, opinions in writing or verbally, and useful for us to interact and communicate well with each other. In the era of globalization, English is needed not only because it is one of the most widely used international languages in the world, but also because it is used for the transfer of knowledge and technology. English is also used more often as a means of communication in several fields of life, such as cinematography, diplomacy, and education. English is a foreign language that has an important role, especially in education. So, it is important to master the language both written and spoken. In Indonesia, English is taught from Elementary school to university.

In learning English, the students must learn four basic skills: speaking, listening, reading, and writing. Of all the English basic skills, writing is one of the most important skills in language learning.¹ According to David Nunan, "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."² Writing is a highly complex process that requires the ability to create

¹ Agus Rofi', "Students' Difficulties in Writing Narrative Text", *Papanda Journal of english Education*, 1 (2022), 24-28.

² David Nunan, *Practical English Language Teaching* (Newyork: McGraw-Hill/Contemporary, 2003), 88.

ideas and to display the ideas in a well-structured piece of writing. Before a write something, student should check out some aspects: the student must create ideas, arrange, and sequence points clearly, choose vocabulary, make sure the grammar is right, correctly spell words, use punctuation, and write clearly.³

In learning writing, students often find some difficulties, most students are feeling difficult in writing among other abilities.⁴ The researchers found several problems in students' writing skills, such as: they are still low in using grammar and vocabulary. So, that's why students are still difficult to express their ideas into written text.⁵ In the previous research, it was also found the several problems, such as unsuitable approach in writing activities and less effectively teachers plan how to teach students to write. The problems are highlighted by three things: (1) students' poor ability to create narratives chronologically become completely essays; (2) students' poor ability to integrate relationships between sentences; and (3) students' poor ability to use spelling and grammar in essays.⁶ Another reason is that the media used is boring and does not interest students in writing. This problem was found at 10th grade of MAN 2 Kabupaten Tangerang. In this case, teachers who teach writing mostly use the lecture method which focuses on one direction. From the results of an interview with Mrs. Dian as English

³ Septha Muliani, Maida Norahmi, and Natalina Asi, "The Anslysis of Difficulties in Writing Narrative Text", *LET: Linguistics, Literature and English Teaching Journal*, 9 (2019), 246.

⁴ Sri Lestari, "Implementing Padlet Application to Improve Writing Ability in English Writing Skill for Non English Department Students", *LET: Linguistics, Literature and Language Teaching Journal*, 7 (2016), 2.

⁵ Kristiani Lisma Vera Br Ginting and others, "Improving Students' Skill in Writing Narrative Text Through Animation Movie", *Linguistic, English Education and Art (LEEA) Journal*, 3 (2019), 230-237.

⁶ Ina Mariana, Sidik Purnomo and Anugrah Ramadhan Firdaus, "Improving Student Writing Skill in Indonesian Language Learning Narrative Writing Materials Using Writing Process approach", *Journal of Elementary Education*, 1 (2018), 2.

teacher, she said that the problem that occurs during learning in the class is the student's poor in vocabulary and grammar, they also usually cannot arrange sentences according to the correct structure and only a few students are active and involved during English learning.

In writing subject there are many kinds, for example: narrative, descriptive, recount, procedure, etc. In school narrative text must be learned by students. According to Wardiman, narrative text is an imaginative story to entertain people.⁷ Narrative is telling of some true or factious event or connected sequence of events. Because a past event is being described in a narrative, the simple past tense is used. Based on research in writing narrative text, the students had difficulties in generic structure and language features. However, language features had more difficulties than generic structure, especially in using the past tense.⁸

To solve these issues, the part of teacher is necessary. Teacher must utilize a creative strategy or new media for the student to make the student more attract and have a decent passion in writing. The role of media is crucial for students in this case, when the teacher uses a creative method that has the potential to affect change in the student. In this study, the researcher choose Padlet as a media to improve students' writing skill in narrative text. According to Fuchs, Padlet is an application where students can collaborate and share their writing. Here, they can post video, picture, and short essay related with the topic or theme.⁹ The advantages of this research are this media is proven to

⁷ Wardiman, *Contextual Teaching and Learning: Bahasa Inggris Sekolah Menengah Pertama Kelas IX* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), 93.

⁸ Septha Muliani, Maida Norahmi, and Natalina Asi, "The Analysis of Difficulties in Writing Narrative Text", *LET: Linguistics, Literature and English Teaching Journal*, 9 (2019), 5.

⁹ Beth Fuchs, *The Writing Is on the Wall: Using Padlet for Whole-Class Engagement* (USA: Library Faculty and Staff Publication, 2014), 7.

increase students' curiosity to write everything on their minds. This strategy helps the students to write more easily about narrative text, the students found it easier to get an idea because students can participate in discussion and asking some questions and give comments each other, so it will make them not bored and students also can apply everywhere.

Based on the explanation above, the researcher wants to contribute one of the good ways in teaching writing. It is hoped that teaching writing is not so hard, and the students are going to be interested in studies. The researcher using Padlet as learning media, because Padlet is one of the recommended creative methods and make teaching and learning process becomes more interesting. The researcher hopes this study can help students improve their writing skills in writing narrative text using Padlet.

B. Identification of Problem

The identification of problems can be identified as follows:

1. The students have low abilities, especially in vocabulary and grammar.
2. The students cannot arrange sentences according to the correct structure.
3. The students had difficulties in generic structure and language features in writing narrative text.
4. Less effective teaching method and the media used is less interesting.

C. Focus of Study

Based on background of the problem, the researcher focuses on “how is students’ ability in learning writing skill and how does Padlet affect the students' writing skills.”

D. Statement of Problem

1. How is students’ ability in learning writing skill?

2. How does Padlet affect in students' writing skills?

E. Objective of Problem

1. To know how students' ability in learning writing skill.
2. To know how does Padlet affect the students' writing skills.

F. Hypothesis

1. The null hypothesis (H₀): There is no improvement of students' writing narrative text using Padlet Application.
2. Alternative hypothesis (H_a): There is an improvement of students' writing narrative text using Padlet Application.

G. Significance of Study

1. For the Teachers

This research presents alternative media. Hopefully, this can offer teachers various ways to improve the quality of their English lessons by using Padlet as a learning tool to improve students narrative text writing skills.

2. For the Students

Hopefully the results of this research can help students improve their writing skills using Padlet. Padlet has various features such as images, videos, links, written instructions, etc. Padlet can make students connect many aspects to improve their ability to write narrative texts.

3. For the Future Study

For future researchers, it is hoped that this research can provide experience, become a reference for other researchers, and can provide references regarding the right approach.

H. Previous Study

There are some previous studies that conducted by several researchers:

First study, entitled “*Enhancing Classroom Engagement Through Padlet as a Learning Tool: A Case Study*” by Norziha Megat Mohd. Zainuddin, Nurulhuda Firdaus Mohd Azmia, Rasimah Che Mohd Yusoff a, Sya Azmeela Shariff & Wan Azlan Wan Hassa (2020). This study focuses on using Padlet for e-learning and presents the activities of engaging and stimulating students in active learning. This research employs a quantitative approach, an open-ended questionnaire has been constructed to acquire the appropriate data. The participants were 39 postgraduate students. The findings of this study, the participants agreed that Padlet could motivate them during the learning process. The findings show that Padlet software can help students improve their learning by intensifying engagement in activities inside or outside the classroom. The software supports many features and allows students to work in their own space for individuals and groups. The researcher also concluded that the use of Padlet can help increase students' understanding of the topic being studied.

The second study, entitled “*The Effectiveness of Using Padlet in Teaching Writing Descriptive Text*” by Ilham Sukma Taufikurohman (2018). This study aims to investigate the effect of Padlet on writing descriptive texts for high school students and to find out their opinions about using Padlet for learning to write descriptive texts. This study was taken from 54 students who were in tenth grade, their ages ranged between 16 and 17 years. This study used quantitative methods to collect data, carried out pre-test and post-test and was given a questionnaire to collect data. The result of study is there was a significant difference in students' ability to write descriptive text between those who were taught by Padlet and those who were not. In addition, Padlet can develop students' ability to write descriptive text. It also concludes that Padlet can

contribute in writing descriptive texts for students. And students also think that the use of Padlet in improving the ability to write descriptive text can affect their ability to write descriptive text. Therefore, they have a positive opinion about using Padlet in writing their descriptive text.

The next study, entitled "*Collaboration to improve descriptive writing facilitated by Padlet: an English as a Foreign Language (EFL) action research study*" by Maria Teresa Albán Defilippi, Kari Lynn Miller, Maria Rossana Ramirez-Avila (2020). This study aims to improve writing skills through collaboration between students using Padlet. The participants in this study were 18 students in the first semester. This research using quantitative methods and the instruments used such as pre-test, post-test, and surveys to collect data. This study shows that participants improved performance in their writing skills, especially in the use of vocabulary and grammar of the simple present tense. This research uses a student-centered approach where students play an important role, collaborate by building knowledge, sharing experiences, understanding, and providing feedback. Students indicated that working collaboratively helped them to learn from one another, to increase vocabulary, and to interact with different peers through giving and receiving feedback. As a result, they can write more accurately. Overall, the results of this study have shown that the application of collaboration in writing improves student work results in writing descriptive text, it can also help in improving other skills.

The next study entitled, "*Teaching of Writing Recount Text by Utilizing Padlet*" by Asep Saepuloh and Vina Aini Salsabila (2020). This study is aimed at portraying how English teachers teach students writing recount texts by integrating Padlet into their classroom. Involving one English teacher and a class of 25 students, this study obtained the data

through observation of four class meetings. The method in this study was descriptive qualitative research as this study aims to gain in-depth understanding of how Padlet is employed to teach writing recount texts. The results of this research are students know types of recount text, such as personal recount, biographical recount, autobiographical recount, historical recount, and literary recount. They can also differentiate the generic structure of each text.

The last study entitled, *"Using Padlet for Brainstorming Ideas in Teaching Writing Online"* by Vo Thuy Ngoc Dung and Nguyen Thi Hoa (2022). The study aims at the process in which students work together on an online studying platform during pre-writing lessons. A few writing tasks were designated for 24 participants to work together in an online General English course by using Padlet. They were required to perform their works by brainstorming the writing tasks, public their ideas on Padlet and comment on their friends' works. A questionnaire is sent to learners to collect their feedback on the use of Padlet in their writing studying. The results show that over 83% of learners find using Padlet to learn writing is a fun activity. It is also user-friendly with many beautiful layouts and simple to use. The satisfaction with Padlet application in writing class is high (around 92%) as participants would like to continue using it in their future learning. Learners' performances may also be improved after several times practicing uploading posts and interacting with their classmates on Padlet.

I. The Organization of Writing

Chapter I is Introduction. In this chapter, the researcher put some points including Background of study, Identification of Problem, Focus of Study, Statement of the Problem, Objective of the Problem,

Hypothesis, Significance of the Study, Previous Study and The Organization of Writing.

Chapter II is Theoretical Framework. This chapter consists of some theories from some experts who have conducted the research related to this research.

Chapter III is Research Methodology. This chapter consists of Research Design, Place and Time of the Research, Population and Sample of the Research, Instruments, Data Collection Technique, and Technique of Data Analysing.

Chapter IV is Result and Discussion. This part consists of data description, the process of quasi-experimental score, the comparison of pre-test and post-test quasi-experimental class, hypothesis testing, and interpretation data.

Chapter V is Conclusion. This is the last chapter of this research consists of conclusion from the research and suggestion for the reader or the other researchers.