

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a universal language for communication, it is a crucial topic in schools. The first language taught in Indonesia is English with the aim of developing science, art, and culture. English teaching aims to ensure students can communicate well both orally and in writing.¹ The four elements of English competency are speaking, reading, writing, and listening². The two macrolanguage capabilities of English are productive and receptive. Receptive is a skill that emphasizes more on receiving and understanding the information conveyed, namely listening and reading skills. While productive skills are language skills used to produce language, both in oral and written form, namely those found in writing and speaking skills. English is a second language (ESL), writing is the most crucial stage of learning the language in helping to increase vocabulary, grammar, producing words and sentences, organizing, editing, repairing, and other components in writing³. When someone writes, they are required to think and explore ideas to write so as to produce a writing⁴.

¹ Bonaventure Jong and Tan Kim Hua, "Using Padlet as a Technological Tool for Assessment of Students' Writing Skills in Online Classroom Settings," *International Journal of Education and Practice*, Vol. 9, No. 2 (May, 2021), 411. <https://doi.org/10.18488/journal.61.2021.92.411.423>.

² Sidiq Ar-rahman, "Improving the Students' Reading Comprehension in Narrative Text Through STAD (Student Teams-Achievement Divisions) Method at the Eight Grade Students of SMP Muhammadiyah Limbung" (Unpublish Undergraduated Thesis, Makassar Muhammadiyah University, 2014), 1.

³ Lim Kok Ien, Melor Md Yunus, and Mohamed Amin Embi, "Build Me Up: Overcoming Writing Problems Among Pupils InA Rural Primary School In Belaga, Sarawak, Malaysia," *Jurnal Pendidikan Humaniora*, Vol. 5, No. 1 (March, 2017), 3.

⁴ Yulia Nurdiana, "Improving Students' Writing Skill on Recount Text by Using Instagram Post as Visual Media" (Unpublish Undergraduated Thesis, State Islamic Istitute (IAIN) of KEDIRI, 2022), 1.

Writing is one of the fundamental abilities that students must acquire in order to learn English. Writing is a key skill for English language learners in the 21st century.⁵ The process of writing is intricate and requires a good understanding of grammar, vocabulary, as well as the ability to convey ideas clearly. In this context, one of the most crucial text kinds to master is descriptive writing. Descriptive text provides a clear and detailed description of a person, place, or thing. The ability to write descriptive texts is not only important in academic contexts, but also in everyday life, where the ability to communicate effectively is needed. The use of technology in learning to write, especially descriptive texts, can provide a more engaging and interactive learning experience.

In today's digital era, every activity cannot escape the presence of technology, as well as in the world of education. The existence of technology has affected many areas of life, especially in education. Technology has helped change the traditional teacher-centered way to the latest student-centered approach, such as in language teaching (CLT). Teacher and students put technology in what they do because it supports their needs as best as possible. In addition, technology is now always within the grasp of teacher and students so that their daily activities are always using technology. Students have the opportunity to be creative and innovative because of the role of technology in education. Students can try new things, examine and realize the ideas they have through the help of tools and knowledge. In addition, the use of technology for teacher can facilitate teaching and develop teaching materials. The use of information technology in the learning process is increasing. With technology, learning done in the classroom can attract students' attention, treat students'

⁵ Khanifa Ziazdatul Khoir and Arik Susanti, "Reflective Journals Via Padlet: Enhancing Efl Students' Recount Texts Composition," *Wiralodra English Journal*, Vol. 9, No. 1 (March 19, 2025), 213, <https://doi.org/10.31943/wej.v9i1.382>.

boredom in writing and be more accessible. One of the technologies that can be utilized in learning is a web-based platform that supports collaboration. One of the technologies that supports the learning process is Web 2.0, which is another name for social networking sites that can be used for learning. Padlet is a type of web-based digital media and application that allows users to collaborate and share information in real-time⁶.

In the context of education, Padlet makes it easy for users, especially teacher and students, to interact more dynamically and effectively. Padlet creates a virtual wall, a pinboard on which multimedia content can be posted. The content contains text, images, videos, comments, and links that students can access at any time. Padlet facilitates a more interactive and creative learning process. Padlet contains various features that support learning, such as discussion boards, uploading files that are used for various purposes such as sharing ideas, tests, learning reflections, information, and learning materials and integration with social media. These features allow students to share their ideas and work in a supportive environment and get feedback from peers and teacher. Therefore, Padlet becomes one of the potential tools in improving the quality of learning, both in the classroom and in the context of distance learning. In addition, Padlet also allows teacher to monitor student progress more effectively. With quick feedback and open collaboration between students and educators in order to see students' progress and correct mistakes in their

⁶ Sri Wahyuni, "The Effectiveness of Padlet as an Instructional Media to Improve Students' Performance in Writing Descriptive Text," *RETAIN*, Vol. 11, no. 2 (Juli, 2023), 31.

writing, Padlet is a great tool for teacher to monitor students' progress more effectively⁷.

Several problems were found regarding English learning on writing session. First, teacher is lacking in using technology in writing session, teacher only use google forms and books for writing session. This causes students to be bored when writing. Second, students lack of developing ideas when writing, there are even students who only write a few sentences or a few paragraphs that do not fulfill the text structure. Third, students lack of creative development when writing. Creative development when writing is to produce a work of imaginative and original literary composition in various genres of writing.⁸ From these problems, researchers as prospective educators must be able to solve these problems for the success of students in materials related to writing skills. Judging from the problems that occur, that writing skills have not developed properly.

Then, the media used by teacher are whiteboards and pictures. The facilities owned by the school are also inadequate in learning, one of which only has 1 projector so that teacher must take turns in using it. After seeing the results of students' writing activities, there are many mistakes, including in mechanics, structure, writing vocab that is wrong and when instructed to write paragraphs often do not fulfill 1 paragraph. Therefore, Padlet as a platform as one of the learning media that can facilitate teacher and students to improve descriptive text writing.

⁷ Anit Pranita Devi and Rianny Puspitasari, "Digital Collaborative Writing Technique Using Padlet in Essay Writing Classroom," *ELT in Focus*, Vol. 6, No. 2 (December 2023): 83, <https://doi.org/10.35706/eltinf.v6i2.10934>.

⁸ Tira Nur Fitria, "Creative Writing Skills in English: Developing Student's Potential and Creativity," *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, Vol. 4, No. 1 (January, 2024): 2–17, <https://doi.org/10.37304/ebony.v4i1.10908>.

Based on the research conducted by Karisma Fitri (2022), it is stated that the use of Padlet provides significant changes in students' abilities, namely vocab, content, mechanics, and organization at SMAN 1 Tambang⁹. In addition, research conducted by Intan Puspita Sari (2024) found that collaborative writing using the website Padlet is effective in the application of writing learning¹⁰. Furthermore, the research conducted by Ayu Kartika Ndari (2023) found that Padlet can improve vocabulary in students¹¹. Based on some previous studies, Padlet is used in teaching writing. However, the use of the Padlet website in improving writing skills in junior high school has never been done. This research has a novelty from previous studies that combines image collaboration and writing skills by uploading pictures related to the text written by students on the Padlet website. Then what distinguishes from previous studies is also that students upload descriptive text on the padlet and other students can comment on their friends' posts. In addition, the materials and themes used are also different and the population or subjects are also different. This method is done so that students think critically and those who are commented on can improve their writing. Therefore, researchers want to know whether the use of website padlet can improve students' writing ability.

Based on the problems that occur in 8th grade students at SMP 16 Kota Serang when conducting interviews with 8th grade English teacher along with the gaps obtained from previous studies, it is a strong reason

⁹ Karisma Fitri, "The Effect of Using Padlet Toward Students' Writing Ability of Recount Text at First Year of SMAN 1 Tambang A Thesis" (Unpublished Undergraduate Thesis, Universitas Islam Riau, 2022), 44-45.

¹⁰ Intan Puspita Sari, "The Effectiveness of Collaborative Writing Using Padlet on The Writing Skills of Senior High School Students" (Unpublished Undergraduate Thesis, Maulana Malik Ibrahim State Islamic University, Malang, 2024), 40-73.

¹¹ Ayu Kartika Ndari, "Using Padlet Application Media to Improve Vocabulary Mastery" (Unpublished Undergraduate Thesi, Sultan Agung Islamic University, 2023), 33-42.

for researchers to find out whether the use of Padlet can improve writing ability and whether it can increase student creativity. So the researcher is interested in conducting research with the title **“The Use of “Padlet” Website in Increasing Students’ Writing Descriptive Text”**.

B. Identification of Problem

Based on the background of the study, the following are some of the problem identifications in this study:

1. Lack of technology used in the material about writing ability in grade 8 at SMP Negeri 16 Kota Serang.
2. In writing ability, students lack in developing ideas.
3. Students' writing ability are not well developed.

C. Scopes and Limitation of the Research

In this study, researchers focused on developing and improving students' writing ability on descriptive text material. The participants in this study were 8E class students totaling 25 students and 8D which consists of 25 students at SMP 16 Kota Serang. This research was conducted to find an increase and development of students' creativity in writing ability with descriptive text material in accordance with the problems that occur.

D. The statements of the problem

Based on this background, this research focuses on the following questions:

1. How is students' descriptive text writing ability?
2. How is the effectiveness of Padlet website in teaching descriptive text writing ability?

E. The Objectives of the Study

In detail, the purpose of this research is to find answers to the following statements of problem:

1. To determine the students' ability to write descriptive text before using Padlet.
2. To find out the effectiveness of Padlet website in teaching descriptive text writing ability.

F. Significant of the Study

1. Theoretical Significance

This research is expected to help and facilitate students in writing, especially in descriptive text material as an effort to improve writing ability and develop students' creativity in writing descriptive text.

2. Practical Significance

a. Significance for the researcher

This research provides an opportunity for the researcher to understand in depth how digital technology, especially Padlet, can be used effectively in teaching descriptive text writing to improve the quality of English language teaching and the development of students' creativity.

b. Significance for the students

Students can experience a more interesting and effective learning experience in writing descriptive text through digital media and can increase student engagement in learning and strengthen creative and critical thinking ability.

c. Significance for teacher

The results of this study can be a reference for English teachers in utilizing web-based technology, such as Padlet, to

improve the quality of teaching descriptive text writing ability. Teachers can learn how to use Padlet as an engaging and interactive tool to help students in the process of brainstorming, discussion, and writing revision.

G. Organize of Writing

This paper is organized into 3 chapters consisting of several points that will be explained in each chapter.

CHAPTER I Introduction. In this chapter there is a background of the study, identification of the problem, scopes and limitations of the research, the statement of the problem, the objective of the study, the significance of the study, and organization of writing.

CHAPTER II Theoretical Framework. This chapter contains information about the concept of writing, the concept of Padlet, previous study, frame of mind, and hypothesis test.

CHAPTER III Methodology. This chapter contains the quasi experiment research, place and time, research design, population and sample, research instrument, technique of collecting data, and technique of analyzing data.

CHAPTER IV Results and Discussion. This chapter contains the results of research and analysis described in the discussion, which is divided into result and discussion.

CHAPTER V Closing. In this chapter is a conclusion from the results of research accompanied by suggestions.