THE EFFECT OF USING PADLET TOWARD STUDENTS' WRITING ABILITY OF RECOUNT TEXT AT FIRST YEAR OF SMAN 1 TAMBANG

A THESIS

Intended to Fulfill One of The Requirements for The Award of Sarjana Degree in English Language Teaching and Education of Universitas Islam Riau

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ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND ADUCATION
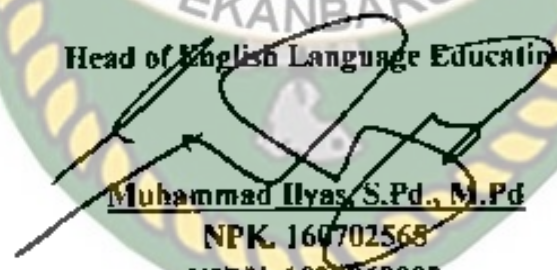**UNIVERSITAS ISLAM RIAU**
2022

THESIS APPROVAL
TITLE

THE EFFECT OF USING PADLET TOWARD STUDENTS' WRITING ABILITY OF RECOUNT TEXT AT FIRST YEAR OF SMAN 1 TAMBANG

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THESIS

THE EFFECT OF USING PADLET TOWARD STUDENTS' WRITING ABILITY OF RECOUNT TEXT AT FIRST YEAR OF SMAN 1 TAMBANG
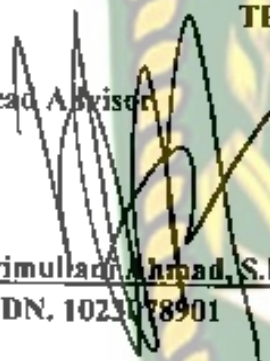
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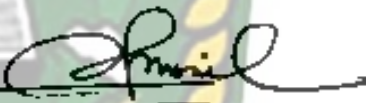Study Program   : English Education

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It is ready to be examined.
This letter is made to be used, as it needed.

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I truly that this paper writing derived from my own ideas, except some quotations (directly or indirectly) which were adopted or taken from various sources included in the "references". Scientificaly, I took responsible for truthfulness of the data presented in this paper.

Pekanbaru, June 16th, 2022
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ABSTRACT

Karisma Fitri, 2022. The Effect of Using Padlet Toward Students' Writing Ability of Recount Text at First Year of SMAN 1 Tambang.

Key Words: Padlet, Writing, Recount Text.

The objective of this research was to know the effect of using padlet toward students' writing ability of recount text at first year of SMAN 1 Tambang.

This research was experimental research, the methodology being quantitative research. The sources of data were the SMAN 1 Tambang. This research was focus on the effect of using padlet towards students writing ability in experimental class. The sample of this research was class X IPA 1, they were 30 students. The instrument of this research was writing test while writing test used in pre-test and post-test. The data were analyzed by using SPSS 24.00 program.

The researcher found that using padlet as media is able to significant changed towards writing indicators are focused on the ability of students in vocabulary, grammar, content, mechanic, and organization. Hence, the result shown that t_{score} higher than t_{table} (15.478> 2.045). The null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It can be concluded that there is significant effect of using padlet toward students' writing ability of recount text at first year of SMAN 1 Tambang.

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In the name of Allah, The Most Gracious and The Most Merciful. All praises to Allah the lord of universe, for all blesses so that the writer can finish this thesis successfully. The writer relizes that without mercy and blessing from Allah in her life, she is got nothing.

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Finally, the researcher realized that this thesis is far from perfect. Therefore, constructive critics and suggestion from the readers will be more appreciated. The researcher hopes that this thesis can be useful for development of education.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the essential skills in English because it is one of the ways to communicate with someone by using written language. By writing someone will be easier to do something like communicate in everyday life and explain something clearly because writing can increase a person's level of focus. Writing is also a great way to teach and provide information. So, the student should be mastered this skill.

Writing is a process of transferring our ideas into written form. So, students should be able to effectively convey their thoughts, feelings, and opinions through writing. Writing is a mixture of process and product. The method of gathering ideas and comprehending words into sentences, as well as the ultimate output of writing, are both complex processes in writing.

Writing refers to text. In senior high school, the students have to compose some kinds of text in written form. Because it is one of the basic competence in English subject. So, the students are expected to be able to write some kinds of text with the correct organization, appropriate vocabulary and grammar, and good writing mechanics. There are many texts that should be taught at senior high school. But, first-year students only learn about the narrative, descriptive, procedure, and recount text.

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In fact, Recount text is one of many texts in English that must be learned by students in SMAN 1 Tambang as first-year students. So, the students should develop their skills in writing recount text. Personal recount, factual recount, and imaginative recount are the three categories of recount texts. However, the focus of this study is on personal recount. Personal recount is a type of recount text in which the writer retells an incident in which the writer performs the action alone.

A recount is a piece of writing that describes past events. The goal of a recount text is to inform or entertain the reader. Words like next, after, then, after, before, first, and at a time are frequently used to connect events in time. It includes a lot of verbs (action words) and adverbs to describe events (which describe or add more detail are often chosen to add interest or humour to recount text).

Based on researchers' experience when I was teaching practice during covid-19 in SMA Negeri 1 Tambang at first-year students, students only have little time to study in class because the face-to-face process is still limited. This causes many of the learning objectives that are not achieved, including the ability of students to compose a text. Because of the limited time in class, the teacher could not explain in detail how to write well. So, the students are getting difficulties in starting the writing activity. In fact, many students failed to reach the standard score for the daily test.

Referring to the problems described above, it is clear that most of the students at SMAN 1 Tambang have difficulties, both from the teacher's side and the students themselves. This problem such as; First, Students have less time to study in the classroom due to the limited face-to-face process. Limited face-to-face processes are carried out because the pandemic conditions have not completely ended.

Second, the teacher does not use media that allows students to study anywhere, both in the classroom and at home. The teachers only use a blackboard as a media, so the learning only occurs in the classroom. The use of the suitable media will really help students in the learning process, one of which is media that allows students to learn anywhere and anytime

Third, because of students' low writing skills (vocabularies, grammar, content, organization and mechanics). Vocabulary is an essential aspect of writing, but many students still do not have enough vocabulary. So, they cannot add ideas well. Grammar is also an important aspect, but many students still make mistakes in using grammar. The organization is one aspect where students must be able to organize their ideas or connect one idea to another, but students often fail to do this. Content, there is an error between the topic and the content is not aligned. Mechanics, in this aspect, students do not understand how to use spelling, punctuation, and capital letters correctly.

There are some solutions to the problem. One of the solutions is to use Padlet. Padlet has significant potential to help the teacher convey materials easily, make students interested and improve their achievement, especially in writing skills. Padlet is an ideal place to collect and share ideas. It also encourages students' creativity to create and gather pictures, photos, citations and even videos.

So, Padlet can facilitate students to develop their writing skills. From those cases, the researcher is interested in conducting a research paper entitled The Effect of Using Padlet toward Students' Writing Ability of Recount Text at First Year of SMAN 1 Tambang.

1.2 Setting of the Problem

Based on the background of the research, the problem can be identified as follow:

First, Due to the limited face-to-face process, students have less time to study in class. This results in the learning process only taking place in a short time. Lessons which were 90 minutes, but now only 40 minutes. So, the learning objectives are not achieved properly.

Second, the teacher does not use media that allows students to study anywhere, both in the classroom and at home. If the teacher only provides material in class, it will take a long time, while in the face-to-face process, the teacher only has a little time to teach in class. The use of appropriate media when

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the face-to-face process is limited is necessary so that students can learn anywhere and anytime.

Third, students' poor writing abilities (vocabulary, grammar, content, organization, and mechanics) make it difficult for them to compose a good text. The students also faced difficulties in developing their ideas. As a result, students are disinterested in English because it is widely regarded as the most chalenging subject to master.

1.3 Limitation of the Problem

Based on the setting of the problem, the researcher needs to limit the problem. Students have less time to study in the classroom. So, the teachers must use appropriate media that allows students to learn anywhere. To discuss the students' problems in learning English, the teacher rarely uses interactive media that will enable students to study anywhere, both in the classroom and at home. However, the researcher will focus on The Effect of Using Padlet Toward Students' Writing Ability of Recount Text at First Year of SMAN 1 Tambang.

1.4 Formulation of the Problem

Dealing with the limitation of the problem, the research questions below:

"is there any significance Effect of Using Padlet Toward Students' Writing Ability of Recount Text at First Year of SMAN 1 Tambang?"

1.5 Objective of the Research

The objective of the research is: To find out whether there is a significance Effect of Using Padlet Toward Students' Writing Ability of Recount Text at First Year of SMAN 1 Tambang.

1.6 Significance of the Research

There are three significances explained as follows:

1. Teachers: by using padlet as media to teach writing ability, teachers will have many selection of media to teaching writing in modern era, and it is hoped to enhance the tudents' writing ability

2. Students: as the subject of the research, it can be a new experience in writing class and enhancing their writing skill

3. Other researchers: for the other researcher this research can be used as a material reference if they will investigate the same subject.

1.7 Definition of Key Terms

To avoid misunderstanding about the meaning of the term in this research, the researcher need to explain the definition of key terms are as follow:

a. **Writing** is a process of transfering ideas, feellings and opinions in written form

b. **Recount** is a text that retells events that happen in the past.

c. **Padlet** is a virtual wall that uses for writing and sharing ideas, photos and videos.

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this chapter, the researcher will discuss some related theories. Consist of; Relevance Theories, Relevance Studies, Conceptual Framework, and Hypothesis.

2.1.1 Nature of Writing

Writing is one of the essential skills in language teaching besides listening, speaking, and reading. So, it must be mastered by students who learn English. Writing is a process of conveying ideas, opinions and thoughts in written form. According to Brown (2000), writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before it realises.

According to Riski & Ahmad (2021), Writing is a form of conveying thoughts and messages to readers for particular purposes. In other words, Writing is a process of creating some words into meaningful sentences so that it becomes good paragraphs. In this process, the researcher has to create some sentences to become a good text in order for the readers easy to understand when they read the text.

Kartika (2017) says that writing is the transfer of our thinking in written form. Writing is mental work to find ideas, think about how to express and organize them into paragraphs and have a meaning. So the readers can understand the meaning of the content. On the other hand, writing is a process of conveying ideas or thoughts in the form of words that have meaning so that readers can understand them well.

In addition, according to Hadi et al (2021)Writing is one of the language skills presented in the teaching-learning process of English. Writing needs some effort to gain a good result of a paper especially writing in a foreign language. However, it is used for interactions and transactions and provides the chances to study abroad for students. Writing skills in English are also very important activities carried out in schools and colleges.

Depending on the definition above, the researcher concludes that writing is a hard process. This means that the researcher must consider how to convey and organize their thoughts into a great paragraph. As a result, the readers will have a clear understanding of the text. To put it another way, writing is the process of putting some thoughts into words in a meaningful way that may be used to describe ideas.

2.1.2 Aspect of Writing

Rohim (2019) provides some suggestions about aspects of writing that should be assessed. These aspects are vocabulary, grammar, content, organization and mechanics.

1. Grammar, the grammar used must be in accordance with the topic. For example, to evaluate the grammar in writing recount text, the students use simple past tense. Because recount text is retelling past events.

2. Vocabulary , when writing about a topic, the choice of vocabulary is important because it relates to context. So, the writer must use appropriate vocabulary so that the readers easy to understand.

3. Content, these are : relevant focus, detail, accuracy, breadth and depth, originality, and supporting evidence.

4. Organization, by using the concept of organizing, students will easier to organize their ideas or connect one idea to another. So, their writing is coherent and unity.

5. Mechanics, involves the use of certain elements such as spelling, punctuation, and capital letters. Spelling is required to do meaningful writing. The meaning of words might be changed if it is misspelt. Punctuation to the point is essential for classifying context and illustrating structure so that readers can increase their voice or speed and quit reading. Based on the facts, the researcher finds that writing contains various aspects that students must learn in order to write properly..

2.1.3 Process of Writing

Writing is the process of making a good paragraph, so we have to construct a good topic, sentence, and starting the point. The writing process

consists of four elements. Those are planning, drafting and editing (reflecting and revising) (Harmer, 2004)

1. Planning

Before we begin to write, obviously we need to have a planed. There are three steps in these parts. First the students have to decide the topic. Then, the students have to know about language style. The last, the students have to consider the context.

2. Drafting

We can refer to the next section of writing. In this part, the students have to write all of their ideas. In other words, they hey have to focus on the development and the organization of ideas more than the development of perfect grammar, punctuation and spelling.

3. Editing

In this part, the students read their writing to find out if there was a mistake. After the students find the mistake, then revise it. It will help to minimize the mistake. This part is not only done by the writer but also by other readers (or editor) who comment and make suggestions. Another reader's reaction is needed to help the author to make appropriate revisions.

4. Final Version

The last part is the final version. It is possible that the final version is much different from the plans and drafts that have been made previously. Because there are many changes in the editing process. Non-essential information listed in the draft can be deleted. After the process is complete, the writing is ready to be sent to the reader.

2.1.4 Recount Text

2.1.4.1 Nature of Recount Text

Recount is one kind of text in English. In a recount text, it reconstructs past experiences. It means that recount text tells about something that has happened.. According to Laili & Muflihah (2020) Recount text is a text that retells something that happened in the past. Generally, the writer retells their own prior experiences or incidents. The text's purpose is to retell past events in order to communicate someone's story in chronological sequence.

According to Ningrum et al (2013) recount text is a kind of a story that retells us about an event, an experience, or an action that happened in the past and it has been proved the truth. It is the unfolding sequence of events over time, and the purpose is to tell what happened. It begins by telling the reader who was involved, where the event took place and when it happened. Related to the purpose of telling the past event, past tense must be utilized in recount text.

In addition, According to Coogan in Siswita & Hafizh (2013) Recount text is to retell an event in order to inform or entertain their audience or readers (or

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both). Recount text is a type of English text that retell past events or experiences. A recount text is a text that tells the reader or listener about what happened previously in a series of events Grace in (Sukma 2015).

From the definition given above, a recount text is a type of text that retells a series of past events. The objective of a recount is to retell events in order to inform or entertain the audience (or both).

2.1.4.3 Kinds of Recount Text

According to Dereweinka in Mulyani & Al-Hafizh (2012) recount text, there are three types of recout text, as follow:

1. Personal Recount, describe an events where the author is doing the action by themselves. It usually written by first person.
2. Factual Recount, describe the sequence of events such as research report, magazine, and so forth.
3. Imaginative Recount, describe an imaginative events or situaton as if they are in the real situation in the past.

2.1.4. 3 Generic structure of Recount Text

According to Gerot and Wignel in Harris et al (2012), there are three generic structure of recount, they are:

1. Orientation: Introduce the participants and setting. It provide information about Who, Where, and When.
2. Events: Tells the sequence of several activities that have occurred.

3. Re-Orientation: optional closure of events. It the end of sequence of events and also appear in the form of concluding sentences.

2.1.4. 4 Language Feature of Recount Text

According to Gerrot and Wignel in Harris et al (2012), language Feature of recount text are:

1. focus on specific participant
2. use of material processes (action verb)
3. circumstances place, and time
4. using past tense
5. focus on temporal sequence

2.1.5 Padlet

2.1.5.1 Definition of Padlet

Padlet is an application that can be downloaded through the play store or AppStore. The user of padlet can upload things such as documents, links, video, audio or clip of the film. According to Ahmad (2019) Padlet is one of many e-learning platforms that provides a virtual wall for students to work on a variety of files, including Word documents, YouTube videos, PowerPoint presentations, and so on.

According to Fadhilawati et al (2020) Padlet is media that can be used to create a virtual wall similarly, with certain significant benefits. It runs on nearly every web-enabled device all over the world. The "Walls" can be stored and copied. The "Walls." It is possible to post multimedia files and documents.

Padlet is a free application that allows users to construct an online bulletin board to display information on any topic. Padlet is a fantastic web application for encouraging students to work together on projects. It's similar to a sheet of paper, but it's on the Internet. Padlet is a web application that allows users to share documents on a virtual wall. The possibilities for using this site in the classroom are practically unlimited (Jaganathan, 2016).

Meanwhile, Kaya (2015) says that padlet is a virtual board that lets the teacher and students to post ideas or content on the page. Padlet allows students to learn at any time and from any location using any internet-enabled device, such as a phone, tablet, or computer with an online connection.

Depending on the definition above, the researcher concludes that Padlet is an application that enables teachers and students to interact with each other on the virtual wall. It can use to share the document, links, videos, audio or clip of the film.

2.1.5.2 Features in Padlet

There are several features in padlet that can help the user to create an interesting topic to discus. Taken from pdlet website (https://padlet.com/features), in the dashboard page, the user will see some icons as follow:
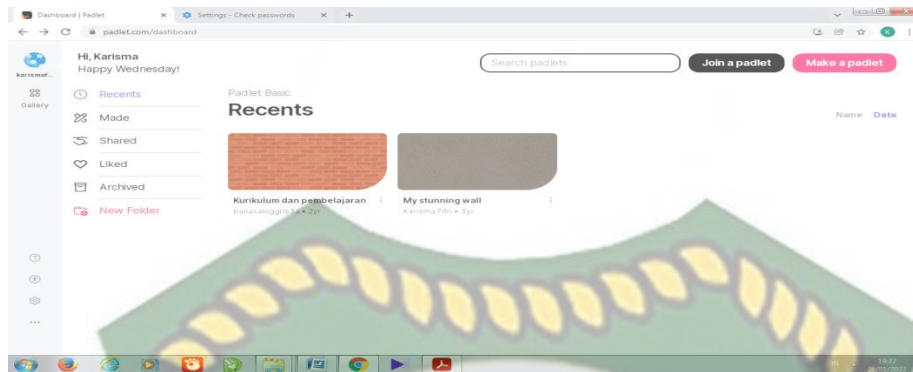
Figure 2. 1 *Main Page on Padlet*

The image show the main page of Padlet application. It has some icons, but there are three icons that will actually helps the user to create their wall or posts, join another user' wall, and looking at other's post wall. "Make a Padlet" is an icon that allow the user to create their own Padlet wall. When the user clicked it, it will lead them into the section where they can choose types of wall or bulletin boards they want to use as the image below:
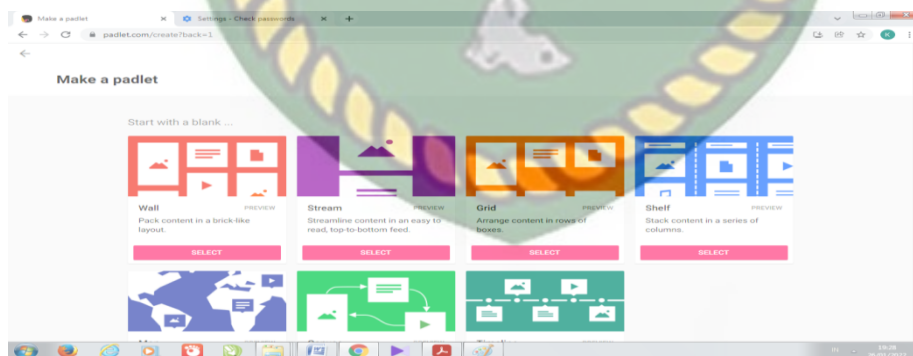
Figure 2. 2 *Make a Padlet Section*

The image mention several types of wall or bulletin bords that can be used by users for their Padlet. The users can choose the types that they want freely

based on their needs. So the users can make their post or topic interesting. "Join a Padlet" is an icon that allow the user to join other user's Padlet wall. So, they can post or comment on it as the image below:
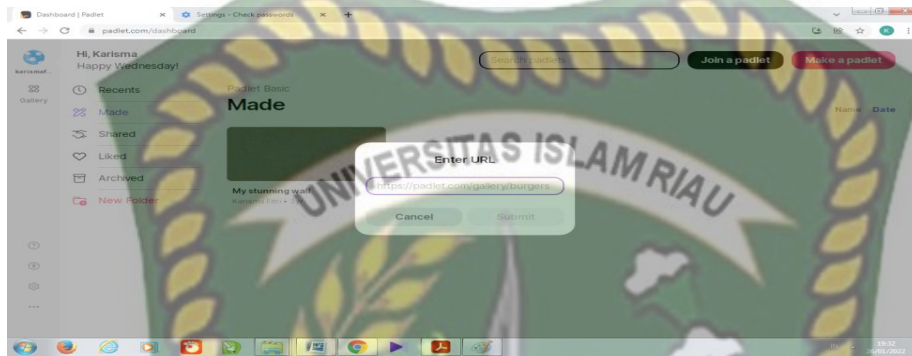
Figure 2. 3 *Join a Padlet Section*

The image allow us to join a padlet. So, the user need to enter the link which has been shared by other user to let others access their Padlet wall. "Gallery" is an icon that allow the user to take a look on other users creation, but the user cannot give comments or posts on these Padlet. As the image below.
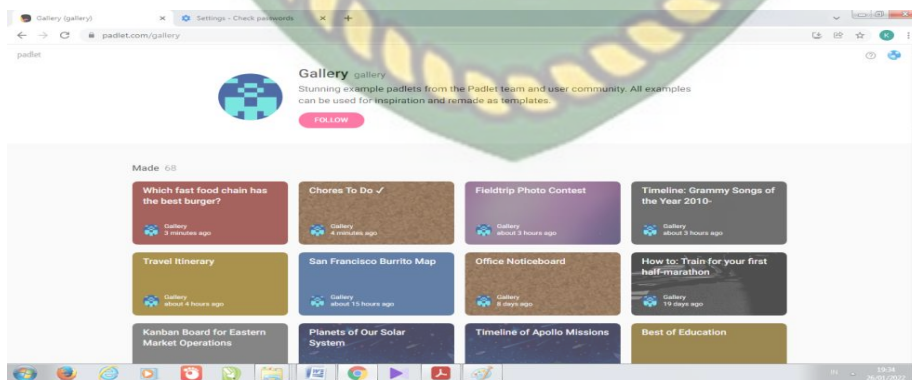
Figure 2. 4 *Gallery Section*

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The image are mention several padlet that created by other user in order the user can find inspiration or information about Padlet. Once the user have chosen which types of the wall they wanted to use for their Padlet in "Make a Padlet" section, they will be lead into a page as can be seen on the image below:
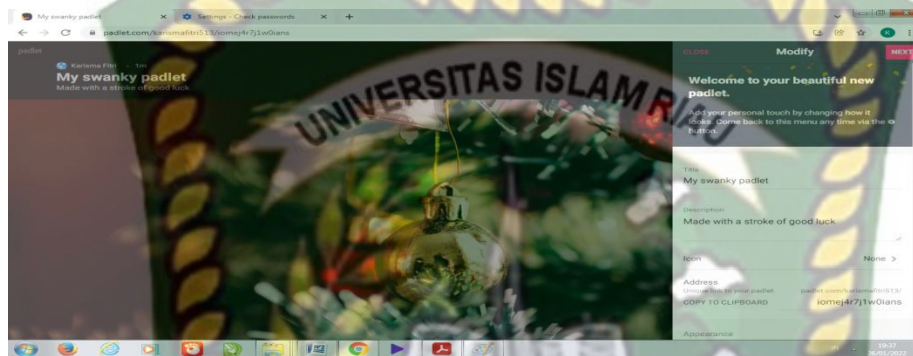
Figure 2. 5 *User Padlet Wall*

The image shows the page where the user already has their Padlet. In this page, the user can change the title of their wall on the title, create a description about their wall on description, adding some icons, and even save or share link for other users to join their Padlet. In the next step, they will find a pen or plus icon on the bottom right of the page which will be shown in the image below:
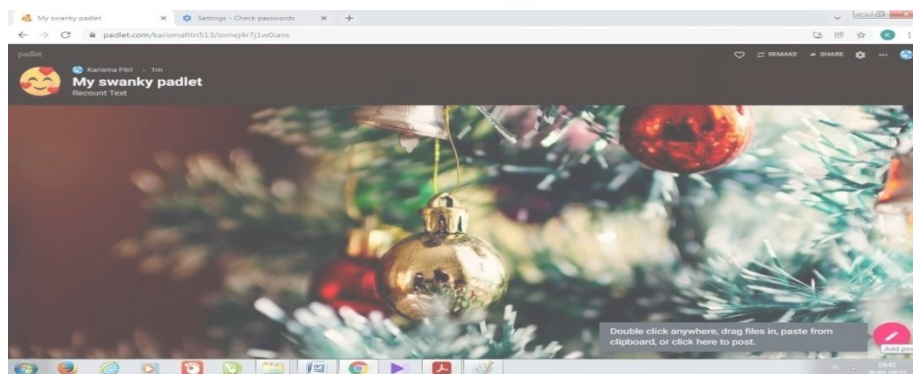
Figure 2. 6 *User Padlet Wall (create a post 1)*

The image can be seen that when the user want to create a post in their wall, they have to click the icon on the right bottom of the page. After that, a small white box will appear in the center of the page as can be seen on the image below:
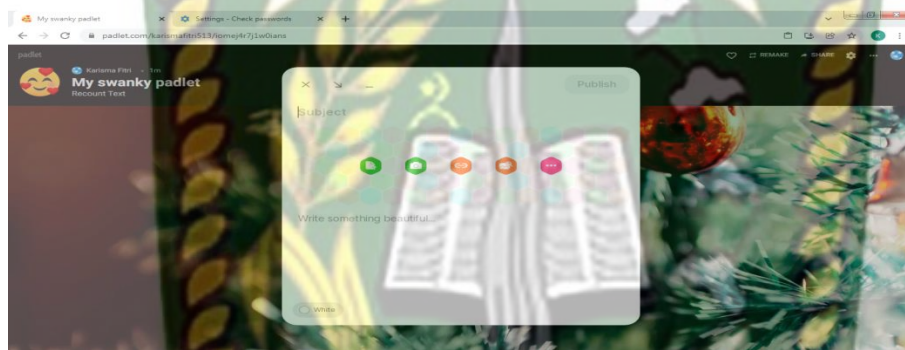
Figure 2. 7 *User Padlet Wall (create a post 2)*

The image is a white box appears in the center of the page. The user can start to write the title of their post and write something regarding the topic they want to write. There are several icons on the bottom of the box. These icons enable the user to upload, enter links, or add pictures in their post. In the three dots icon, there are more features that can be used which can be seen on the image below:
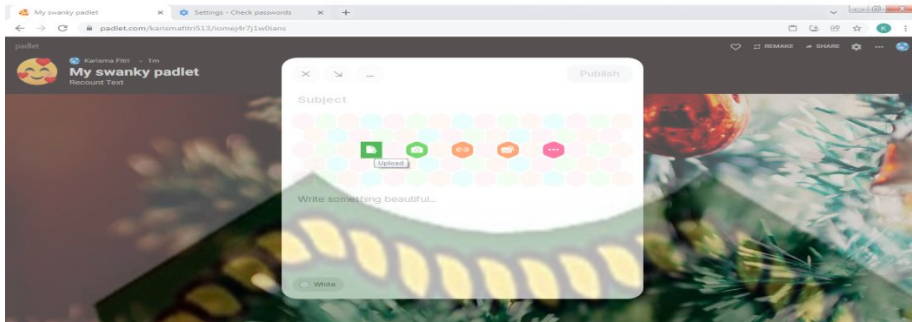
Figure 2. 8 *User Padlet Wall (Feature on Post Section)*

The image show several features that will help the user to create their posts to be more attractive. They can add pictures, links, documents, clip of films, voice, etc. On the top right of the page, there is a "Setting" icon to help the users to modify their Padlet, such as changing the title and descriptions, wallpaper, color scheme, copying the link of their Padlet and even the font. These features can be seen on the image below:

Figure 2. 9 *User Padlet Wall (Setting Icon)*

The image mention the features within the setting icon where the user can modify or re-modify their Padlet wall. When they have posted their posts and done modifying their wall, they can invite other user to join their wall. In education, the teacher can invite the students to the teacher's Padlet wall in order to join discussion or learning activities.

2.1.5.3 Advantages of Using Padlet Application in Education

There are some advantages when using Padlet application in education. According to Haris et al (2017) some advantages of using Padlet are Padlet able to enhance the students' performance and grammar as well which make the students think that Padlet is very useful in their language learning activities.

Padlet also help students to develop their knowledge of the language through visual mapping, enhancing their vocabularies, and create a meaningful learning activities (Affendi et al., 2020). It helps the students to combine and develop their cognitive experience such as organizing their thoughts and also strengthening their memory regarding the second language they learned.

From these advantages, it can be concluded that Padlet can provide the learning activities through virtual classroom, where it helps the students to enhance their language skills especially for writing through the Padlet's features. Moreover, it also enhances the students' cognitive aspect through the safe virtual environment.

2.1.6 Teaching Writing Recount Text Using Padlet

The teacher can use interactive and collaborative media to support the process of teaching and learning. They have to think the appropriate and effective media that will be used in teaching and learning process. In this research, the resercher will use padlet as media in teaching writing recount text which is intagrated with flipped learning method.

Flipped classroom is a learning activity or the art of teaching (pedagogy) where students learn learning material through a video at home or before coming to class; while the activities in class will be used more for group discussions and question and answer. In flipped learning, part or all of direct instruction is delivered through videos and other media; and the class time is used for engaging students in collaborative, hands-on activities (Karabulut et al., 2018)

Before the students come into classrom, the teacher will prepare the videos or others learning resources in order to help the student to understand the material that they have to learn, the materials will be given before the student come into the classroom. The material ussually will be posted by the teacher in paticular platform. Next, in classroom the student have to perform how well they have understand about the material that have been provided to them (Alamri in Farida et al., 2019). So, in this research the researcher will integrate the use of padlet with flipped learning method.

The procedure of using Padlet which is integrated with flipped methode

Meeting	Teacher Activities	Students Activities
1. Pre-Test	Pre-Activity • Teacher greet the students • Teacher checks students attendance list Whilst Activity • Teacher gives pre-test to the students with the topic (My bad experience) Post-Activity • Teacher closes the lesson	• Students reply teacher greeting • Students listen to the teacher • Students do the pre-test
2. Treatment	Pre-Activity • Teacher greet students • Teacher checks students attendance list • Teacher guide students to topics will be discussed Whilst Activity (Online) • Teacher Upload the material (My bed experience) in Padlet before come to the classroom (Ofline) • Teacher ask the students to answer some question based on the material that have been uploaded in Padlet • Techer explain about Recount Text (definition, social function,generic structure and	• Students reply teacher greeting • Students listen to the teacher • Students observe and identify the material before come to the classroom • Some students answer the question • Students pay attention • Some students give their respond and

		language features) Post-Activity - Teacher ask about difficulties in learning process - Teaher make conclusion and close the lesson	opinion
3.	Treatment	Pre-Activity - Teacher greet students - Teacher checks students attendance list - Teacher guide students to topics will be discussed Whilst Activity (Online) - Teacher Upload the material(My best experience) in Padlet before come to the classroom (Ofline) - Teacher ask the studentsto answer some question based on the material that have been uploaded in Padlet - Techer re-explain about Recout Text (definition, social function,generic structure and language features) - Teacher ask the students to write a recount text - Teacher ask the students to do self-peer asessment and revise their writing	- Students reply teacher greeting - Students listen to the teacher - Students observe and identify the material before come to the classroom - Some students answer the question - Students pay attention - Some students give their respond and opinion - Students write a recount text - Students do self-peer asessment and revise their writing

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		Post-Activity • Teacher ask about difficulties in learning process • Teaher make conclusion and close the lesson	
4.	Treatment	Pre-Activity • Teacher greet students • Teacher checks students attendance list • Teacher guide students to topics will be discussed Whilst Activity (Online) • Teacher Upload the material(My daily activity) in Padlet before come to the classroom (Ofline) • Teacher ask the students to answer some question based on the material that have been uploaded in Padlet • Techer re-explain about Recout Text (definition, social function,generic structure and language features) • Teacher ask the students to write a recount text • Teacher ask the students to do self-peer asessment and revise their writing Post-Activity	• Students reply teacher greeting • Students listen to the teacher • Students observe and identify the material before come to the classroom • Some students answer the question • Students pay attention • Some students give their respond and opinion • Students write a recount text • Students do self-peer asessment and revise their writing

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		• Teacher ask about difficulties in learning process • Teaher make conclusion and close the lesson	
5. Treatment		Pre-Activity • Teacher greet students • Teacher checks students attendance list • Teacher guide students to topics will be discussed Whilst Activity (Online) • Teacher Upload the material(Biography) in Padlet before come to the classroom (Ofline) • Teacher ask the students to answer some question based on the material that have been uploaded in Padlet • Techer re-explain about Recout Text (definition, social function,generic structure and language features) • Teacher give positive feedback about student perception in the learning process Post-Activity • Teacher ask about difficulties in learning process • Teaher make conclusion and close the lesson	• Students reply teacher greeting • Students listen to the teacher • Students observe and identify the material before come to the classroom • Some students answer the question • Students pay attention • Some students give their respond and opinion • Students pay attention

6. Post-test	Pre-Activity	
	• Teacher greet the students	• Students reply teacher greeting
	• Teacher checks students attendance list	• Students listen to the teacher
	Whilst Activity	
	• Teacher gives post-test to the students with the topic (My Holiday)	• Students do the post-test
	Post-Activity	
	Teacher closes the lesson	

2.2 Relevance Studies

The researcher will show the relevance study that is line with research entitled The Effectiveness of Using Padlet in ESL Classroom. This study is written by study Haris et al (2017). It had been conducted in a university degree as well in Malaysia. The objective of this study is to know the effectiveness of Padlet to improve the students' learning of grammar. By using an experimental study, the researchers gave pre-test, post-test, and questionnaire to 30 undergraduate students. The result of this study showed that the students' performance in learning grammar by using Padlet application has improved. The students also quite enjoyed the learning activities by using Padlet since they can share their thoughts and engaged more. However, since it was the first time for the students using padlet application, some interaction were not clear enough for them to understand as it became one of the issues that able to disturb the learning process.

Second relevance study is written by Zainuddin et al (2020). This research had been conducted in one of the universities in Malaysia entitled Enhancing Classroom Engagement Through Padlet as a Learning Tool: A Case Study. The objectives of this study are to know whether Padlet application, as an e-learning tool able to stimulate the learners' engagement in active learning activities. By using a quantitative approach, the researchers of this study used a semi-structured questionnaire which distributed to 39 postgraduate students. To measures the students' engagement in the classroom, the researchers include some factors such as motivation, active learning, collaboration, learning opportunity, usefulness, ease of use, and satisfaction. As for the result of this study, it showed that the use of Padlet application in postgraduate's classroom able to enhance the engagement of the students inside or outside the classroom. Furthermore, the use of Padlet application able to make the students manage their assignments well and less stress. Based on this study, it can be seen that Padlet helps the students to be more engaged in classroom activities, and manage their assignments well.

Third relevance study is written by Rashid et al (2019). This study had been conducted in some universities in Malaysia too with title Using Padlet for Collaborative Writing among ESL Learners. The objective of this study is to know whether the ESL students' collaborative learning can be enhanced by using Padlet. Moreover, the researchers of this study also wanted to know if padlet able to improve the students' language skills, communication skills, increase their motivation, and to become autonomous learners. By using a qualitative approach, the researchers used questionnaires, task analysis, and teacher observation to

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collect the data. As a result of this study, it shows that the use of padlet application as a learning tool in ESL classroom can create the good environment which supports the learners' collaboration, improve their language skills, and enhance the students' confidences.

Based on the explanation of that the relevance studies, it proves that Padlet Application which had been applied in the EFL classroom had its impacts as an educational tool. Furthermore, Padlet application has been frequently used in a university degree. There are still few senior high schools used this application in their English classroom, especially in writing activities in Indonesia. Therefore, the researcher of this study tends to know is there any significance Effect of Using Padlet Toward Students' Writing Ability of Recount Text at First Year of SMAN 1 Tambang. The differences between the relevance studies above are objective, place, time, and methode of study.

2.3 Conseptual Framework

Writing is one of the essential skills in English because it is one of the ways to communicate with someone by using written language. Writing refers to text. In senior high school, the students have to compose some kinds of text in written form. Because it is one of the basic competence in English subject. One of many texts that should be learned by students is recount text.

A recount is a piece of writing that describes past events. The goal of a recount text is to inform or entertain the reader. Words like next, after, then, after, before, first, and at a time are frequently used to connect events in time. It includes a lot of verbs (action words) and adverbs to describe events (which describe or add more detail are often chosen to add interest or humour to recount text).

So, the students are expected to be able to write the text with the correct organization, appropriate vocabulary and grammar, and good writing mechanics. In this case the students only have lmited time to study in class because the face-to-face process is still limited. Not only that, the teachers also do not use appropriate media in teaching writing. So, the students are getting difficulties in starting the writing activity. In fact, many students failed to reach the standard score for the daily test.

One of the solutions is to use Padlet. Padlet has significant potential to help the teacher convey materials easily, make students interested and improve their achievement, especially in writing skills. Padlet is an ideal place to collect

and share ideas. It also encourages students' creativity to create and gather pictures, photos, citations and even videos.

| Problems | | Teacher side and students themselves:
• Limited Face-to-face Process
• Unappropriate Media
• Students low writing skill: (Content,Organization, Grammar, Vocabulary, Mechanics) |

| Problem Solving | | Using Padlet |

| Expected Result | | There are any significance Effect of Students' Writing Ability of Recount Text |

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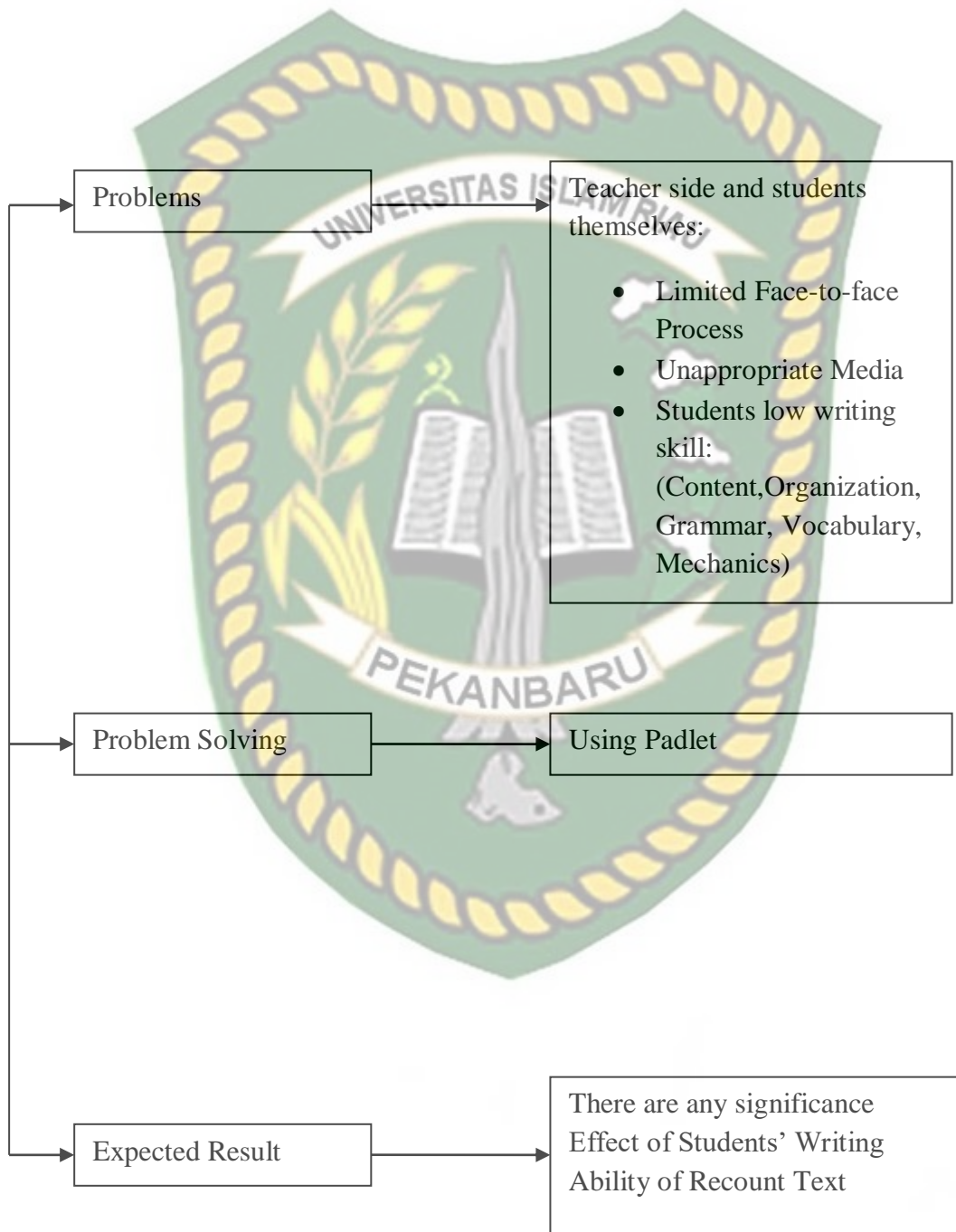
2.4 Hypothesis

1. Null Hypothesis (Ho)

There is no significant effect of using padlet toward students' writing ability of Recount text at first year of SMAN 1 TAMBANG

2. Alternative Hypothesis (Ha)

There is significant effect of using padlet toward students' writing ability of Recount text at first year of SMAN 1 TAMBANG

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research design was experimental research. According to Creswell (2014), experimental research seeked to determine if a specific treatment influence an outcome. In other hand the experimental research was designed to know and observe the cause and effect from the variables and to know wheter is or no influence from the treatment given.

There were two variables, independent and dependent variable. The independent variable was using padlet and dependent variable was writing ability. The researcher chosed one class as experimental class. At the begining the resercher gave pre-test which a test without using padlet. In the last meeting the researcher gave post-test which the student wrote a recount text by using padlet. Before post-test, the researcher did 4 treatments.

Table 3. 1 *Research Design*

Class	Pre-Test	Treatment	Post-test
X	T1	X	T2

Note :

X   : Trearment of Experimentl by Using Padlet

T1   : Pre-Test

T2   : Post-Test

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3.2 Location and Time of the Research

This research was conducted on SMA Negri 1 Tambang-Sungai Pinang Kabupaten Kampar. Address of SMA Negri 1 Tambang is Jl. Raya Pekanbaru-Bangkinang KM.29, Sungai Pinang. The time of research on march 2022.

3.3 Population and Sample of the Research

3.3.1 Population of the Research

According to Alvi (2016) included in the population are all memebers who meet the research criteria.The population of this research was the whole first year students of SMA Negri 1 Tambang in the academic year 2021/2022. There were six classes of first year students at SMA Negri 1 Tambang. So, in this research the total of the students were 180

Table 3. 2 *Population of the Research*

Class	Population
X IPA 1	30
X IPA 2	30
X IPA 3	30
X IPS 1	30
X IPS 2	30
X IPS 3	30
TOTAL	180

3.3.2 Sample of the Research

According to Alvi (2016) sample is a tiny group of the population where the research will be conducted. In this research the researcher choose X IPA 1 as a sample, there were 30 students. The reason why researcher choose this class as sample because according to teaching practice (PPL) at SMA Negri 1 Tambang this class more cleaver and active than other class.

Table 3. 3 *Sample of the Research*

Classes	Number of Students
X IPA 1	30

3.4 Research Instrument

In this research, the researcher used writing test to collect the data. There were two series of test, pre-test and post test. Most of the test item was adopted from internet and texbook English that focus for first year student at SMAN 1 Tambang. The researcher gave some topic for everyone

The researcher gave a topic to students, next they have to wrote a recount text (three paragraphs). They have to collected after 40 minutes. And after that the researcher assesed the students in writing in term of five spects : Vocabulary, grammar, content, organization, and mechnics.

a. Pre-test

The researcher conducted pre-test to know students' writing ability at first year students of SMAN 1 Tambang. In this part the researcher gave topic to students about my bad experience

b. Post-test

The researceher conducted pos-test to know the result of students' writing ability after using padlet. In this part, the researcher gave topic to students about holiday

Table 3. 4 *Blue Print of Pre-Test and Post-Test*

No	Indicators	Kinds of Text	Topics	
			Pre-test	Post-test
1.	Content	Recount	My bad	Holiday
2.	Vocabulary		Experience	
3.	Mechanics			
4.	Grammar			
5.	Organization			

3.5 Research Materials

The research used recount text material was taken from the another sources and internet.

Table 3. 5 *Blue Print of Research Material Treatment*

No	Meeting	Topics
1.	Meeting 1	My Bad Experience
2.	Meeting 2	My Best Experience
3.	Meeting 3	My Daily Actvity
4.	Meeting 4	Biography (B.J. Habibie)

3.6 Research Procedure

Steps of teaching writing by using Padlet were as follow:

1. Pre-Test (Meeting 1)

The researcher gave pre-test in the first meeting. The purpose of pre-test was to measure students writing ability before giving treatment. First, In this test the researcher gave the topic about my bad experience. After that The students have to write a recount text (three paragraph) induvidually related topic have given. The researcher gave the students 60 minute to write. Then, they have to collect their writing. Last, researcher evaluated based on indicators of writing.

2. Treatment

After giving pre-test, the writer did the treatment using Padlet to write paragraph. This treatment was taken in order to know is there any significance effect of using padlet toward students' writing ability. Treatment was four meeting as the follow:

Meeting 2

Because the using of padlet was integrated with the flipped learning method. So, before going to the classroom, the researcher uploaded the material (my bed experience) on the padlet and share link padlet to the student via WA group. So, the students could learned and identified the material about recount text. At the second meeting the researchers held a discussion session and asked students to answer several questions related to the recount text. Researcher gave 15 minutes to held discussion session. The purpose of discussion was to found out if they studied and identified the material that had been uploaded on the padlet.

The researcher asked student to answer the questions about definition, social function, generic structure and language feature that used in recount text. After the student answer, the researcher explained further in order the students more understand about recount text. Researcher have 30 minutes to explained the subject about recount text. After that, the researcher introduceed and explained about padlet to students. Researcher have 15 minutes to introduced and explained how to use padlet for writing recount text.

Meeting 3

In the third meeting, before going to the classroom researcher uploaded the material (my best experience) on the padlet and share link padlet to the student via WA group.The researcher asked the the students to open the link and understanding the topic that have given before come to the classroom.

In classroom, the researcher helped the students to understand obout recount text that they were going to write by encouraging them to asked some

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questions. This session about 10 minutes. Next, researcher asked the students to write a recount text (three paragraph) in padlet. Student have 40 minutes to write recount text. After that, researcher asked all student to do self-peer asessment to review their writing. Then, students were asked to revise their text for the better. They have 10 minutes to reviw and revise their writing.

Meeting 4

In the fourth meeting, before going to the classroom researcher uploaded the material (my daily activity) on the padlet and share link padlet to the student via WA group.The researcher asked the the students to open the link and understanding the topic that have given before come to the classroom.

In classroom, the researcher helped the students to understand obout recount text that they are going to write by encouraging them to asked some questions. This session about 10 minutes. Next, researcher asked the students to write a recount text (three paragraph) in padlet. Student have 40 minutes to write recount text. After that, researcher asked all student to do self-peer asessment to review their writing. Then, students are asked to revise their text for the better. They have 10 minutes to reviw and revise their writing.

Meeting 5

In the fifth meeting is the last treatment, before going to the classroom researcher uploaded the material (Bioghrapy: B.J.Habibie) on the padlet and share link padlet to the student via WA group.The researcher asked the the students to

open the link and understanding the topic that have given before come to the classroom.

In classroom, the researcher helped the students to understand about recount text that they are going to write by encouraging them to asked some questions. It is about 15 minutes. Next, the researcher would explain further in order the students more understand about recount text. Researcher have 30 minutes to explain the subject about recount text. After that, the researcher would gave positive feedback about student perception in the learning process and also ask to the students whether they still had questions about the lesson or not. Finally the researcher concluded the material. Teacher have 15 minutes for gave positive feedback and conlusion

3. **Post-Test (Meeting 6)**

After treatment completed, the researcher gave post-test. The pos-test was writing test. The students have to write a recount text (holiday) in padlet, they have 40 minutes to write recount text. after that the researcher will evaluate based on indicators of writing asessment. This test is aimed to know is there any significance effect of using padlet toward students' writing ability

3.7 Data CollectionTechnique

In collecting the data, the researcher used pre-test and post-test. Pre-test was conducted before treatment given, while post-test was given after the teaching and learning process with four meeting in classsroom. The researcher gave pre-test in writing is to measure students' writing ability in recount text at SMAN 1

TAMBANG. While pos-test test aimed to measure how many students understand the material that given

3.8 Data Analysis Technique

In scoring the data of students, the resercher evaluated and analyzed by using scoring rubric. In the writing test, there were five categories to consider: content, organization, vocabulary, language use, and mechanics. The table criteria below shows the many types of evaluation writing which adopted from (Brown, 2007)

Table 3. 6 *Categories of Evaluation Writing*

The aspect of writing	Score	Description
Content	1	The topic is not clear and the details are not relating to the topic
	2	The topic is complete clear but the details are not relating with the topic
	3	The topic is complete and clear but the details are almost relating with the topic
	4	The topic is complete and clear and the details are relating with the topic
Vocabulary	1	Very poor knowledge of words, words forms, are not under stable
	2	Limited range confusing words and words form

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	3	Few misuse of vocabulary, words forms, but not change the meaning
	4	Effective choice of words and words form
Mechanics	1	It is dominated by errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	4	It use correct of 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 few grammatical or agreement inaccuracies
Organization	1	Identification is not complete and description are arranged with misuse connections
	2	Identification is not complete and description are arranged with few misuse connections.
	3	Identification is not complete and description are arranged with almost proper connections
	4	Identification is complete and description are arranged with proper connections

Based on the description above, the classification of students' writing skill and the students score were clasified as follow:

Table 3. 7 *The Classification of Students' Score*

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

Adopted from Arikunto (2009)

3.9 Formula of Writing Asessment

To get the description of the total score of the aspect of writing by the students, the writer use the following formula:

TS=C+O+V+L+M

TS   : Total score

C   : Content

O   : Organization

V   : Vocabulary

L   : Language use

M   : Mechanic

To know the final score of each students, it was calculated by:

$$FS = \frac{TS}{20} X\ 100$$

FS   : Final score of each students

TS   : Total score of the aspect of writing

The raters were English teacher in SMA 1 Tambang. They were Mr.Ismail Arif and Mr. Ary Desman. After the raters got the total score each students, the researcher collected ech score from the raters. The next step was to know real score of each students by using the formula below:

$$RS = \frac{Rater\ 1 + Rater\ 2}{2}$$

To know the students score of writing text, the researcher analyzed the data by using descriptive statistics SPSS to find out the mean score, stndard deviation, and standard error of the test by using SPSS version 224.0 program. Furthermore, to test the null hyphothesis and alternative hypothesis were accepted or rejected,the researcher use independent sample test to compare the test between pre-test and post-test. If the value of t_{score} higher than t_{table}, it means that null hypothesis are rejected and alternative hypothesis are accepted.

CHAPTER IV

RESEARCH FINDING

This chapter present about research finding about data analysis which have been taken from pre-test and post-test of first year student in SMAN 1 TAMBANG. The data showed the student's score increse from pre-test and post-test. It was to find out there was significant effect in the first year students' writing recount text by using padlet.

4.1   Data Presentation

This research was conducted to know the effect of using padlet in students' writing recount text of the first year in SMAN 1 TAMBANG. The research was classified into experimental research. There was one class as sample. So, the data of this research were the result of pre-test and post-test

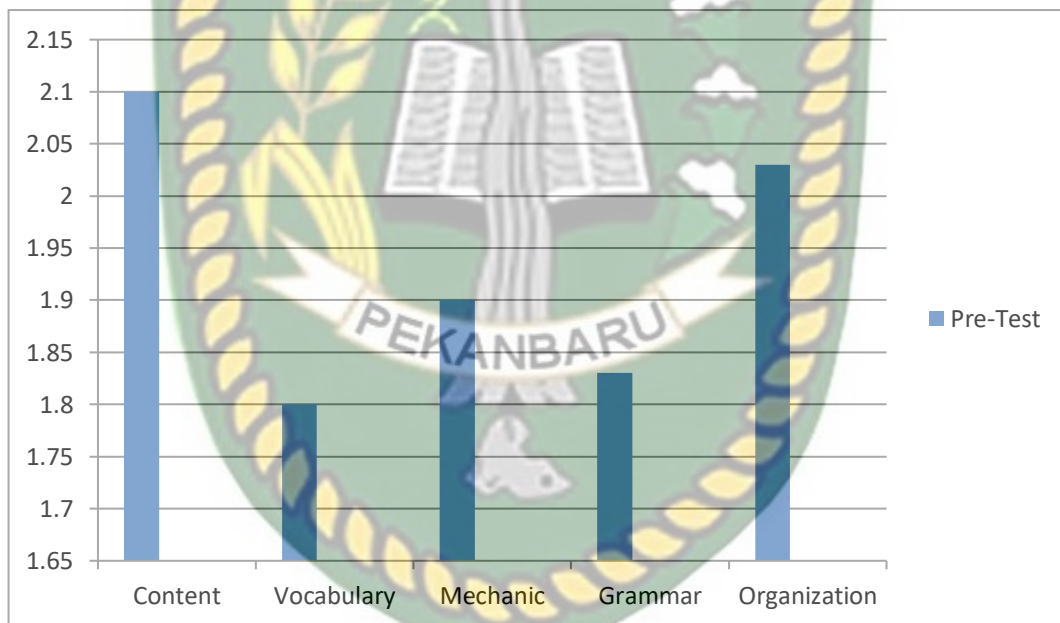**4.1.1   Data Presentation of Pre-Test**

In the first meeting, the researcher gave pre-test to know students' writing ability especially in writing recount text. The researcher presents the students' score on pre-test as follow:

Table 4. 1 Score of Pre-Test

NO	STUDENTS	C		V		M		G		O		TOTAL		SCORE		RESULT	CATEGORY
		I	II	I	II	I	II	I	II	I	II	I	II	I	II		
1	STUDENT 1	2	2	1	2	2	2	2	1	2	2	9	9	45	45	45	Less
2	STUDENT 2	2	2	2	1	2	2	2	2	2	2	10	8	50	40	45	Less
3	STUDENT 3	2	2	2	2	2	2	2	2	2	2	10	10	50	50	50	Less
4	STUDENT 4	2	2	2	1	2	2	1	1	2	2	9	8	45	40	42	Less
5	STUDENT 5	2	2	2	2	1	2	2	2	2	2	9	10	45	50	47	Less
6	STUDENT 6	2	2	2	2	2	2	2	2	2	2	10	10	50	50	50	Less
7	STUDENT 7	3	3	2	2	2	2	3	2	3	3	13	12	65	60	62	Good
8	STUDENT 8	2	2	1	1	2	2	1	2	2	1	8	8	40	40	40	Less
9	STUDENT 9	2	2	1	2	2	2	2	2	2	3	9	11	45	55	50	Less
10	STUDENT 10	2	2	2	2	2	2	2	1	1	1	9	8	45	40	42	Less
11	STUDENT 11	2	2	2	2	2	2	2	2	2	2	10	10	50	50	50	Less
12	STUDENT 12	2	2	2	2	2	2	2	2	3	2	11	10	55	50	52	Less
13	STUDENT 13	2	2	2	2	2	2	2	2	2	2	10	10	50	50	50	Less
14	STUDENT 14	2	2	2	1	2	2	1	2	1	1	8	8	40	40	40	Less
15	STUDENT 15	2	2	2	2	2	2	1	2	2	2	9	10	45	50	47	Less
16	STUDENT 16	2	3	2	2	2	2	2	2	2	2	10	11	50	55	52	Less
17	STUDENT 17	2	2	2	2	2	1	1	2	2	1	9	8	45	40	42	Less
18	STUDENT 18	2	2	2	2	1	2	2	1	2	2	9	9	45	45	45	Less
19	STUDENT 19	2	2	2	2	2	2	2	2	2	2	10	10	50	50	50	Less
20	STUDENT 20	2	3	2	2	2	2	2	2	2	3	10	12	50	60	55	Less
21	STUDENT 21	2	2	1	1	1	2	2	2	2	2	8	9	40	45	42	Less
22	STUDENT 22	2	2	2	2	2	1	2	1	2	2	10	8	50	40	45	Less
23	STUDENT 23	2	2	1	2	2	2	1	1	2	2	8	9	40	45	42	Less
24	STUDENT 24	3	3	2	3	2	2	2	2	3	2	12	12	60	60	60	Good
25	STUDENT 25	2	2	1	2	2	2	2	1	2	2	9	9	45	45	45	Less
26	STUDENT 26	2	2	2	2	2	2	2	2	2	2	10	10	50	50	50	Less
27	STUDENT 27	2	2	2	1	2	2	2	2	3	2	11	9	55	45	50	Less
28	STUDENT 28	3	2	2	2	2	2	2	2	2	2	11	10	55	50	52	Less
29	STUDENT 29	2	2	2	1	2	2	2	2	2	1	10	8	50	40	45	Less
30	STUDENT 30	2	2	2	2	2	2	2	2	1	1	9	9	45	45	45	Less
	TOTAL															1432	
	MEAN															47.73	Less

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The table 4.1.1 shows that the result of pre-test of writing recount text in the class X IPA 1. The data describe the total score of students' writing skill at pre-test was 1432 with mean was 47.73 in category less. The researcher has included a detailed asessment, wich consist of: Content (C), Organization (O), Vocabulary (V), Mechanic (M), Grammar (G). The purpose of that is to provide convenience to researcher in assessing the results of the students pre-test which refers to the scoring rubric.

Figure 4. 1 Mean score of Pre-test

The chart describe about the lower score in each indicator. Vocabulary with the score 1.80 from 4, it was taken by mean score of writing recount text indicators. Score of content was 2.10 from 4, for mechanic 1.90 from 4. Score of grammar was 1.83 from 4 and for organization 2.03 from 4.

4.1.2 Data Presentation of Post-Test

The researceher gave pos-test to know the result of students' writing ability by using padlet. The researcher presents the students' score on post-test in the table below:

Table 4. 2 Score of Post-Test

NO	STUDENTS	C		V		M		G		O		TOTAL		SCORE		RESULT	CATEGORY
		I	II	I	II	I	II	I	II	I	II	I	II	I	II		
1	STUDENT 1	3	3	3	2	2	2	2	3	2	2	12	12	60	60	60	Enough
2	STUDENT 2	3	3	3	3	2	3	3	3	3	3	14	15	70	75	72	Good
3	STUDENT 3	4	4	3	3	3	3	3	3	3	3	16	16	80	80	80	Very Good
4	STUDENT 4	3	4	3	3	3	3	2	3	3	3	14	16	70	80	75	Good
5	STUDENT 5	3	3	3	3	3	3	2	3	3	3	14	15	70	75	72	Good
6	STUDENT 6	3	3	3	2	2	3	2	3	3	3	13	14	65	70	67	Good
7	STUDENT 7	4	4	3	3	3	3	3	3	3	3	16	16	80	80	80	Very Good
8	STUDENT 8	3	3	2	2	3	2	3	2	3	3	14	12	70	60	65	Enough
9	STUDENT 9	3	3	3	3	2	3	2	2	3	3	13	14	65	70	67	Good
10	STUDENT 10	3	3	2	2	2	3	2	2	3	3	12	14	60	70	65	Enough
11	STUDENT 11	3	3	3	3	3	3	2	2	3	3	14	14	70	70	70	Good
12	STUDENT 12	3	3	2	2	3	2	3	2	3	3	14	12	70	60	65	Enough
13	STUDENT 13	3	3	3	3	2	3	3	3	3	3	14	15	70	75	72	Good
14	STUDENT 14	3	3	3	3	2	2	3	2	3	3	14	13	70	65	67	Good
15	STUDENT 15	3	3	2	2	3	2	2	2	2	3	12	12	60	60	60	Enough
16	STUDENT 16	3	3	2	2	2	2	2	2	2	3	11	12	55	60	57	Enough
17	STUDENT 17	3	3	3	3	2	3	3	2	3	3	14	14	70	70	70	Good
18	STUDENT 18	2	3	2	2	2	2	2	2	2	2	10	11	50	55	52	Less
19	STUDENT 19	4	4	3	3	3	3	3	3	3	4	16	17	80	85	82	Very good
20	STUDENT 20	3	3	2	3	2	2	2	3	3	3	12	14	60	70	65	Enough
21	STUDENT 21	3	3	3	2	2	2	2	2	3	2	13	11	65	55	60	Enough
22	STUDENT 22	3	3	3	3	3	3	3	3	3	3	15	15	75	75	75	Good
23	STUDENT 23	3	3	3	3	3	2	3	3	3	3	15	14	75	70	72	Good
24	STUDENT 24	4	4	3	3	3	3	3	3	3	3	16	16	80	80	80	Very Good
25	STUDENT 25	3	3	3	2	2	3	2	2	3	3	13	13	65	65	65	Enough
26	STUDENT 26	3	3	3	3	3	3	3	2	2	3	14	14	70	70	70	Good

27	STUDENT 27	3	3	3	3	3	3	3	2	3	3	15	14	75	70	72	Good
28	STUDENT 28	3	3	2	2	2	2	2	2	3	3	12	12	60	60	65	Enough
29	STUDENT 29	3	3	3	3	3	3	3	3	3	3	15	15	75	75	75	Good
30	STUDENT 30	3	3	2	3	3	3	3	3	3	3	14	15	70	75	72	Good
TOTAL																2.069	
MEAN																68.97	Good

The table 4.1.2 shows that the result of post-test of writing recount text in the class X IPA 1. The data describe the total score of students' writing skill at pre-test was 2.069 with mean was 68.97 in category good.

Figure 4. 2 Mean score of Post-test
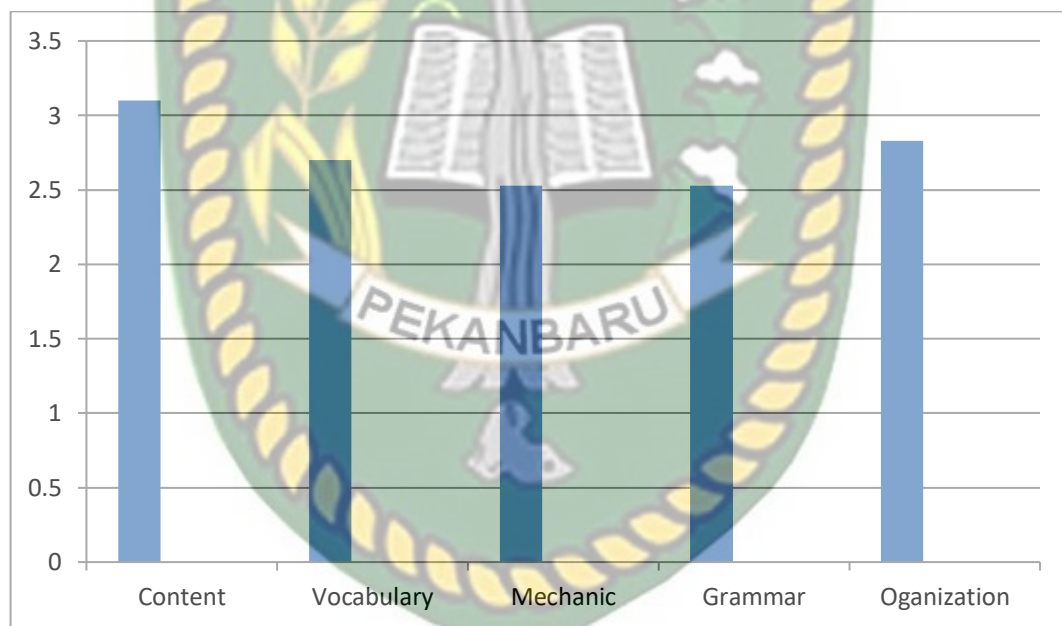
The chart describe about students' writing score in each indicators of recount text. it was post-test of the students after the researcher gave treatment by using padlet. The students got higher score than pre-test. The mean score of content was 3.10 from 4, number 2.70 from 4 for vocabulary, 2.53 from 4 for grammar, mechanic was 2.53 from 4, and 2.83 from 4 for organization.

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Based on five components of writing, the most significant component increase were content and vocabulary. So, we can conclude that there was significant effect of using Padlet towards students' writing ability of recount text at first year of SMAN 1 Tambang.

4.1.3 Result Score of Pre-test and Pos-test

After the researcher gave pre-test and pos-test, the researcher compared the result score of pre-test and pos-test to know the students' progress in writing recount text.

Table 4. 3 Score of Pre-Test an Post-Test

No	Students	Pre-test (Y1)	Post-test (Y2)	Y1-Y2	D^2
1.	Student1	45	60	-15	-225
2.	Student 2	45	72	-27	-729
3.	Student 3	50	80	-30	-900
4.	Student 4	42	75	-33	-1.089
5.	Student 5	47	72	-25	-625
6.	Student 6	50	67	-17	-289
7.	Student 7	62	80	-18	-324
8.	Student 8	40	65	-25	-625
9.	Student 9	50	67	-17	-289
10.	Student 10	42	65	-23	-529
11.	Student 11	50	70	-20	-400

No	Student				
12.	Student 12	52	65	-13	-169
13.	Student 13	50	72	-22	-484
14.	Student 14	40	67	-27	-729
15.	Student 15	47	60	-13	-169
16.	Student 16	52	57	-5	-25
17.	Student 17	42	70	-28	-784
18.	Student18	45	52	-7	-49
19.	Student 19	50	82	-32	-1.024
20.	Student 20	55	65	-10	-100
21.	Student 21	42	60	-18	-324
22.	Student 22	45	75	-30	-900
23.	Student 23	42	72	-30	-900
24.	Student 24	60	80	-20	-400
25.	Student 25	45	65	-20	-400
26.	Student 26	50	70	-20	-400
27.	Student 27	50	72	-22	-484
28.	Student 28	52	65	-13	-169
29.	Student 29	45	75	-30	-900
30.	Student 30	45	72	-27	-729
N=30	Total	1.432	2.069	-637	-15.163
	Mean	47.73	68.97		

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The table compares the result score of pre-test and post-test of writing recount text in SMAN 1 TAMBANG. All of students increased their score from pre-test to post-test. The data above was calculated by SPSS descriptive statistics and applied in the following:

Table 4. 4 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	30	40	62	47.73	5.382
Post-Test	30	52	82	68.97	7.146
Valid (listwise)	N 30				

It can be concluded that the mean score of pre-test was 47.73 and the standard deviation was 5.382. whereas, the minimum score of pre-test was 40 and the maximum score was 62. While the the mean score of post-test was 68.97 and the standard deviation was 7.146. further, the minimum score of post-test was 52 and the maximum score was 82. So, from the data it can be conclued that there is difference between mean score of pre-test and post test.

4.2 Normality Testing

Normality test was conducted to find wheter the data has normal distribution or not. The researcher use *Kolmogorov-Smirnov Z* test by using SPSS. The distribution is considered normal if the probability value is higher than 0.05. so, if it is lower than 0.05, the data are considered to deviate from normal.

Table 4. 5 Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	6.80243059
Most Extreme Differences	Absolute	.089
	Positive	.066
	Negative	-.089
Kolmogorov-Smirnov Z		.485
Asymp. Sig. (2-tailed)		.973

Based on the table describe, it can be concluded that the test distribution of pre-test and post-test are normal. Because the value of test statistic (Kolmogorov-Smirnov Z) higher than 0.05. (Test statistic 0.485> 0.05)

4.3 Data Interpretation

The researcher compared the result score of pre-test and post-test by using independent sample test in order to know significance effect of using Padlet towards students' writing in recount text.

Table 4. 6 Paired Sample Test

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
				Lower	Upper			
Pair 1 Pre Test - Post Test	-2.12333E1	7.51405	1.37187	-24.03913	-18.42754	-15.478	29	.000

From the table 4.1.6, it could be seen the level of significant was 0.000 and it was lower than 0.05. It means that 0.000 < 0.05. So, it means that there is significant effect of using Padlet towards students writing ability of recount text at first year of SMAN I TAMBANG.

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4.3.1 Hypothesis Testing

To proved the hypothesis can be accepted or rejected, the researcher using *df (degree of freedom)* and compare with t table.

1. If the t score > t table, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there was significant effect of using Padlet towards students writing ability of recount text.

2. If the t score < t table, the null hypothesis (Ho) was accepted and alternative hypothesis (Ha) was rejected. It means that there was not significant effect of using Padlet towards students writing ability of recount text.

Based on statistical calculating using SPSS 24, the researcher found the t score > t table (15.478 > 2.045). So, it can be concluded that there is significant effect of using Padlet towards students writing ability of recount text at first year of SMAN I TAMBANG.

4.4 Discussion

This research was conducted at SMAN I Tambang. The experimental class was X IPA 1 as sample. There were consist of 30 students. The activity in teaching and learning proccess during the research showed how the use of Padlet can give significant effect on students writing ability esspecially in recount text.

The first meeting and the last meeting were the researcher gave the pre-test and post-test. To score the class was anlyzed using SPSS program. As the result, padlet was effective to students' writing ability of recount text. Although, the second until fourth meeting were activities in teaching and learning process by using Padlet.

In the second meeting, the researcher gave the material about *My Bad Experience.* They were asked to identify about generic structure, social function, purpose and language feature that used in recount text. at the third meeting, the material was about *My Best Experience.* The result was the students could not express their idea well.

In the fourth meeting, they were given the material about *My Daily Activity,* the result was the students started to understand how to write recount text well by using Padlet. So, padlet was given help them. The students were enjoy and enthusiastic. At the fifth meeting the students were given the material about *Bioghrap.* Because it was the last meeting, the researcher explained more how to write recount text well by using padlet in order they were also helped by using padlet.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

This research was experimental research design. There was only one class as sample. The researcher use Padlet as media in teaching writing.

Based on the hypothesis result using SPSS 24, the result show that alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. it is found that 15.478 > 2.045.as the result, t score> t table. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Therefore, the using of Padlet has significant effect on students' writing recount text at SMAN 1 Tambang. In addition, the effect size was calculated to see how far the using of padlet gave effect to the students' writing skill.

5.2   Suggestion

Based on the result of this research, the researcher share some suggestions to be put forward in order to   be usefull for teacher, students and, other researchers. They are as followed:

1. To English teacher: the teacher should be creative and innovative in teach the students. The teacher should apply some technique, media, methode or strategy in teaching and learning process especially in

writing. On of the media that can be used is Padlet. This media stimulate the students' interest to learn english especially in writing.

2. To students : the students have to know that english lesson is very important to learn especially in writing text. They have to express and develope the ideas well.

3. To next researcher who will conduct the research: it is better for the next researcher apply appropriate technique, media, methode or strategy in doing research. Because if the researcher use appropriate technique or media in teaching english skill, it can make the students easy to achieve the goal of learning.
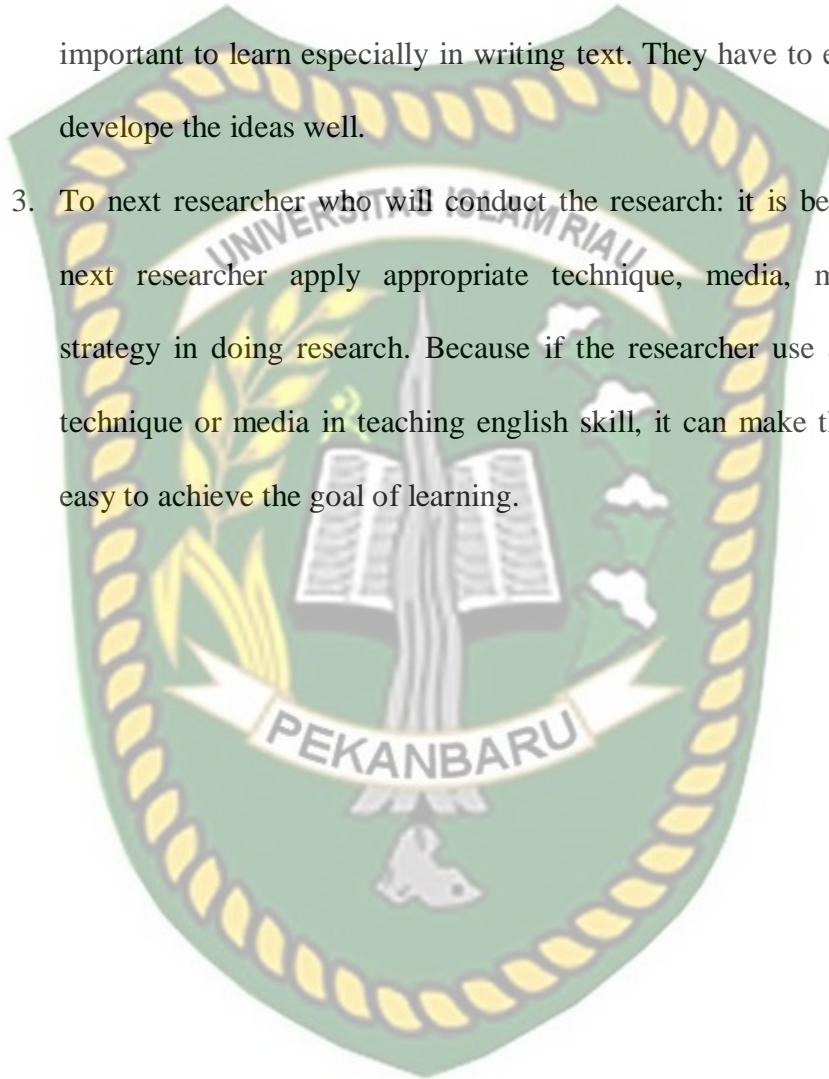
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