



Implementation of Collaborative Writing by Using Padlet to Improve Writing Descriptive Text

Pertiwi Putri Utami ^{a*}, Wieka Barathayomi ^a, Sutrisno Sadji Evenddy ^a

^a Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

Article Info

Article history

Submission Date: 15 May 2022

Acceptance Date: 30 May 2022

Keywords:

CAR; Padlet; collaborative writing.

*Corresponding author:

pertiwiputri@gmail.com

Abstract

The research aims to know the learning process of writing descriptive text using collaborative writing and Padlet and the improvement of writing descriptive text using collaborative writing and Padlet. The researcher used a qualitative-quantitative approach with classroom action research, collaborated with an English teacher from SMAN 24 Kabupaten Tangerang. The participants in this research were 18 students from class 10 IPS 4 at SMAN 24 Kabupaten Tangerang. The action research was conducted in two cycles, with steps from planning, action, observing, and reflecting. To obtain the data, the researcher used observation sheets, documentation, and written test. The result of the research showed that there was an improvement in students' writing results after conducting collaborative writing by using Padlet. The total presentation of students who pass the passing grade was improved from 38.89% in the pre-test, 55.50% in post-test cycle 1, to 83.33% in post-test cycle 2. While for the mean score of the class, also improved from 63.11 in the pre-test, 68.17 in cycle 1, to 80.50 in cycle 2.

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INTRODUCTION

Among the most proficient languages in the world, English is one of the most important languages. This is because English is established as the international language of communication that connects people around the world. In English itself, four skills must be mastered, namely speaking, writing, listening, and reading. Writing does not go unnoticed, because of its important but quite complex role to learn. The writing ability which is part of productive skills has rules that are more complicated and no less important than speaking to communicate. Writing skills in the

academic field are important because this ability trains students to express their ideas, innovations, thoughts, and knowledge. Writing skill is also useful for their future, such as for getting scholarships and for applying jobs.

However, students also experience some difficulties in writing English. Previous studies have found several problems in learning writing for EFL students in Indonesia, such as students' poor understanding of grammar, lack of interest in literacy, and tedious rules of writing (Afsari, et al. 2021; Ramadhanty, 2021). Harmer (2007:113) in the book "How to Teach English" mentions other

problems in writing, such as students' lack of self-confidence which causes them to think there is nothing they can write about.

Collaborative writing is known to overcome students' problems writing in the classroom. It is a writing activity that is done by more than one author to produce a text (Storch, 2019:40). Meanwhile, interesting media can be used to attract students' learning interests, one of which is Padlet. Padlet is a free social networking site that is used to discuss or argue about a topic in various kinds of multimedia elements, such as photos, videos, documents, and sounds (Algraini, 2014:16). Several previous studies have proven that collaborative writing can improve students' writing skills and so is Padlet can improve students' writing (Supiani, 2012; Lestari, 2017; Taufikurohman, 2018; Harlena et al., 2019). However, those previous research only focused on examining the respective effects of collaborative writing or Padlet on students' writing skills. Therefore, in this research, the researcher would like to conduct classroom action research on the implementation of both collaborative writing and Padlet.

The objectives of this research are (1) to know the learning process of writing descriptive text using collaborative writing in Padlet for 10th grade students of SMAN 24 Kabupaten Tangerang; and (2) to know the improvement of writing descriptive text using collaborative writing in Padlet for 10th grade students of SMAN 24 Kabupaten Tangerang.

METHOD

This research is classroom action research (CAR). According to Yoni et al. (2010:6), action research is research that aims to solve problems that exist for practical purposes. Some of the benefits that can be obtained after conducting classroom action research are related to improve the quality of education, class management, self-reflection, knowing students better, and fostering a research culture (Yoni et al., 2010:8-13). This research aims to improve the ability to write descriptive text by applying collaborative writing and Padlet. The researcher chose 10th grade students as research subjects. A class of 10 grade students, 10 IPS 4, at SMAN 24 Kabupaten Tangerang were observed while using collaborative writing and Padlet. In this research, the researcher used three data collection techniques, namely through observation, documentation, and tests.

Observation makes it easier for the researcher to obtain data and experience directly with participants (Creswell, 2009:179). In addition, the researcher can immediately record the information that comes right away. The researcher observed the learning process before and after using collaborative writing and Padlet. Furthermore, the researcher also observed the improvement after writing descriptive text using collaborative writing on Padlet.

Based on Creswell's (2009:180) statements, the use of documents provides several benefits for researchers. Documentation allows the researcher to observe the participant's language style. In addition, the documentation that has been

collected can be accessed and researched at any time. Documentation in written form saves time and research costs because the documents obtained already contain a lot of information. For this research, the researcher analyzed the writing result and writing score of students' pre-test and post-tests.

The tests were used to measure the students' ability in writing descriptive text before and after using collaborative writing on Padlet. So that it can be seen how much the improvement of students' writing skills using this method.

The data were analyzed qualitatively and quantitatively. To make the data credible, the researcher used triangulation through classroom observation and the students' writing documentation. The researcher described the situation during the teaching-learning process based on these data. Meanwhile, quantitative data about students' mean score was obtained from writing test results.

$$M_x = \frac{\sum X}{N}$$

M_x = the students' mean score

X = the sum of the score of all students

N = the number of students

Action research can be said to be successful if there are good changes related to the learning atmosphere and student learning outcomes (Yoni et al., 2010). This research is successful if there are improvement in learning process and there are 80% of students succeed in achieving the minimum completeness criteria for the post-test.

This research consisted of four steps: planning, acting, observing, and reflecting. The researcher collaborated with the tenth-grade English teacher at SMAN 24 Kabupaten Tangerang to conduct this research which consisted of two cycles.

Cycle 1

Planning

At this stage, the researcher made several preparations before starting the research action, then discussed it with the grade 10 teacher at SMAN 24 Kabupaten Tangerang. The discussion was about the lesson plans, observation sheets and tests, materials, media, and attendance list to being used.

Acting

At this stage, the teacher taught in the classroom using the learning plan that has been made in the planning stage as a reference. The teacher also explained how to use Padlet to students. Then, the teacher and students discussed the material. After that, the students worked in a group to discuss the task. Individual pre-test and post-test were given to find out the students' abilities and understanding before and after applying collaborative writing and Padlet.

Observing

The researcher observed the course of learning using the help of the observation sheet that has been made before. In addition, the researcher analyzed the results of the tests after the students implemented collaborative writing and Padlet using an assessment rubric and then calculate the average obtained.

Reflecting

From the observation, test, and discussions with the teacher about the results, difficulties, and obstacles that might occur in cycle 1, the researcher tried to improve the learning activities in cycle 2.

Cycle 2

Planning

At this stage, the researcher improved and rearranged the learning for cycle 2, then discussed it again with the teacher. The research instruments that need to be prepared were a lesson plan, observation sheet, and tests.

Acting

At this stage, the teacher taught in the classroom using the learning plan that has been made in the planning stage as a reference. The teacher explained more about how to use Padlet to students. Then, the teacher and students discussed the material. After that, the students worked in a group to discuss the task. Individual post-test was given to find out the students' abilities and understanding before and after applying collaborative writing and Padlet.

Observing

With the guidance contained in the observation sheet, the researcher observed the learning process. In addition, researcher analyzed the results of the tests given to students after implementing collaborative writing and Padlet using an assessment rubric. The researcher then calculated the average obtained.

Reflecting

From the results of observations in cycle 2, the researcher determined whether the

research can be stopped, or must do the third cycle. The research stopped when the criteria for the research success have been achieved.

RESULT AND DISCUSSION

Activity in Cycle 1

Planning

In this process, the researcher and the teacher conducted discussions to plan learning activities that will be used during the research. The things discussed were about lesson plans, activities in Padlet, materials, observation sheets, pre-tests, and also post-tests that have been made first by the researcher.

1. Making Lesson Plan

The research consisted of two cycles, held by adjusting the regulations that apply during the COVID-19 pandemic in 2021. The learning process were divided into face-to-face and online learning. Face-to-face activities were used to greet students, ensure attendance, and discuss the material provided in the Padlet together. Meanwhile, collaborative writing was monitored online by the researcher and teacher through Padlet.

2. Making Activities in Padlet

The researcher and the teacher discussed how to use Padlet. Starting from how to create a Padlet account, getting to know its features, and how to put learning materials and other interactive activities in there. To make the learning process more interesting and fun, the theme "Virtual Tour" was chosen, where students were invited to take a tour to various places in Indonesia that have been determined by researcher and teacher in written form on Padlet. In this first cycle, the researcher and the teacher chose the

“Stream” design of Padlet to streamline content in easy to read, top-to-bottom feed. In the first post, students were asked to take attendance in the comment’s column. It was to ensure that all students can access Padlet and also understand how to comment on Padlet so that they are ready to start this themed learning tour.

In the second post, the researcher put material about Descriptive Text in the form of a PDF file. Students who have taken attendance can open this material to be read and understood. This material is the first step of a virtual tour that would be carried out in the third and fourth post.

In the third post, after reading the material, students in groups were given the task of making descriptive texts based on tourist attractions or historical places in Indonesia which had been randomly determined by the researcher. The researcher provided task instructions and also examples of answers that must be collected. Links to group assignment was provided in this post and students collect their group answers after clicking on the link.

After doing a virtual tour with the group through descriptive text, in the fourth post on this Padlet, students were given a link to a google form to do individual assignments. The task was to write descriptive texts about tourist attractions and historical places in Indonesia. Google forms were used to prevent students from seeing other students’ answers, so that researcher and teacher could more easily see their understanding in writing descriptive texts.

3. Preparing the Material

The material used in this research was Descriptive Text of tourist attractions and historical places. The researcher and the teacher discussed the material together. Next, the researcher created a file containing the material, then uploaded it to a padlet in PDF format that will be used during the learning process. This material included the meaning, purpose, generic structure, and also the language features of descriptive text.



Figure 1. Material for Cycle 1

4. Preparing the Observation Sheet

The researcher prepared a list of observations made based on the activities in the lesson plan, then discussed it with the teacher.

5. Preparing Pre-test, Post-test, and Group Task for Cycle 1

Pre-test and post-test were made online using google forms to save limited study time during the pandemic and prevent students from seeing their friends’ answers. The link for the pre-test and post-test assignments was attached to the same Padlet as the attendance and materials.

For the pre-test, the students were asked to write a description of the tourist attractions or historical places they had visited. The pre-test was given before the activity of cycle 1 took place. For the main activity of

this research, the students were divided into seven groups. Each group discussed the task and the results were collected in Padlet, with the task of writing descriptive texts from Indonesian tourist attractions or historical places that have been determined by the researcher and teacher. Furthermore, in the cycle 1 post-test, students were asked to describe a tourist or historical place in Indonesia. While the post-test was given after the activity of cycle 1 was finished.

Acting

At this stage, the researcher in collaboration with the teacher began to apply the plans that had been made previously to the research class.

Observing

From the results of the pre-test and post-test to write descriptive texts about tourist attractions or historical places in Indonesia, the results obtained are as follows:

- 1. Mean of Pre-Test
- 2. Mean of Post-Test

$$M = \frac{\sum X}{N}$$

$$= \frac{1136}{18}$$

$$= 63.11$$

$$M = \frac{\sum X}{N}$$

$$= \frac{1227}{18}$$

$$= 68.17$$

- i. Mean of pre-test = 63.11
- ii. Mean of post-test 1 = 68.17
- iii. Mean of post-test 1 ≥ pre-test
- iv. There is an improvement of students' writing skill especially in writing descriptive text between pre-test and post-test 1.

The researcher also calculated the number of students who have fulfilled the school's passing grade. The calculation is as follows:

Criteria	Grade of Pre-Test	Percentage of Pre-Test	Grade of Post-Test	Percentage of Post-Test
>75	7	38.89%	10	55.56%
75	0	0%	0	0%
<75	11	61.11%	8	44.44%
Total	18	100%	18	100%

For the pre-test, the students were asked to write a description of the tourist attractions or historical places they had visited. This was done to determine the students' writing ability before using collaborative writing and Padlet. From the result of the pre-test, only 38.89% or 7 out of 18 students scored above the school's passing grade of 75. Many students were still confused about writing descriptive texts. Some do not have an identification section, some have very few descriptions. Some of them were late to collect the task. Then, some students have not been able to distinguish between descriptive text and recount text. Instead of describing a place, they only told their experiences when they went to that place. Grammar and punctuation errors were also still found in the results of tests carried out by students

From the observation of the learning process in the first cycle, it was found that the learning process was going quite well. The students seemed interested in using the Padlet and were also actively discussing the material. They also learned how to do collaborative writing. From the post-test results, it can be seen the improvement that students get. A total of 55.5% or 10 out of 18 students scored above the passing grade.

Reflecting

However, this has not been able to meet the requirements for research success, where 80% of students must pass the passing grade. In addition, there were still some mistakes made by students, especially in terms of Simple Present Tense. Also, a few of them still doing plagiarism by copying text from the internet. In addition, the time constraints for face-to-face learning made the teacher a bit hurry to finish the lesson on time. Therefore, based on the results of this reflection, the researcher and teacher decided to do the cycle 2.

Activity in Cycle 2

Planning

In this process, the researcher and the teacher discussed again to improve and change some of the learning activities that would be carried out during the research in cycle 2. The things discussed were about lesson plans, activities in Padlet, materials, observation sheets, and also post-tests that have been made first by the researcher.

The researcher and the teacher discussed the design for learning materials and the arrangement of other interactive activities that would be carried out there. In cycle 2, the researcher used the virtual tour theme in text form again, with a "Stream" design. However, at this meeting, the places visited were world tourist attractions and historical places. There were four posts prepared for this cycle. The first post was filled with student attendance, the second post was filled with material that can be accessed by students to study and discuss together, the third post contained a link

to group assignments done online, and the fourth post was post-test for cycle 2.

The material used in this second cycle was about noun phrase. The researcher continued to make the noun phrase material that had not been conveyed due to limited time in cycle 1, reminded the students about Simple Present Tense, and gave tips on writing descriptive text, including punctuation neatness, then uploaded it to a padlet that would be used during the learning process.

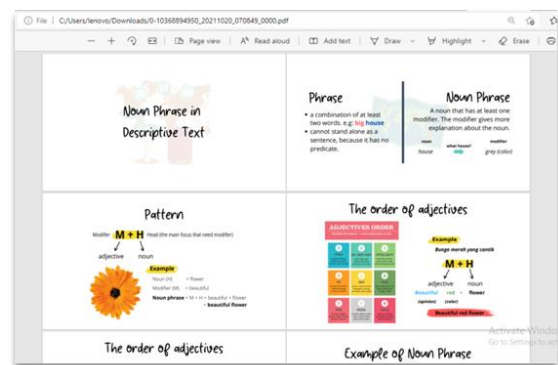


Figure 2. Material for Cycle 2

For the main activity of this research, the students were divided into several groups. This group was the same as the group in cycle 1. The group task in the form of collaborative writing was collected again through the Padlet, where each group was asked to arrange noun phrases and a Simple Present Tense sentence that had been determined by the researcher and the teacher. In the post-test in cycle 2, students were asked to describe a tourist or historical place in the world. The post-test was given after the activity of cycle 2 was completed.

Acting

At this stage, the planning that had been made previously for the research class were implemented in the class.

Observing

After the second post-test to write a descriptive text about tourist attractions or historical places in the world was carried out and the results were analyzed, the following results were obtained:

1. Mean of Pre-Test
2. Mean of Post-Test

$$M = \frac{\sum X}{N}$$

$$= \frac{1227}{18}$$

$$= 68.17$$

$$M = \frac{\sum X}{N}$$

$$= \frac{1449}{18}$$

$$= 80.5$$

- i. Mean of post-test 1 = 68.17
- ii. Mean of post-test 2 = 80.5
- iii. Mean of post-test 2 \geq post-test 1
- iv. There is an improvement of students' writing skill especially in writing descriptive text between post-test 1 and post-test 2.

The researcher also calculated the number of students who has fulfilled the school's passing grade. The calculation is as follows:

Table 2. The Number of the Students who Pass the Passing Grade

Criteria	Grade of Post-Test 1	Presentatio n of Post-Test 1	Grade of Post-Test 2	Presentation of Post-Test 2
>75	10	55.56%	14	77.78%
75	0	0%	1	5.56%
<75	8	44.44%	3	16.67%
Total	18	100%	18	100%

From this observation, the average post-test 1 is 68.17, while the post-test average in cycle 2 is 80.5. The number of students who passed the passing grade increased from 10 students in post-test 1 to 15 students in post-test 2. It shows an increase in students' writing skills, especially in writing descriptive text.

Reflecting

Reflecting cycle 2 was carried out. The learning progressed quite well. Students actively discussed and were interested in the learning process. From the post-test results, it can be seen the improvement students get. A total of 83.33% or 15 of 18 students scored above the passing grade, which means this result has met the requirements for research success, is 80% of students have passed the passing grade. In addition, the average between cycle 1 and cycle 2 also increased, from 68.17 to 80.5. Based on this reflecting result, the research was stopped by the researcher.

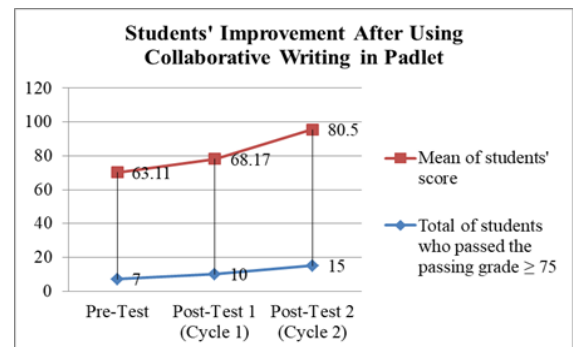


Figure 3. The Result of the Research

According to the teacher, Padlet is quite simple to use because the students do not need to download the material first to read it. They only need to click the file and read it there. The material and the tasks can be put in the same link, and the result can be seen clearly. While according to the students of 10 IPS 4, Padlet was easy to use. It has an attractive look so the learning process can be more fun and easier to understand. They can also react to the other's post, like on social media. Collaborative writing helped them finish the task and get closer to each other. From these results, it can be concluded that the implementation of collaborative writing on

Padlet can improve students' ability in writing descriptive text.

CONCLUSION

Research related to the implementation of collaborative writing by using Padlet to improve writing descriptive text at SMAN 24 Kabupaten Tangerang has been successfully carried out. This study consisted of two cycles which were divided into three parts, namely pre-test, main activity, and post-test. From the result, there was an improvement after conducting collaborative writing by using Padlet. The total of students who passed the passing grade improved from 38.89% in the pre-test, 55.50% in post-test cycle 1, to 83.33% in post-test cycle 2. While, for the mean of the class, also showed improvement from 63.11 in the pre-test, 68.17 in cycle 1, to 80.50 in cycle 2.

This research was held in pandemic era, so that there are still some shortcomings due to time and place. Further research can develop this research with full face-to face implementation in class, or combine the media with other methods so it does not only focus on collaborative writing in Padlet.

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