CHAPTER I

INTRODUCTION

1.1 Research Background

The rapid development of technology and the revolution of the information and communication has affected the learning process that occurs inside or outside the classroom. As evidence of this development and revolution, there have been a number of innovations that have brought technology into education as a new method of teaching that influences conventional methods. Basically, there are many benefits obtain by teachers and students in integrating technology. First, as mentioned by Santosa (2017), technology can greatly contribute to promote 21st-century skills and long-life learning. Second, Fitriah (2018) argues that technology can assist teachers to create an interactive learning, increase students' learning motivation, encourage students think critically in solving problems, and has an positive impact on pupils' academic performance. Last, Raja and Nagasubramani (2018) claim that technology has the ability to make learning more fun and enable students to actively participate in learning activities (learning by doing).

One of the trends in the use of technology in education can be discovered in the use of web application 2.0 such as WhatsApp, Google Meet, Zoom, Skype, Google Classroom, Schoology, and many others. All of these applications get a lot of traction in the field of education because they assist teachers in the learning process in a virtual environment. Rao (2019) states that teachers and students can utilize this web 2.0 application to collaborate, communicate, and share ideas in

certain condition that is not limited by time and place. According to Azli et al., (2018), utilizing web application 2.0 can be classified as the use of MALL (Mobile-Assisted Language Learning) in the language learning context. MALL can be defined as the use of portable device such as smartphones during the learning activity. Leis et al., (2015) state that smartphones have great potential to be a learning tool in language learning because of their portability. Therefore, they claimed that by utilizing MALL, it possible that technology can encourage students to study independently during the learning activity.

Nowadays in learning a foreign language, students must be proficient in four key abilities in order to acquire a foreign language, particularly English. The four abilities include speaking, listening, reading, and writing proficiency. All of these skills are interconnected and has a significant impact on a student's ability to learn a foreign language (Amalia, 2021). Therefore, every effort has been made by teachers to develop these four skills through various approaches, methods, strategies, and technique in teaching English. One of the most likely ways taken is change the teaching method from the conventional ways to the moderns ways, in which the technology starts to be integrated into the learning activity because it suitables for the current generation.

During the integration of technology, English teachers still encounter some difficulties, especially in teaching writing. As mentioned by Anwar and Ahmed (2016) teaching students to write is more difficult than teaching students to speak. In line with this statement, Akramova et al., (2020) claim that enhancing students' writing skills is a challenging task for a teacher. To be capable of producing good writing, students must focus on several essential writing elements, such as the

content, organization, vocabulary, language use, and mechanics. Therefore, in this circumstance, the instructor required the ability to select the proper learning resources that may have a positive impact on the students' writing abilities or even to produce a good quality of writing.

Similar problem occurs at SMA Negeri 1 Busungbiu. Based on findings that the researcher has summarized from the preliminary observations and interviews with the students of eleventh grade and one of the English teachers at SMA Negeri 1 Busungbiu, there were several problems found in learning English at this school. From the students' statements, it can be found that the students struggled in making a good writing such as a short essay or long text due to the limitation of English vocabulary. They also have difficulty in expressing their ideas clearly because when pouring it into written form, students find it difficult to use dictions. Moreover, when they start to write a sentence, they were confused about the grammar even they found it difficult to use punctuation marks that make them afraid if the sentence they write have different meaning from what they want to deliver in their writing. Due to these crucial problems, students do not have the motivation to write because they claimed that writing is a strenuous activity for them.

On the other hand, viewing from the teacher's response after the researcher follow up students' problem, the teacher admitted that the teacher did not have sufficient knowledge to provide a supportive learning media during the writing learning activity. Up to now, the teacher still utilizes conventional methods to teach their students. Along the online learning, the teacher only facilitates students by using Google Meet to conduct virtual meetings and using Google Classroom to collect the assignments. Now, in the face-to-face learning, the teacher only utilizes

WhatsApp to communicate and share the learning material. The teacher admitted that she and her students were only experienced in using WhatsApp, Google Meet and Google Classroom as supporting learning medias.

Responding to this phenomenon, the researcher aimed to offer a helpful learning tool to be used throughout the instructional process. The learning media that will be implemented can be used to create better and meaningful learning experiences. The learning media that want to be implemented during the writing learning process, namely Padlet. According to Megat et al., (2020), Padlet is a web application 2.0 that can be used to exchange ideas and create a collaboration space. When using Padlet, users can make collaborative walls, post pictures, videos, documents, links, and leave comments on each other's contributions, and even summarize what was discussed in the provided format, for instance, PDF format. This will certainly be benefical for teachers in building interactive learning and supporting students' to produce a good quality of writing based on their level or grade.

In its implementation, Padlet has been extensively researched from year to year in various fields, including in 2022, a study by Kim investigates the use of Padlet to communicate and exchange ideas in liberal arts classes. In 2021, Anwar investigate the usefulness of Padlet in making students understand Theory of Learning (ToL) material. In 2020, Allabad and Humawel investigated the effect of Padlet to enhance college students' English vocabulary. Then, the investigative research on the use of Padlet in making documentary films was conducted by Deni and Arifin in 2019. Last, DeWitt et al., in 2015 conducted research in investigating the effectiveness of using Padlet to communicate with deaf students.

Regarding to this study, Padlet can be found has examined from year to year, especially in teaching and learning English. In 2021, Jong and Kim conducted research to find out teachers' opinions toward Padlet to use in the writing evaluation. In 2020, Purwanto and Programme researched how Padlet could be a great tool for teaching intensive writing. In the same year, a research by Kharis et al., in 2020 discussed the application of Padlet as a microblogging site for enhancing German writing abilities. In addition, Alabbad and Humawel investigate the effect of Padlet to enhance sudents' English vocabulary in English Language and Translation Department. In the year of 2019, Ismawardani and Sulistyanto did a study about the use of Padlet as the the media to teach writing for tenth-grade students. In 2019 as well, Rashid et al., carried out a study to examine how Padlet provides an impact when conducting collaborative writings among the students who took a language course at a public institution in Malaysia. In 2018, Lestari takes research about the use of Padlet to teach descriptive text for the third semester students. In the same year, Ali et al, examine about Padlet as a supplementary tool to assist students' writing activity.

Based on earlier studies, the researcher discovered that Padlet is effective to be used to support particular activities is effective, such as to teach deaf students, to conduct debate activity, to make documentary film, and even it can be integrated in English classes. It reveals that Padlet is widely used for various motives based on user needs. Most are used to measure that Padlet application facilitates communication and teachers to teach English. However, the researcher found that in teaching English skills, there is a necessity to increase the researches about the writing learning because the previous studies that used Padlet to teach English only

focused on highest level. Other than that, the researcher also wants to examine whether the result of the previous studies also happens or have the same result in recent study conducted by the researcher or not. Thus, the researcher conducted this study in different setting to prove it. In conducting the recent study, the researcher had chosen SMA Negeri 1 Busungbiu, a public high school in Bali, in which the eleventh-grade students were involved to be the samples and used to find out whether or not Padlet affects their writing skills.

1.2 Problem Identification

SMA Negeri 1 Busungbiu is a publich high school located in Buleleng Regency which began operating in January 1998. This school is one of the *Sekolah Penggerak* in Bali that has adequate facilities so that it is possible to apply 21st century learning, such as integrating technology in every subject, including English. To identify the problem in this school, the researcher conducted preliminary observation and interview for an English teacher and for the students. The result of the preliminary interview among them revealed that students still face difficulties to produce a good quality of writing and the teacher also has a difficulty of providing appropriate learning medias.

During the instructional process in the face-to-face learning, the teacher admitted that they only use technology such as WhatsApp to communicate with students. The teacher use WhatsApp to send the material in the form of YouTube video, e-book, and PowerPoint from the internet to be discussed by students in the next meetings. Furthermore, students also could not overcome their problems in writing English text or essay. They have the limitation of vocabulary, they did not

have sufficient knowledge about grammar, dictions, or even how to make a good writing organization. So far, they only learn from e-book, and sometimes they lost the material provided in the WhatsApp because of some issues. Definitely, these problems had decreased their motivation because they think that writing is a strenuous activity.

1.3 Limitation of Study

In conducting this study, the researcher limits the study to implement Padlet on eleventh-grade students' writing skills. The investigation is focused on examining how Padlet affects students' writing abilities and describing how Padlet affects their writing skills by conducting interview to know their opinion toward Padlet.

1.4 Research Problem

The research problem of this study can be formulated, as follows:

1) Is there any effect after implementing Padlet on eleventh grade students' writing skills at SMA Negeri 1 Busungbiu?

2) How does the implementation of Padlet affect eleventh-grade students' writing skills at SMA Negeri 1 Busungbiu?

1.5 Objective of Study

Based on the previous issues, the following are the objective of the study:

1) To investigate whether or not there is an effect after implementing Padlet on eleventh-grade students' writing skills at SMA Negeri 1 Busungbiu.

2) To describe students' opinion on the implementation of Padlet during the writing learning process.

1.6 Significance of Study

The significance of this study can be classified into two majors, as follows:

1. Theoretical significance

   The findings of this study are expected to serve as a reference for earlier studies explaining why Padlet should be used in the teaching of writing.

2. Practical significance

   a) For teachers

      This research will provide a new reference for English teachers to provide appropriate learning media to support students during the writing learning process.

   b) For students

      The findings of this study will serve as a fresh guide for English teachers as they choose the best instructional resources to help pupils learn to write.

   c) For the future researchers

      The findings of this study should be used as a guide when conducting similar or related research in a different setting with distinct participants.

1.7 Key Terms

There are three definitions of key terms based on the background of the study, those were:

1. **MALL (Mobile-Assisted Language Learning)**

   a) Conceptual Definition

   The presence of smartphone has a huge impact on human life. Smartphones can be a simple and easy-to-carry communication medium to connect with all people in the world. Related to this, the development of the times brought a new term, namely MALL (Mobile-Assisted Language Learning). According to Muchtar (2018), MALL is a new facility that offers students to learn a language effectively, independently, and sustainably according to their preferred technology. Kukulska-hulme (2020) supports that statement, in which she claims that With MALL, students can study a particular subject for a protracted period of time that is flexible and catered to their needs.

   b) Operational Definition

   In this study, MALL is defined as the use of smartphones to support the implementation of learning application that is used as the research tool. By using smartphones, students can install the Padlet web-based application and the researcher can examine how the tool affects writing abilities of 11th graders at SMAN 1 Busungbiu.

2. **Writing Skill**

   a) Conceptual Definition

   Writing is one of the four English skills needed to acquire a language. Rao and Durga (2018) point out that Writing abilities are intended to communicate thoughts, ideas, and facts in simple and straightforward language. Thus, it is important to possess writing abilities in order to fulfill academic and professional responsibilities.

b) Operational Definition

Writing skill was the dependent variable used in this study. Hence, the researcher intends to conduct a study to measure 11th graders' writing skills.

3. Padlet

a) Conceptual Definition

Padlet is an application or website that is generally used to create collaboration spaces through its templates, namely Wall, Stream, Grid, Shelf, Map, Canvas, and Timeline. According to Megat et al., (2020) some schools and companies can use this application as a place to interact and express creative ideas that can be reviewed in a collaboration space that has been created.

b) Operational Definition

Padlet is the independent variable of this study. Padlet is defined as a tool that is used to do research in SMA Negeri 1 Busungbiu. This tool uses to investigate 11th graders' writing skills.

4. High School Student

a) Conceptual Definition

The high school level (SMA) is the level that must be taken by students who have completed their studies at the junior secondary level (SMP). According to Nunez et al., (2017), a child who enters high school is considered to have the ability to socialize and have good learning experiences to explore more complex things. Students at this stage will certainly be more ready to accept a big challenge than a student who is below their level.

b) Operational Definition

High school students or specifically the eleventh-grade students were the sample used in this study. There were 64 students from the two groups of eleventh-grade students as samples. The experimental group consisted of 32 students, and the control group also consisted of 32 students.