

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a tool of communication that is used by many people to express their feelings, ideas, desires in order to the people can understand what they mean. Language has its own uniqueness because it exists are the various languages of the world (Minuchin 2003). Language also influences human life so although language we can understand what other people do or say. According to Oxford. The dictionary states that "Language is a system of communication in speech and writing used by people from a particular country or region". Everyone uses a certain language when they want to communicate with others either directly through the words that come out of our words or what we write to convey. One of the components of written language. Through this language, it will create a written activity of a person in which he or she can place their thoughts, their opinions and ideas in written form. A language that can be understood by everyone in the world and use the international language, namely English.

English is an international language, that cannot be denied or avoided because this language is a universal language that is often used in the world. In some other research papers, international conferences, or discussion forums, people choose to use English as the primary language for sharing information. English can also be used as a daily language and it can be seen from technology that assists the community in activities of daily life. English is one of the main operational languages used in this technology and people need to understand it. As can be seen lately that there are really many companies that are looking for

workers who are able to use English well. It was made to be one of the benchmarks in the terms of their employees a requirement to get a job in that place Handayani (2016:103-104). Therefore, to understand the flow of information and to gain higher opportunities in the future, people need learn and understand about English language.

In English, there are four skills that need to be learned, and these skills are listening, reading, speaking, and writing Simanungkalit, Sipayung, and Silitonga (2019:14). The student must have capability related to the four following skills because the relationship between these skills is very closed because they cannot be essential apart from each other Anita Sitompul, Kammer Tuahman Sipayung and Jubil Sihite (2019:10). These skills may help students to generate their ideas in spoken or written form, to listen, and to understand the information it receives Sreena and Ilankumaran (2018:669). In learning the skill, it takes a lot of time as well as effort. Students also eventually notice the value and opportunities for them by learning it Nishanthi (2018:871). In Indonesia, English is taught from elementary school to the college level. This study focus on writing (writing descriptive text). The ability to write in English is important because it supports students to interact with each other through their writing.

Teaching is about process how to share and transfer the knowledge for the people. Teaching writing skills provide an important focus of study to a significant extent. Learning activities in class are spent by the teacher in explaining the lesson, while the student's pay attention and listen to the teacher Chang (2011:18). This point of view is usually referred to as learning using the teacher centered approach or conventional approach. Pardjono (2002:172) said

that it is a clear contrast with the opinion that learning is a constructive process, where students construct knowledge actively and do not receive passively from the teacher. Therefore, teachers must choose and apply appropriate learning process. Specifically, determining what application to use in learning is important for teachers because the application is defined as a perspective on the learning process. Applying the appropriate application can help and influence the success of teaching writing in school classes Fayeze and Al-zu (2013:30). So that with the suitability of the application used the teacher understand better in teaching writing especially writing descriptive text.

Writing is one of the most essential skills to achieve educational success. Writing is an activity that must be understood by every individual. Thus, one of the successes of writing skills education can be achieved. Therefore, to be able to understand writing, students must understand the definition, types, purpose of writing and process to make writing. Notwithstanding its importance, writing skill is complex skills to master Tillema (2012:1). Writing is very different from other skills although they are the same as production skills. Many students said that writing is the most difficult skill in English because the students have to follow instructions in writing and they should think correctly about what they want to write. It is known students often feel that the learning system is less interesting and monotonous because teachers only teach through available school books without encouragement from other aspects such as digital media that are relevant to learning. This problem affects students to become demotivated and often results in their poor writing. This research intended to depict the teaching of writing descriptive text by utilizing a digital tool called Padlet. Therefore, the reason for

the writer researching this is because the writer wants to know the effectiveness of Padlet application on teaching descriptive text by using the application and it is very interesting to research, therefore the writer is interested in researching this on senior high school students.

Sipayung et al (2021:1637) “Descriptive text is the type of text that used when the writers want to tell how something looks, smells, feels, action, tastes, sounds. This means that when describing something, how it looks, feels, smells in written form is a text with the type of descriptive text. Basically, it provides details information about the characteristics of people, places, and things. They add that there are two generic structures of descriptive text; that is, identification and description. In identification, students will identify phenomena or subjects that will be explained. In description, students will describe specific parts, qualities, and characteristics of an object being explained. In addition, the teaching process not only focuses on the text itself but also focus on how to construct the new text. For example, when the English teacher explains the descriptive text, they are does not only explain the generic structure of descriptive text but also provides examples of descriptive text and explains how to compose or make descriptive texts. Then because there is not much time it will make students overwhelmed in summarizing the explanation from the teacher. So it is important for the teacher to make a way out so that students can learn the lessons given by the teacher anywhere and anytime.

Based on interview with the English teacher at the SMA N 1 Girsang Sipangan Bolon, there are several problems with writing English students especially in eleventh-grade students. The main problem that occurs is the wrong

use of tenses in the sentence, mistakes in writing vocabulary, and also the arrangement of paragraph patterns in text especially in descriptive text. Then, it makes them stiff in writing English. Nevertheless, the teachers did not pay much attention to it. Teachers use textbook-based techniques and read aloud from a book while teaching English. Because only this technique is used, the student feels bored and does not have the enthusiasm in developing their writing skills. Therefore, in this case teacher's help is needed. The teacher is one of the sources in the process of developing the students' skills in learning English. They tend to be monotonous and only listen to explanations from the teacher who only uses repeated teaching methods. Hence, in this case, the teacher should be able to control most of the activities and use minimal media to support writing teaching.

As in the last two years, teachers really need application that can be used even though the places of teachers and students are different. There are several applications that are used in distance teaching, such as Quiz, Kahoot, Google Classroom, and etcetera. There are also various technologies that can be applied in language teaching. Initially, teachers usually only used books in the classroom or language laboratory. However, because of technological developments as seen today, teachers get easy access to use new technology and apply it in practice classes. On the other hand, by applying technology in the classroom, students can be more independent and enthusiastic in learning the target language. Sidabutar (2021:4015) states that some online systems have several advantages when applied in the classroom. The development of this technology, students are more flexible in learning languages and students will be more independent in learning, and they have more flexible time and places because it can be accessed easily and

anywhere. One of the free modern online media that can be used by English teachers at teaching writing is Padlet as the researcher said above. Today, the Padlet application is one of the modern technologies available to teachers.

In a classroom setting, Padlet works well with activities such as brainstorming, discussion, and project work Alihar (2018:74). Padlet has created a better learning environment and improved the learner's language accuracy along with their confidence Rashid, Yunus, and Wahi (2019:613). It also supports students to have more space to participate in every learning activity carried out in the Padlet room Haris, Yunus, and Badusah (2017:783). As a result, students have more time and motivation to practice writing through this application. Padlet web-based online wall display that can be used to study together. On the wall, ideas can be arranged via virtual posts from users. This tool offers a variety of benefits to users without having a special account. As long as the user has Google email, they can use the Padlet application. Users can create three walls that can be used freely. However, this application also provides various features but only premium users can access them. Besides that, Padlet too able to invite other users to collaborate on their walls. Definitely, this Padlet is one of the most useful learning media because of the various features available.

Based on the explanation above, the writer found Padlet application to solve the problem. The effectiveness of Padlet to teach students to write when they use Padlet is worth knowing. Related to this, the writer decided to use a Padlet to find out whether or not Padlet can solve the problem. During the process of writing, students should be helped by the use of appropriate media for students. Therefore, the writer choose Padlet as an alternative to help students improve their

writing skills. This research entitled “**The Effectiveness of Padlet Application on Teaching Writing Descriptive Text in Eleventh Grade at SMA N 1 Girsang Sipanganbolon**”

1.2 The Problem of the Study

Based on the research background above, the writer formulates the research problem as follows: Does Padlet application significantly effect in teaching writing descriptive text in eleventh grade at SMA N 1 Girsang Sipanganbolon?

1.3 The Objective of the Study

Relating to the problem statement above, the researcher states that the objective of the study is to: To find out whether Padlet Application significantly is effective in teaching writing in eleventh grade at SMA N 1 Girsang Sipanganbolon.

1.4 The Scope of the Study

There are some applications used by students in the teaching learning process namely Quiz, Kahoot, Google classroom, Padlet and WhatsApp. In this research, the writer only focuses on the Padlet application on students writing ability. There are several genres of writing states by Gerot and Wignell (1995:192) they are narrative, descriptive, recount, explanatory, recounts, spoofs, argumentation, reports, news items, anecdotes, procedure, hortatory, discussion, and reviews. Then, in this research the writer will focus on writing descriptive text by using the Padlet application. There are many schools in Medan city but the writer choose the place to do this research is SMA N 1 Girsang Sipanganbolon and the population of this research is the eleventh grade.

1.5 The Significances of the Study

This is significant to conduct this research for both theoretically and practically contributions as follows;

1.5.1 Theoretically

1. For the readers

The findings of this study are expected to the user to enrich their knowledge about descriptive text by using the Padlet application.

2. For the learners

To provide information about the effectiveness of Padlet application on writing skills.

1.5.2 Practically

1. For the Teacher

The result of this research are expected to help teachers to find out the proper application for teaching descriptive text in order to improve students' learning achievement and utilization of the use of learning applications to follow 4.0.

2. For the Students

The result of this research may assist them in writing descriptive paragraphs correctly with an interesting way and not boring in learning process.

3. For the further researcher

The result of this research can be used as one of the references or guidelines for future researchers related to the subject. Then, the research is better and more successful.

4. For the school

The result of this study hopes is valuable for school to develop and encourage the student's ability in writing descriptive text by using Padlet.

1. 6 Hypothesis

Hypothesis is a temporary answer about the statement of the problem Sugiyono (2012: 96). The hypothesis that will be tested is named work alternative hypothesis (Ha) whereas the opposite is null hypothesis (Ho). Hypothesis is a formal statement about an expected relationship between two or more variables which can be tasted through on experiment. Therefore, in this research, the researcher would like to formulate the hypothesis as follows:

Ha: There is significant effectiveness of Padlet Application on students" writing descriptive text in eleventh grade at SMA N 1 Girsang Sipanganbolon.

Ho: There is no significant effectiveness of Padlet application on students' writing descriptive text in eleventh grade at SMA N 1 Girsang Sipanganbolon.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter presents a review of the literature on the theoretical order and describes the related material to provide clearer concepts and ideas for this research. In compiling this research, the writer needs theories to explain the relationship between terms in this research. It serves to provide a limited concept that has a special meaning in a particular context. Need to be explained theoretically to avoid them between the writer and reader.

2.2 Writing

To make a good paragraph, we have to understand the nature of the writing. This section discusses about the meaning of writing, the types of writing, the process of writing, and the purpose of writing.

2.2.1 The Definition of Writing

Writing is one of the English skills Basonggo, Said, and Dewi (2016:1). Writing is one of the most important skills in learning English. Nunan (2003:88) writing as mental work instilling ideas thinking about how express them and organize them into statements and paragraphs that are clear to the reader. This means that students must be able to express their ideas into written form and apply the writing rules of a language which must be in accordance with the grammar. (Wardani, Basri, and A. 2017:1) stated that among language skills, writing is the most difficult in the sense that it takes a long process from brainstorming to the final product. In addition, it involves several elements of writing such as content, grammatical functions, vocabulary, and mechanisms such as punctuation, capital

letters, and spelling. The main objective of teaching English is to support students to communicate both orally and in writing, and to understand English texts. Students can learn all language skills (listening, speaking, reading, and writing) and language components (grammar, pronunciation, and vocabulary). This can be due to their inadequate vocabulary and practice time at school which is less or even less effective so it does not provide opportunities for students to write down every idea that is in each student's mind in class.

Nunan (2003:88) says that writing can be defined as a series of contrast. This means it is a physical and mental act, the goal is to express the ideas that are in the mind of the author. It is a process and the product of writing is a medium for communication between the writer and the reader. Then the writing must be understandable so that the reader understands know what the meaning of the text is. Kern (2000) states that writing is a functional communication, enabling students to create a world of imagination in their own design. Writing is a technique of pouring ideas or the contents of the writers thoughts into written form. In this case, the idea must be expressed by applying it according to the rules in writing, namely placing capital, punctuation, and grammar so that it can form a sentence, then form a paragraph. Thus, the author can convey information. Besides, whenever a writer wants to write, they have to know the audience or readers, which will help in achieving the goal of communicating clearly and effectively. From all the opinions above, it can be concluded that there are many factors influence writing to be good such as grammar, vocabulary, punctuation, and spelling knowledge that must be integrated into a paragraph.

The writer concludes that writing is more than just a medium of communication. This is a way of remembering and ways of thinking. None of us can write well without reading, observing, thinking, and experimenting. So, it can be said that writing is not an easy thing. In writing, we must produce words, phrases, sentences, and paragraphs at a time.

2.2.2 The Genres of Writing

There are several genres of writing. They are they are narrative, descriptive, recount, explanatory, recounts, spoofs, argumentation, reports, news items, anecdotes, procedure, reviews, discussion, and hortatory. In writing, we must know the purpose of our writing and we must also understand the writing style that we will use. Because we have to use a different style from other people. As other words, not all musicians have the same style in creating songs. Several dancers have different styles and dance genres. Not a thing is the same or similar in two different ways. They are all unique in their own way. It means, people have different styles of communicating or expressing ideas or trust. Similarly, in writing, we also have different writing styles. So, one of the most important things in writing English properly and correctly is to understand how to write and the types of sentences themselves Fitria (2022:1). There are several genres of text Sipayung et al. (2021:1637);

1. Narrative

This genre of writing is writing that contains stories or narration from the author about real or fictitious events. The story is a series of events or events in chronological order, either fact or fiction. Nevertheless, the technique of writing narration can start from the event in the middle or at the very end, causing

flashbacks. Narratives can be in the first person style so that the author feels the subjectivity of the author, or third person so that it sounds more objective. Narration often blends with description and serves as exposition or persuasion. Examples of narrative writing are novels, short stories, anecdotes, and poetry.

2. Descriptive

Description is a written work containing a detailed description of something, both fiction and non-fiction. Description is a verbal description of a person, object, appearance, scene, or event. This writing technique describes something in such a way that the reader is made capable as perceived by the five senses. Because it is based on the five senses, the description relies heavily on concrete imaging and details or specifications. All of this is intended to create a dominant impression that is the purpose of writing. Because of this imagery and specification, descriptions come alive and often make for very persuasive arguments. Description can explain and develop a comparison, process, definition, argument, and classification, and other strategies. Descriptions can be objective and subjective depending on the purpose of writing. Descriptions can be divided into two: expository and impressionistic. Expository refers to a logical description, while impressionistic describes the author's impression of what is written.

3. Exposition

This type of writing aims to inform or explain something to the reader. The main purpose of writing expository writing techniques is to clarify, explain, educate, or evaluate a problem. The author intends to provide information or give instructions to the reader. Exposition relies on alien development strategies such

as through giving examples, processes, causes, and effects, classifications, definitions, analysis, comparisons, and contrasts.

4. Recount

Recount Text is a type of text that contains stories about our experiences in the past. The purpose of recount text is usually to retell and provide information and entertain the reader. Recount text using past sentences. Use adverbs and adverbial phrases to express time, place, and manner. Using conjunctions and time connectives to order events or occurrences.

5. Explanatory

Explanatory text is writing that explains something. Explanatory text can explain how and why something happened, or provide information about how to do something. Explanatory text often tells the reader about the parts of a process, usually written in chronological order. This text is also written in an impersonal style, so it doesn't use the words I or you. This helps the reader to focus more on the process being described.

6. Spoofs

Spoof text is a type of story text that has a funny twist or surprise at the end. The surprise at the end is an unexpected event that makes the story or text funny.

7. Argumentation

Argumentative text is a text whose contents are in the form of opinions that are strengthened by evidence, reasons, and examples, so that the reader can trust the author's argument.

8. Reports

Report text is one of the texts in the form of a report which presents information about something real and the result of analysis or systematic research.

9. News Item

News item text is a type of text that provides up-to-date information about events that are important to reported. News items aim to provide information to readers or listeners.

10. Anecdotes

Anecdote text is a text that retells odd or unusual events, either in the form of facts or imagination. The function of anecdote text is actually to retell events or events that are unusual or odd in the past. Anecdote text is different from spoof text which contains funny stories or events that happened in the past.

11. Procedure

Procedure text is a type of English text which contains the steps or ways to do something. We usually find this type of text on food packaging, medicine, electronic goods, food recipes, and others.

12. Hortatory

Hortatory text is a text which contains the author's opinion on an issue accompanied by supporting arguments. This text is persuasive and aims to influence the reader to agree with the views written.

13. Discussion

Discussion text is a text that contains issues that occur. Issues can be drawn from various points of view, for example from the point of view of people who are directly involved, or just observers. Usually, this discussion text is found in philosophical, historical and social texts.

14. Reviews

Review text is a type of text in English that contains reviews, evaluations, or ratings of a product. In this case, product can refer to many things, ranging from publications in the form of books, films, music, videos, etcetera.

2.2.3 The Purpose of Writing

All skills in English have a goal to achieve the specified target. In writing, providing good information in written form is one of the goals of writing. Apart from that, another purpose of writing is to entertain the reader and also convince the reader of something. Hugo Harting (Tarigan, 1994: 24-25) classifies some of the purposes of writing, are as follows.

a. Assignment purpose

The purpose of this assignment means writing has no purpose at all. The author writes because he is assigned, not on a purpose be it to entertain or otherwise.

b. Altruistic goals

The author aims to please the reader, by avoiding reader grief. The author wants to help the reader understands, and appreciate his feelings and reasoning, The author wants to make the reader's life easier and more fun with his work.

c. The purpose of persuasion

The author's goal is to convince the reader that the truth of the ideas expressed.

d. Informational purpose

The author's purpose is to provide information or explanation for the readers.

e. Self-expressive purpose

The author's purpose is to state or introduce themselves to the reader.

f. Creative purpose

The author's goal is to achieve artistic values and artistic values.

g. Problem-solving purpose

The author's goal is to solve the problem. The writer wants to explain, clarify, explore, and research carefully the author's own thoughts and ideas in order to be understood and accepted by the reader.

So, from the explanation above, the writer is not careless in pouring out their thoughts. However, when writing they have a specific purpose as described above.

2.2.4 The Process of Writing

Writing is a skill that requires several processes to make the results of writing conveyed well. There are several stages in the writing process. Several stages in the writing process are discovering ideas, pre-writing, organizing, drafting, revising, and editing.

1. Pre-Writing

Writers should explore their ideas, and write them in an organized order. The author must also recognize the subject, purpose, and audience for their writing. The author needs ideas in creating a text. With these ideas, the writer can create a sentence. Pre-writing is the stage where writers generate their ideas using strategies and information they have Abas and Abd Aziz (2018:1818). This stage is the longest stage in the writing process. In this stage, the writer must go through three stages in forming the idea into the composition of the text. Below are strategies that can be used in the pre-writing stage:

a. Brainstorming

Brainstorming is useful how to start or generate new ideas. Brainstorming is a strategy to increase creativity and productivity to gather ideas. This strategy is recommended to be done twice or more in order to get relevant ideas and can be done by interacting with friends or can be done alone. In this case, the writer writes the results of their thoughts on the subject that they find themselves or the findings of the discussions carried out. This activity can be done in about fifteen minutes. Then the writer can try to figure out the ideas. So that the author is easier to understand in the preparation of sentences. Therefore, the ideas listed in the paper can help the author to connect each idea and see the topic from a different perspective.

b. Clustering

Clustering is an activity developed and named by Rico (1983) for frequently accessing that state of consciousness called the right side of the brain where we make patterns, designing, linking, and handling complex drawings. Riko defines clustering as "a generative, open, nonlinear structuring of ideas, events, feelings. Meyers (2005) stated that this strategy is beneficial for those who like to gather their ideas visually. In this technique, the writer writes under the subject in the center of the paper and then circles it. Furthermore, writers should write more ideas related to their chosen subject. Next, circle and connect it to the main subject with a connector line. It can be seen that the author's ideas can relate to each other in this technique through visual form.

c. Free-writing

The last stage is freewriting Free writing helps students to understand that not all the writing they do is equally good and not all posts have to be saved. In this activity, the writer must be able to sort out which ideas should be used and which ones should be discarded. In writing, ideas will often come that lead them to imaginative new directions. Because students don't focus on a theme, they take risks in free writing without realizing it. This can lead to discovering something new, maybe a new idea, skill, or insight (Saskatchewan Education, 1997).

2. Organizing

After the pre-writing stage, then proceed with the organizing stage. In this stage, the writer sorts and organizes the ideas found from the results of the discussions carried out or the results of his own thoughts. Return to pre-writing and do the following: Underline the best ideas in the brainstorming list. Remove the ideas that are not related to choices. Choose the part of the clustering diagram that has the best ideas. Circle or highlight the best part of the pre-writing and make an informal outline (Mayers, 2005).

3. Drafting

Writing activities begin in real terms at the writing stage, namely drafting. Drafting is done as soon as students are fluent in expressing their experiences orally. They were immediately asked to start writing down. The situation that should be built is a free situation without pressure, namely a situation that allows students to make mistakes. Mistakes are not considered taboo but as part of the learning process. Mistakes are not punishment but as a form of tolerance which will be seen at a later stage. The draft writing stage as a tentative activity, meaning that the writing of the first draft will continue and change with the writing of the

second draft and so on. Draft writing will develop depending on the experience and reflections of the author. At this stage the writer has the opportunity to have a dialogue with himself while reading draft after the draft he wrote. In group writing, dialogue can occur with other group members. The focus of the dialogue at this stage is the content or meaning of the writing. Like the free writing technique at the pre-writing stage, draft writing should be done without stopping and without correction (Temple, et al., 1988:213) or write and keep writing. This is intended so that the disclosure of the meaning and content of the essay runs smoothly without being disturbed by technical matters.

4. Revising

Revising is an activity to return and modify or improve the draft (Calderonello & Edward, 1986:11). The essence of the activities at the revising stage is correcting and perfecting the writing or finding errors in the written draft. The activity is to get writing that is in accordance with the meaning possessed by the author. The main concern at the refinement stage is about the content of the writing. Improvements can be made through rereading the author's own writing or through brainstorming and conferences with others (friends or teachers). At this stage, the writer gets the opportunity to rethink his ideas, thoughts, feelings, and experiences. Everything he wrote could be added, subtracted, refined, and rearranged according to his needs. Activities at this stage are rereading the draft, completing the draft in the conference group, and the sections that require feedback.

5. Editing

The last stage in process of writing is editing. Meyers (2005), the writer will have to go back to their writing and have to start making changes in organization, punctuation, grammar, word choice, verb form, and spelling. The writers need to examine those things carefully to come up with great writing. After the author changed the organization, punctuation, grammar, and adjustments in their writing, they must start proofreading. Proofreading means the author has to reread their writing because writers need to check the words they choose, sentences, sentence meanings, and even more grammar. This stage is also known as the refinement stage. This stage is the last stage in the writing process. So, at this stage, the writer must be careful with all aspects before the results of the writing are published.

2.3 Teaching Writing

Teaching is a scientific process, and its main components are content, communication and input Isola (2019:6). Where between the two parties communicate with each other on a topic of discussion that concerns learning material. One of the materials is writing. Writing is not merely issuing thoughts into written form without following guidelines in writing. The ability to write in English is important for both professional and academic needs. Professionally, the need to write in English has become important in today's global community as it supports citizens of different cultures to communicate through letters, emails, business reports, web pages, etc. Academically, being written effectively in English is highly valued for the possibilities it offers teachers, students, and researchers to expand their intellectual property to the international community.

The teaching of writing is about guiding, conveying, teaching, or providing guidance in writing or transferring knowledge about how to write well and how to produce good writing. Research on second language writing lately has focused on the approach to teaching writing. These approaches include: First, a product approach that recognizes the need to concentrate on the final part of the writing. This approach directs teachers and students to recognize that the planning phase begins and ends in the initial drafting period. Teachers measure writing by the criteria of “vocabulary use, use of grammar, and considerations such as spelling and punctuation,” as well as “content and organization” Wicaksana (2016:8). Therefore, it is seen as a product that is built from the author's grammatical and lexical commands, and development is seen as the result of imitating and manipulating the model provided by the teacher Hyland, 2003:3 cited in Shen, Silva, and Matsuda (2002). The product approach has been criticized for the actual processes used by students. Process approach identify the stages in writing: (1) prewriting, (2) organizing, (3) drafting, (3) revising, and (4) Editing. Awareness of the plurality of writing styles creeps into conventional theories that recognize the influence of genre on writing. Therefore, this approach emphasizes the importance of certain genres that students produce (letters, essays, biographies, reports, etc.). According to Cope and Kalantzis (1993) cited in (Wicaksana 2016), there are three stages in this approach: (1) modeling of the target genre for students, (2) construction of the text by the teacher and students together, and (3) construction of the text by each student individually.

The genre approach is also questioned because it fails to appreciate the process required to produce a text and views students as passive. The EAFIT

Language Center does not strictly adopt a single approach in writing classes Wicaksana (2016:8). It believe that a combination of approaches that emphasize process, product, and genre can greatly help students develop their writing skills by considering (1) the personal processes students go through when writing such as drafting, revising, and editing; (2) the accuracy of the language used as reflected in the mastery of grammar, vocabulary, mechanics, and coherence and cohesion; and (3) the purpose of writing as determined by the mode of discourse and genre.

2.4 Descriptive Text

One part of the text is descriptive text. In this section discuss about the definition of the description text and the generic structure of this text with the example of the text.

2.4.1 Definition of Descriptive Text

Descriptive is a written English text in which the writer describes an object (Sipayung et al. 2016). Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of Descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes (Siahaan 2013 : 115). Descriptive text has a social function to describe people, things and places in detail and specifically. Meanwhile, the thematic structure of descriptive text is identification and description. Identification is the introduction of the object to be described along with the phenomena to be described related to the object.

Description is a description of the characteristics of the object being described. The characteristics of the object can be seen from the physical characteristics, quality, and character of the object to be described. In writing this descriptive text, the language features that can be used by the writer include the involvement of specific participants, the use of the tense Suparyanto dan Rosad (2020:5).

Descriptive writing appeals to the senses, so that it tells how something looks, feels, smell, taste, or sounds. A good description is a word picture; readers can imagine an object, place, or person in their minds. A description usually follows the pattern of organization we call spatial order. Spatial planning is the arrangement of things in space. When we read the model paragraph, notice how the description moves from the bottom of the ladder to the top. Also notice how the description of women moves from far to near. Supporting sentences are the "meat" of a paragraph. They are not only provide details that prove the truth of your topic sentence, but they also make you writes rich and interesting (Hogue and Hosima 2007: 61). This means that a good sentence must be accompanied by supporting sentences to clarify what is being discussed. So that the recipient of the writing can read well and can imagine what is meant in the writing. Thus the reader will also understand the style of the text he reads. Description is writing that uses clear details to capture a scene, setting, person, or moment. Effective descriptive writing includes:

- a. Sensory details-sight, sound, smell, taste, and physical sensations
- b. Clear and precise language.
- c. Figurative or comparative language
- d. Adjectives and adverbs that describe the picture of the word.

- e. Organization according to the subject.

Syahputri and Masita (2018:18), descriptive writing was chosen to offer specific information, pictures, accompanying it such writings in magazines and newspapers are equally important in conveying certain ideas.

2.4.2 Generic Structure of the Text

Generic structure is systematics in a flow that is presented in a text. When writing descriptive text, there are some generic structures for our writing to be true. The arrangement is;

- a. General classification: Contains the identification of the thing/a to be described.
- b. Description: Contains an explanation/description of the thing/person mentioned some properties.
- c. Language Features: The use of adjectives and compound adjectives, using the simple present tense.

Example of Descriptive Text

My Beloved Mother

(Identification)

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

(Description)

My mother's name is Bunga. She was born 52 years ago. She is short, but not too short. She is skinny. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that has taught me to be a kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her
willing.

2.5 Padlet

One of the applications used in the learning process is the Padlet application. In this section discuss about the meaning of the Padlet application, the advantages of the Padlet application and the procedure for using the Padlet

2.5.1 Definition of Padlet

Padlet is a tool that can be used in the teaching and learning process. Padlet has an online wall that can be filled with student writing. Various ideas that participants have can be expressed in the application. The virtual wall can be used in teaching students to write. This tool can be used by everyone and has various benefits to users without having to special account. As long as the user has google email, they can use Padlet. In this application, there are provided 3 free walls. However, for users who want more features, the premium part can be used. In this application, we can collaborate with other people. We can invite them to join our wall and vice versa.

In a class setting, Padlet works well with activities such as brainstorming, discussion, and project work. Students can learn through Padlet anytime, anywhere, with internet-enabled devices such as smartphones, tablets, and computers with an internet connection (Haris, Yunus, and Badusah. 2017: 784). So, the writer concludes that this application is very suitable for teachers to use as a place for distance learning. Because the application is also equipped with many features. Creators can modify their posts before they are seen by others. Fill the wall permanently unless the wall is removed using the code sent to the user account or our own.

(Ika Mustika, Latifah 2020 : 282-283) Another feature of Padlet is that an author can post comments or upload files simultaneously. Posts on the Padlet wall

will be seen in real-time. Like other web tools, activity on Padlet requires an internet connection. Writing is considered the most important skill because it is the basis for communication however that is also considered a difficult skill for students in detail. Limited time to build items English writing web tools like Padlet can be an alternative solution for the teacher. Contrary to web tools like PADLET also requires various internal elements of students; confidence, openness, self-esteem, external factors; connectivity, alternative links, and others. To see how PADLET can help teachers in anticipating the writing process, this problem then research interest arises to see students' point of view on the use of these web tools in a writing activity.

2.5.2 The Advantages of Padlet Application

Currently, there are many learning media used in modern times online learning includes Padlet. (Fuchs 2014 : 7-9) Padlet is a -based learning platform web and applications that can be used by teachers and students in 2 versions, namely: free and paid. The learning model of this platform uses an online system. Padlet allow teachers and students to carry out activities online learning with text and audio-visual media at one time the same one. Padlet provide virtual walls and collaborative spaces that can be accessed from any supported device with internet access. The advantage of this Padlet application is that a student is required to create an account to provide comments or feedback on topics that have been presented, besides that the advantages of this application are that it can communicate remotely and can download and view materials, however, this Padlet application also has a drawback, namely because we use the free version

we can only create a very limited number of Padlet or whiteboard files, and most people have problems with the internet network when accessing the Padlet.

Regarding learning, some of the advantages of Padlet as a platform learning is:

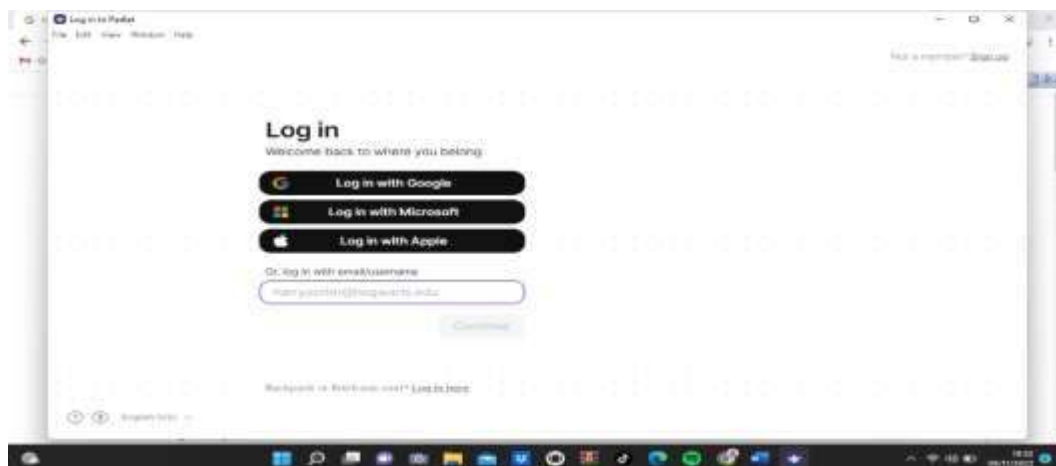
1. Available for free version.
2. The application does not need to be downloaded so it is memory friendly.
3. Padlet is able to create a real class atmosphere (social presence and teaching presence) because educators and students are at the same time.
4. Everyone can convey ideas and ideas using text, audio or videos.
5. Educators can present learning tools, teaching materials, attendance lists, assessments directly in the Padlet column or using a link from the web and google forms that have been prepared previously. Padlet provides features with complete link.
6. Educators can arrange the online Padlet whiteboard as attractively as possible.
7. Educators can organize more varied learning activities based on tasks or projects individually, in pairs or in groups.
8. Educators and students can change roles freely.

By using the Padlet platform, interactive learning can also be achieved even though the learning is still screen-to-screen. The existence of a Padlet platform can be an option for educators in implementing online learning. Further, the use of Padlet in learning can be used as a forum for collaboration between good teachers and fellow students subject teachers and between other subjects.

2.5.3 Procedures of Padlet Application

The following steps for using Padlet as a learning platform online include:

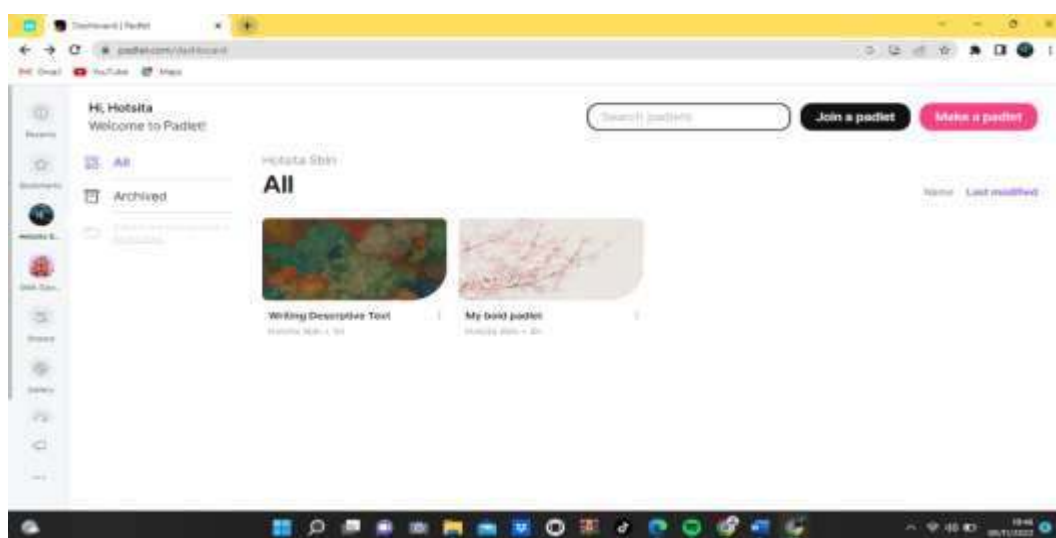
1. Register or log in to the application or the web with a personal account.



Picture 2.1 Login to Padlet

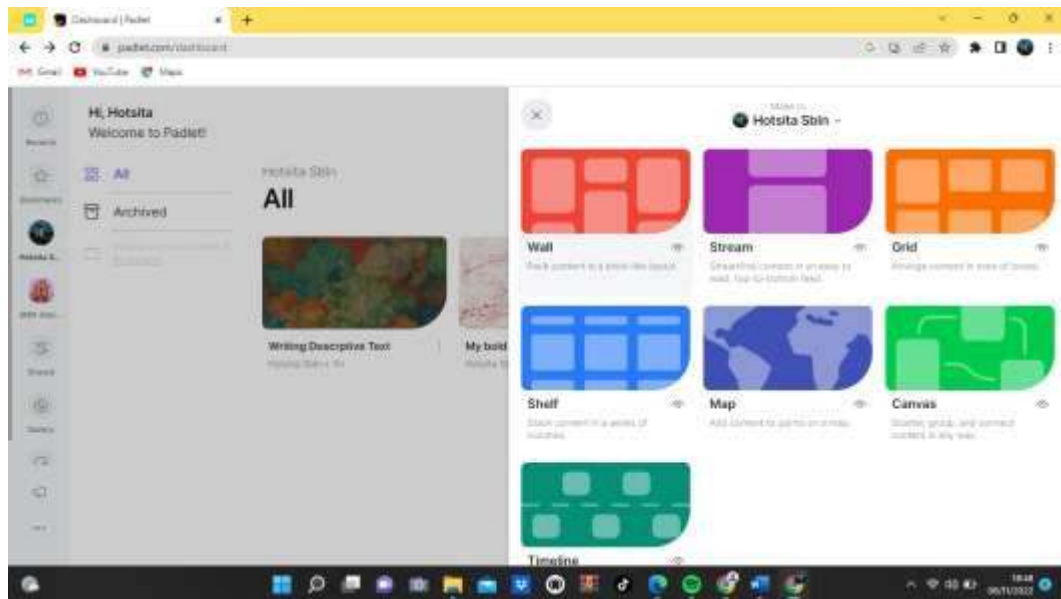
If we use a Google account, we can sign in with Single Sign-On (SSO) without have to register again.

2. After registering, you will arrive at the first page or Padlet homepage.



Picture 2.2 Homepage of Padlet

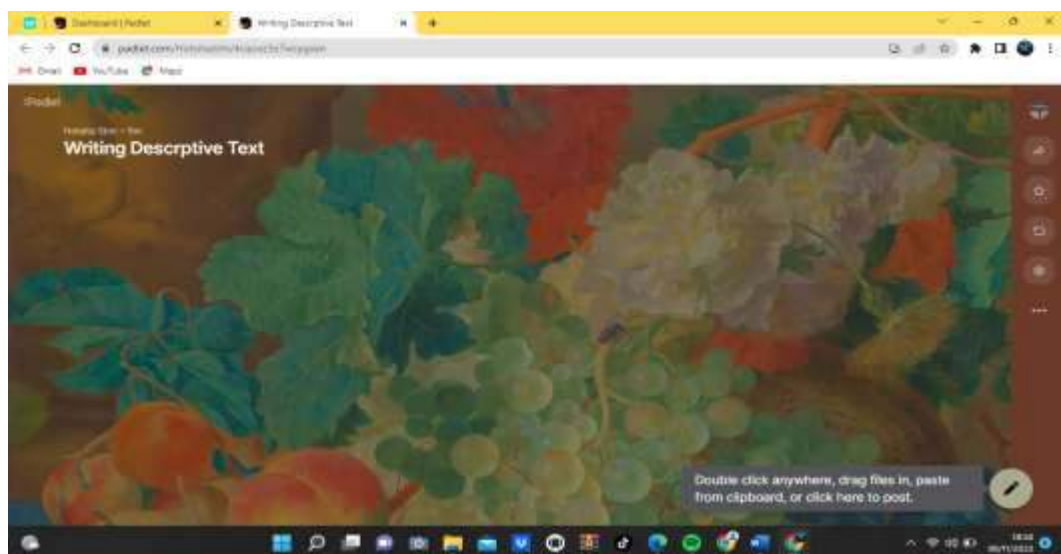
3. Select the make a Padlet menu, then select the model Padlet to be used.



Picture 2.3 Menu Padlet

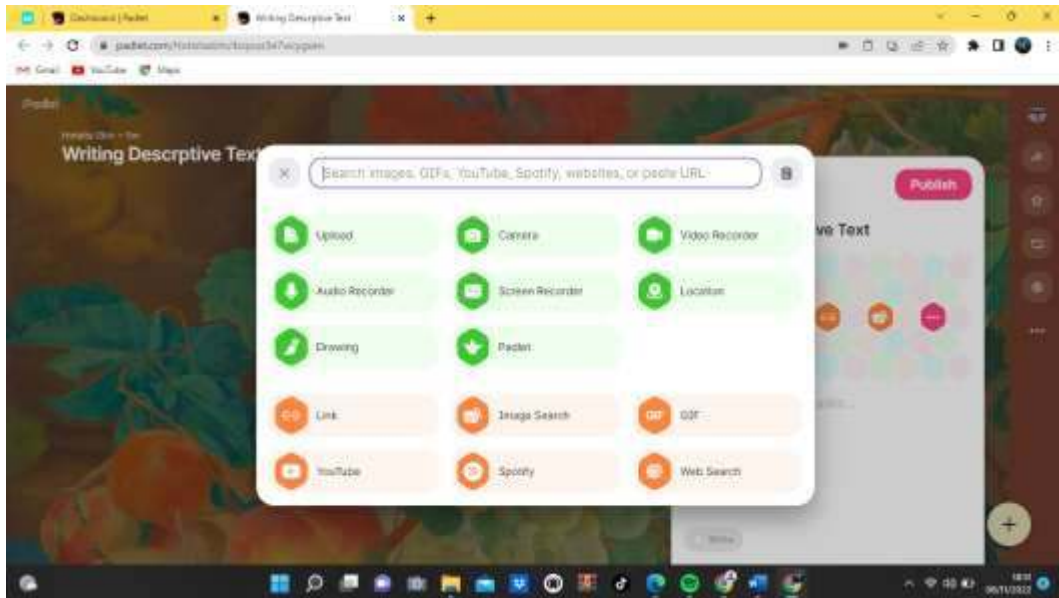
4. After determining the desired background then continue to fill the online wall. Online walls can be filled with various forms. Such as writing, videos, records, links from YouTube and so on.

First, click plus sign below.



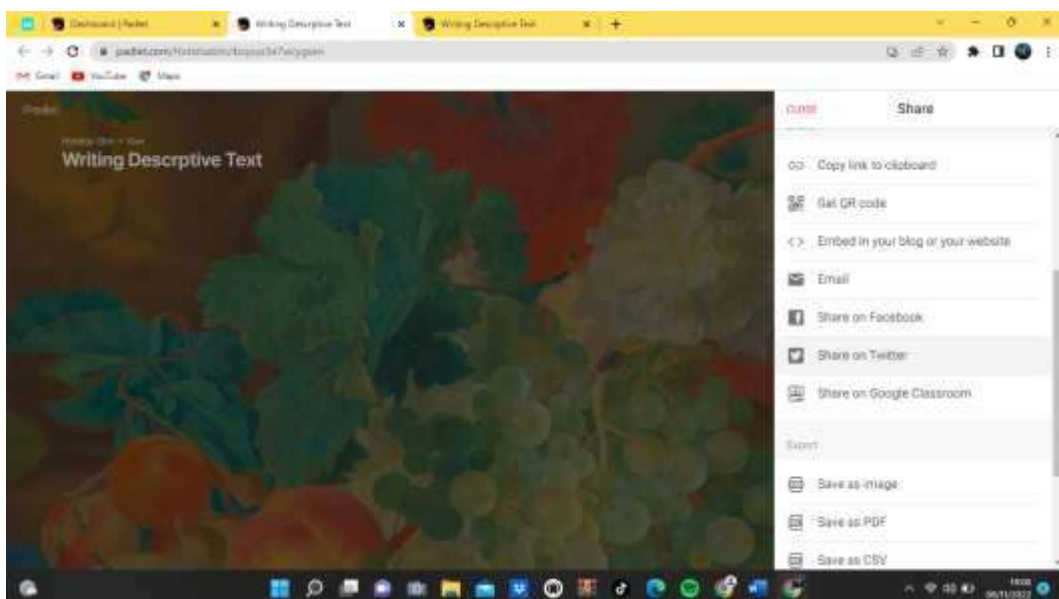
Picture 2.4 Background Padlet after join

Second, write the material in wall. We can add material by using various available features such as the one in the picture.



Picture 2.5 Features of Padlet

5. Save the results of assignments, discussions or topics in the three-dot icon section and select share or embed or export.



Picture 2.6 Icon to save or share results

So that their skills can be used to increase their creativity. However, it is no less important that teachers are now also expected to be able to apply for current technological advances in teaching them in class so that learning in class is more controlled and students have more opportunities to communicate in class. One of the technologies that can be used in learning to speak is the Padlet application. Teachers can teach students to use the application even though in different places.

Golkova and Hubackova (2014:481) productive skills mean a process of transformation of language users in producing spoken or written forms of a language. In addition, a lot of innovative teaching ways to support students' productive skills today with technological developments. Like the internet that can be accessed by anyone and anywhere. Team Sumar Hendayana, et al, (2009: 34) Conveys that students must experience the opportunity to practice their real life in learning. This is very important productivity in language teaching. Because what is practiced will be easier to understand. Writing ability shows how well students can express their ideas and feelings and also how they convince others of their writing. In teaching writing, the teacher must involve students in a writing activity. The ability to produce or arrange words in the correct order. There are several aspects that must be considered in teaching writing, such as grammar, vocabulary, form, and style.

In the current era, there are many applications available as a place for teaching new languages that can be used by teachers to get productive classes. It is not like before when only used the laboratory as a place to learn a second language or a foreign language. But now there are so many that can be used to teach target languages even remotely. One of these applications is the Padlet

application. With limited time, to build abilities to write English. The web tools like Padlet can be an alternative solution for the teacher. In this case, teachers using Padlet to teach about descriptive text.

2.7 Previous Research

The writer takes a study of the relation literature from another thesis and journal as a principle or comparison in this study. The first is taken from Qadri Azizah, Qadri Azizah (2021) with entitled “The Usage of Pictures To Teach Writing Descriptive Text of The Tenth Grade Students at Pmds Putri Palopo”. The method used in her thesis is a quasi-experimental design. The population of this research was the tenth grade students of PMDS Putri Palopo. The number of population was 98 students. The samples of this research were Class X IPA 1 consisted of 20 students as control class and Class X IPA 2 consisted of 20 students as experimental class. The result of her research showed that the use of pictures in teaching writing descriptive text was effective. It could be seen from the result of calculation that the students’ score in experimental class was higher than students’ score in control class. The mean score of post-test in experimental class was higher than the mean score of pre-test ($78,95 > 60,25$). While in control class the mean score of post-test was also higher than the mean score of pre-test ($56,80 > 53,45$). This show there are a significant influence found of using the picture on students writing ability in descriptive text. So, the similarities of her thesis with this research is both of it use same types of text that is Descriptive Text. The differences of this research is the media, place and method that we choose for our research.

The second taken from Munirah Haris, Melor Md Yunus, and Jamaludin Hj Bduah,(Haris, Yunus, and Badusah. 2017) with entitled “The Effectiveness of Using Padlet in Esl”. They collected by the means of pre-post tests and questionnaire survey. The data was analyzed using both descriptive and inferential analysis. The result from pre-post tests indicated a significant improvement in students’ performance. The result from survey also showed high preference and participants’ positive attitude towards using Padlet as a means for learning grammar. The findings indicated that the use of Padlet is effective in enhancing students’ performance in language learning. It means that Padlet can give a contribution to students' descriptive text writing, it was effective for students writing. So, the similarities of our research is media that we used. The media is Padlet application. The differences of our research is place that we used.

Thus it can be concluded that the student's desire to learn is strongly influenced by the teacher's technique in teaching. There are many ways that can be used to promote creativity in teaching. One way that we can see through the research above is by using a Padlet application. As a result learning can be resolved under any conditions. Then, the teacher can learn more about creativity in teaching in the classroom.

2.8 Conceptual framework

In this study, students experience difficulties in writing descriptive text. They also often make mistakes when make descriptive text. The writer uses Padlet application in teaching writing skills. In this study using experimental. Because it uses two groups. One group as the control class and another group for the experimental class. Both classes will be given a pre-test to measure basic abilities

before being given treatment. Furthermore, the writer will carry out the treatment. However, the treatment will only be carried out in the experimental class using the Padlet application during the learning process and the control class will be carried out as usual without the help of using the Padlet. The next stage, the writer will do a post-test in both classes. Then the writer makes a conclusion from the experiments carried out.

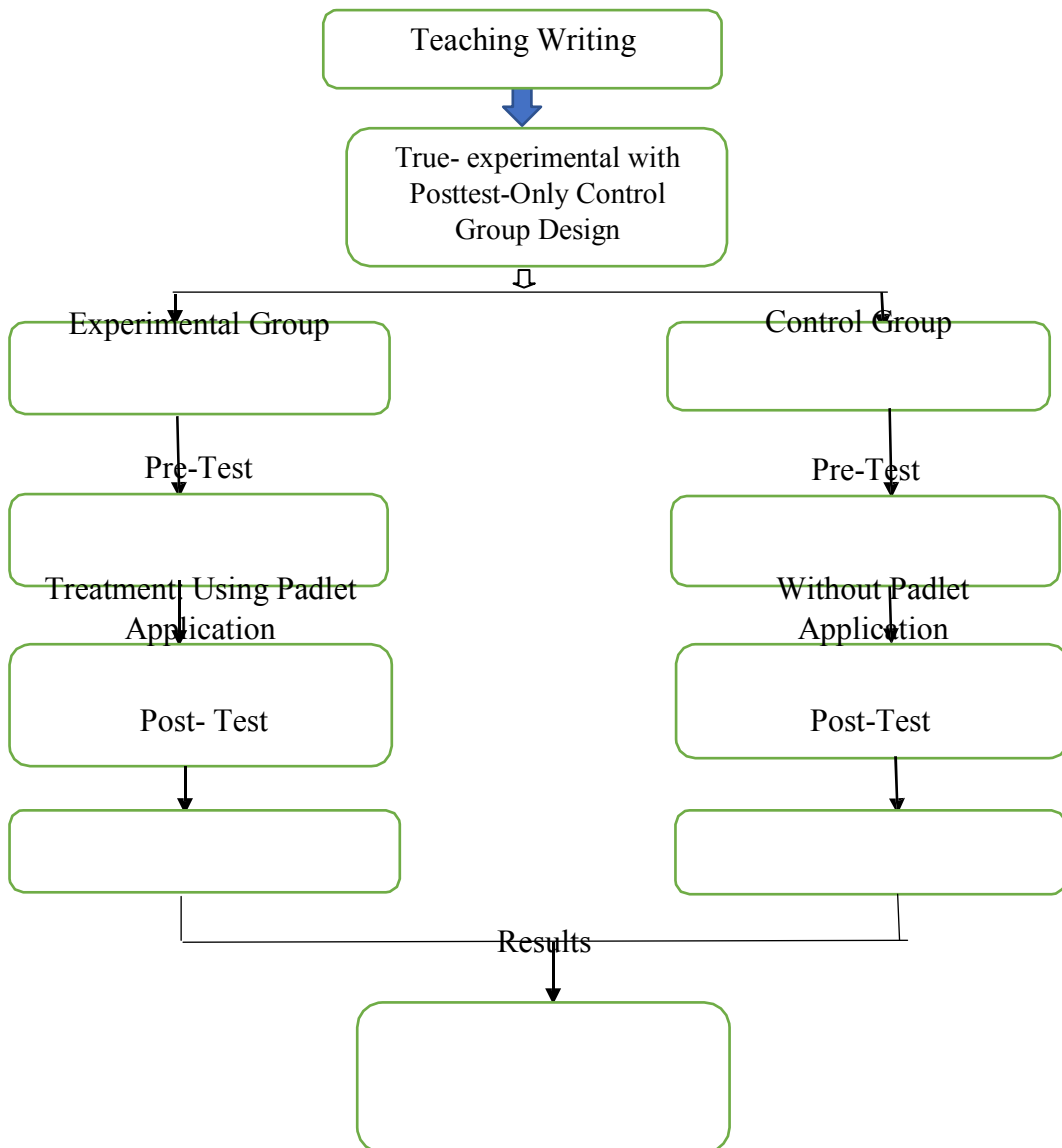


Figure 2.8 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used True-experimental with Posttest-Only Control Group Design because the writer gives treatment in teaching writing and the sample is taken randomly. According to Gall and Borg in (Icam Sutisna 2020) the experiment is the most powerful quantitative research method for establishing cause and effect relationships between two or more variables. According to Sugiyono (2021:112) True experiment is a real experiment because in this design, researchers can control all external variables that affect the course of the experiment. Posttest-Only Control Design is a group where two groups are each selected randomly. The first group was given treatment or called the experimental group and the second group was called the control group which was not given any treatment. So, this study divided into two different groups, namely the experimental group and the control group. The experimental group given special treatment used a Padlet application. The control group given the conventional technique without Padlet application, which is based on textbooks as teachers usually do. This study discusses the effectiveness of the Padlet application in teaching writing. The design can be seen as follows:

Table 3.1.1 Research Design of True Experimental Research

Class	Pre-Test	Treatment	Post-Test
Experimental		Using Padlet Application	
Control		Using	

		Conventional Method	
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3.2 Population and Sample

In this study, the writer need population and sample population and sample in this study are as follows:

3.2.1 The Population

The population is the whole group of people from a subject or event that all have one or more characteristics in common and must be defined more specifically and clearly as defined. Arikunto (2006:130) "Population is the whole of the study research if someone wants to observe the elements in the research area, so his or her research called research population". The population was eleventh grade in SMA N1 Girsang Sipanganbolon. It has four classes from IPS, and four classes from IPA which consist of 282 students from two majors classes.

Table 3.2.1 Total of the Students in the Eleventh Grade

No	Class	Total Member
1	XI IPA 1	36
2	XI IPA 2	35
3	XI IPA 3	36
4	XI IPA 4	34
5	XI IPS 1	33
6	XI IPS 2	32
7	XI IPS 3	35
8	XI IPS 4	35
Total of the Students		282

Source: SMANI Girsang Sipanganbolon

3.2.2 The Sample

Arikunto (2006:131), sample is part or representative of the population study. This research used random sampling. The sample of this study are eleventh

grade which has 60 students and that was experimental class 30 students and control class 30 students.

Table 3.2.2 Number of Students

No	Class Eleventh Grade	Control Class
1	Control Class	30 Students
2	Experimental Class	30 Students
Total		60 Students

3.3 Research variable

There are two variables in this research; independent variable and dependent variable. Wiersma and Jurs (2009: 34-35), independent variables can affect the dependent variable. While the dependent variable is a variable that depends on the independent variable.

In this study, the independent variable is the use of the Padlet application, while the dependent variable is the eleventh-grade students' writing skills.

3.4 The Instruments of Collecting Data

The writer used a test as the instrument of collecting the data. The form of the instrument is essay writing test. Tests was given for both groups with pre-test and post-test. The test would be written in a form of descriptive text after the teacher explained how to write down a descriptive text by applying Padlet Application. The writer asked the students to write the correct answer based on

the questions of the topic. The researcher will do the Pre-Test, Treatment, and Post-Test.

3.5 The Procedure for Collecting Data

In this study, both classes (Experimental and Control class) given a test on students' writing descriptive text. The writer procedure explained as follows:

3.5.1 Pre-test

Pre-test is a kinds of test given to students in order to measure how far they understand in the writing experience. Pre-test is first given by the researcher before giving treatment to the experimental class. In this test, the writer will asks students to write a descriptive text and they have to complete the test in 45 minutes.

3.5.2 Treatment

The treatment was given by the writer after pre-test has done. In this study, the writer applied the treatment. The experimental class gave the treatment by using Padlet application, while the control class the learning process used conventional method in teaching .

3.4.2.1 The Activity of Teacher and Students in Experimental Class

No	Teacher activities	Students activities
1	The teacher greeted the students and choose one of student to lead a prayer	The students gave the response for the teacher
2	The writer explained about Padlet	The students paid attention to the

	application as media, and how to use the media in writing descriptive text.	teacher explanation's
3	The writer asked students about their experience related to the material	The students gave the response for the teacher
4	The writer give an example of descriptive text using the Padlet application and explain the example	The students paid attention to the teacher explanation's
5	The teacher asked some questions related to the topic to students	The students answered the teacher question
6	The last, the teacher explained about the questions from students	The students accepted the answer from teacher
7	Closing the class with pray and it lead by students	The students gave the response for the teacher

Meanwhile, in control class the writer teaching descriptive text as usual without any help from an application like the one used in the experimental class.

3.4.2.2 The Activity of Teacher and Students in Control Class

No	Teacher activities	Students activities
1	The teacher greeted the students and choose one student to lead a prayer	The students gave the response for the teacher
2	The teacher explained about descriptive text without using padlet	The students paid attention to the teacher explanation and discuss

	application	about descriptive text
3	The teacher asked some questions related to the topic to students	The students answered the teacher question
4	The last, the teacher asked the students to discuss together about the questions	The students accepted the answer from teacher
5	Closing the class with pray and it lead by students	The students gave the response for the teacher

3.5.3 Post-test

After giving a treatment, the researcher conducted a post-test to measure their writing skills. This test is asking the students to write descriptive text based on the questions. They have to finish the test in 50 minutes.

3.6 The Assessment of Writing

To evaluate students' mastery of writing skills, the teacher must have an appropriate writing assess writing work appropriately. This research gave the score to the writing test papers of the students. There are some aspects of writing like content, organization, vocabulary, grammar and mechanics. In measuring the students' writing skill, the writer used the marking scheme by Brown (2004:244) as follow:

Table 3.3.1 Assessment of Writing

Aspect	Score	Criteria	Weighting
Content (C) 30%	5	The topic is complete and clear and the details are relating to the topic	

- Topic - Details	4	The topic is complete and clear but the details are almost relating to the topic	3X
	3	The topic is complete and clear and the details are not relating to the topic	
	2	The topic is complete and clear and the details are not relating to the topic	
Organization (O) 20% -	5	Identification is complete and description are arranged with proper connectives	2X
Identification - Description	4	Identification is almost complete and description are arranged with almost proper connectives	
	3	Identification is not complete and description are arranged with few misuse of connectives	
	2	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	5	Very few grammatical or agreement inaccuracies	2X
	4	Few grammatical or agreement inaccuracies but not affect on meaning	
	3	Numerous grammatical or agreement inaccuracies	

	2	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 25%	5	Effective choice of words and word forms	2,5X
	4	Few misuse of vocabularies, word forms, but not change the meaning	
	3	Limited range confusing words and word forms	
	2	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 5% - Spelling - Punctuation - Capitalization	5	It uses correct spelling, punctuation, and capitalization	0,5X
	4	It has occasional errors of spelling, punctuation, and capitalization	
	3	It has frequent errors of spelling, punctuation, and capitalization	
	2	It is dominated by errors of spelling, punctuation, and capitalization	

Score: (3C+20+2G+2,5V+0,5M) 2

3.7 The Technique of Analyzing Data

This research belongs to quantitative research, so it needs a data analysis. To analyze the data, the researcher applied an appropriate technique to find out the effect of both variables of this research.

1. Descriptive Analysis

The descriptive analysis is used to describe the variable of this research that is the effectiveness of using Padlet application in teaching writing of descriptive text.

The researcher takes some simple formulas through the following steps:

a. Means

Sugiyono (2012:49), the mean is gotten by totaling data of all individuals in the group, and then that data is divided by the number of individually in that group. The formula is as follows:

$$\underline{\Sigma}$$

Where:

M= the mean of the score

Σx : total score

n: the number of sample

Table 3.4.1 Table of classification of the student's achievement

Value	Grade	Level of achievement
80 - 100	A	Excellent

66 - 79	B	Good
56 - 65	C	Sufficient
40 - 55	D	Fairly Sufficient
	E	Poor

The level of ability shown in the table is defined based on the criterion references scales (Arikunto, 2006:245).

b. Median

The median is one explanation of the techniques based on the middle the value of the data which have been organized from the lowest to the highest or from the highest to the lowest.

c. Mode

Mode is the technique to explain the data based on the value which is popular or which is often found.

d. Variances

Variance is used to explain the homogeneity. The formula is:

$$= \frac{\Sigma}{n}$$

Note:

= sample variance

n= the number of sample

e. Standard deviation

Standard deviation is a measure of the dispersion of a set of scores from the mean of the scores. The formula is:

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{n}}$$

Note:

SD= the square of the deviation standard.

n= the total number of the students

2. Inferential Analysis

In this research, the researcher analyzed the data to the hypothesis. This analysis is to find out the effectiveness of using Padlet in teaching writing of descriptive text at the eleventh grade in HKBP Sidorame privat school.

Inferential statistical analysis in this study aims to test the research hypothesis. The discussion of the test of normality, test of homogeneity, and test of hypothesis finding explained as follows:

a. Test of Normality

A normality test was used to determine whether or not the data had a normal distribution. This test uses the test for normality distribution with the Lilifors technique (x).

b. Test of Homogeneity

Is use to know whether experimental group and control group, that are decided, come from population that has relatively same variant or not. Longman, (1975, p. 172) The formula is:

$$F = \frac{\dots}{\dots}$$

Where:

F: Homogeneity

The hypothesis in homogeneity:

$F_{\text{value}} \leq F_{\text{table}}$, Means both of variant are homogeneity.

$F_{\text{value}} > F_{\text{table}}$, Both of variant are not homogeneity.

If calculation result of F is lower than F table by 5% degree of significance so H_0 is accepted, it means both groups have same variant.

c. Test of Hypothesis

Testing hypothesis is a statistical test used to find out whether the hypotheses assumed for the sample data are valid for the entire population or not. In simple terms, a hypothesis is an assumption that is tested to determine the relationship between two data. The test used by writer to know whether Padlet application effective in teaching descriptive text in eleventh grade at SMA HKBP private school. In other words, it is used to decide the hypothesis will be accepted or rejected. According to Sugiyono (2021:273), the formula is as follow:

$$t = \frac{\overline{1} - \overline{2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

t = Testing

1 = Mean of the pre – test

2 = Mean of the post test

s₁ = Standard deviation of the pre test

s₂ = Standard deviation of the post test

n₁ = Variance of the pre test

n₂ = Variance of the post test