Effect Of Using Padlet Application Toward Learning Motivation Writing Descriptive Text On The Eleventh Grade Of Sman 7 Mandau

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ABSTRACT

The purpose of this study was to determine the significant effect of using Padlets in writing descriptive texts. This research is using experimental method. The research will be conducted in schools at SMAN 7 Mandau. The population in this study was class XI SMAN 7 Mandau. The samples used in this study were students of class XI IPS 1 which consisted of 31 students as experimental class and students of class XI IPS 2 which consisted of 33 students as the control class. Data collection techniques used are tests, questionnaires and documentation. Checking validity of the data using statistical analysis techniques. The result showed that the result obtained from the post test showed that in the experimental class, which was original only 12 students (50%) who scored more than KKM to 21 students (88%). Meanwhile, in the control class, which was originally 13 students (54%) who scored more than the KKM, it became 17 students (71%). So, it can be concluded that there is significant effect of using the Padlet application on the motivation to learn to write descriptive texts for class XI students of SMAN 7 Mandau. Based on the results of hypothesis testing , the value of sig. (2-tailed) is 0.007 which means more less than 0.05 so Ho is rejected and Ha is accepted.

Introduction

On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of COVID, in the Circular it was explained that the teaching and learning process was carried out at home through online/distance learning which was carried out to provide meaningful learning experiences for students. However, with the new policy currently experiencing many difficulties, including the lack of student learning motivation. Meanwhile, learning motivation is one of the factors that greatly affect student achievement.

Learning motivation is an encouragement that can generate enthusiasm for learning and provide direction for activities (Maslow, 2019). In English learning activities, learning motivation is needed to arouse students' enthusiasm for learning so that learning activities take place well. Learning is part of the teaching objectives where students must have learning motivation that is formed in the learning process at school. However, in the schools that the researcher observed, some students had low learning motivation. Among the symptoms that the researchers encountered were:

1. Some students do not want to ask questions during learning
2. Some students do not pay attention when studying
3. When asked about the material, they could not answer and when asked which part they did not understand, the students could not answer either
4. When given the task of writing descriptive text, some students do not understand and some cannot do writing

The above symptoms were strengthened by the researcher's interview with the English teacher of SMAN 7 Mandau, namely Mrs. Ferawati on March 28, 2022 as follows:

"Many of these students do not like English lessons, especially their motivation in learning, one of which is if there is a task they tend to do it as is, students are also easily bored because they lack interest and attention to the lesson and if they are given homework they don't do it until the next day. collected just asked his friend"

Based on this fact, it can be concluded that many students of SMAN 7 Mandau are not motivated when learning English. There are many media innovations that can be used in the teaching and learning process so that students are motivated in learning at school, one of which is the use of the Padlet application. Padlets can improve learning because they can replace the use of whiteboards to store information, allowing students to interact with each other with the teacher (Fisher, 2017)

Istiana, L. (2019) argues that the padlet application can be implemented as an online writing practice at any time which makes students' abilities improve, the padlet wall situation can stimulate students to explore ideas because they can upload videos, recordings, or images that are appropriate to the topic that can be discussed. support their writing, not only in the classroom but also outside the classroom. so they will have

plenty of time to practice. Padlet can help make teaching activities more interesting. With this application, the teacher can control the lesson even if it is not in the classroom. Teachers can post their orders, give compliments and opinions, and share course material easily so students will be more confident in presenting arguments or opinions.

Writing is not only done on paper, but also through other media innovations. Students who are less interested in writing can be tried through a padlet. Writing is a way of communicating with other people, figuring out what they want to write about, and exploring thoughts. The main purpose of writing is communication. In learning to write English, it can be in the form of text, one of which is descriptive text.

Descriptive text tells something that is seen, felt, smelled, tasted, and or heard, imagining objects, places, or people in his mind (Anggun, 2016). Descriptive text is a type of text that is described in detail. Motivation is needed by students in writing descriptive texts because descriptive texts require students to know the object well. However, the students still did not meet the target expected by the teacher and many of them were still lazy and less motivated in writing descriptive texts as in the symptoms that the researchers described earlier.

Based on the description above, the researcher is interested in studying the research entitled "**Effect of Using Padlet Application Toward Learning Motivation Writing Descriptive Text on The Eleventh Grade of Sman 7 Mandau**"

Padlet Application

Padlet is an application that can be used for educational purposes as a tool to make the teaching and learning process more collaborative and to facilitate communication because students can post comments or do anything about the topic being discussed (Rony, 2021). On the other side, Padlet is a useful tool in information literacy classesbecause it works on a variety of different devices, doesn't require participants to create an account to use it, and does not requirespecialized technical knowledge (Fuchs, 2014). However Padlet is an online learning platform that can be calledan asynchronous online learning platform because educators and students are present simultaneously (Nofrion, 2015).Students can learn through Padlet whenever anyplace with any webgadgets, for example, cell phone, tablet, and PC with a web association.

Padlet (formerly Wallwisher) is an educational technology startup company based in San Francisco, California and Singapore (Muslimah et al., 2020). Padlet provides a cloud-based software-as-a-service, hosting a real-time collaborative web platform in which users can upload, organize, and share content to virtual bulletin boards called "padlets". Originally named Wallwisher, the company was started in 2008 by Nitesh Goel and Pranav Piyush, two friends from India, and was incorporated in 2012 with funding from the startup accelerator Start-Up Chile (Zhi & Su, 2016). In 2013, Padlet was additionally backed by accelerators Y Combinator and ImagineK12. As of

November 2020, the company has raised over $13 million across three Series A rounds of funding.
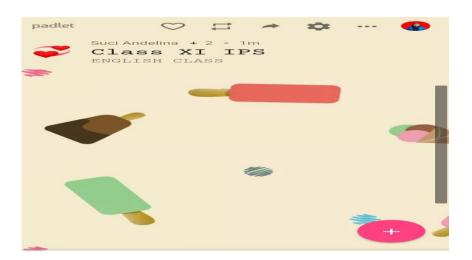
During the COVID-19 pandemic, Padlet saw an increase in users, attributed to its use by educators and students following a rise in remote learning worldwide. In 2021, the platform adopted stronger content moderation practices in response to multiple cases of offensive content - including racist, anti-semitic, and pornographic material - being published on student Padlet accounts. As of April 2021, Padlet ranks within the top 150 sites on the internet worldwide and sees over 3.25 million estimated daily visitors on its sites (Cane, 2020). Padlet has emphasized the importance of accessibility, intuitiveness, and collaboration in the design of its interface.

Padlet is widely used among teachers; its use as a pedagogical tool has been studied in various academic journals and conferences including the Association for Computing Machinery Conference on Education Technology and Computers, and the IEEE International Conference of Educational Innovation through Technology (Zhi & Su, 2016).

Some of the advantages of padlet as a learning platform are (Nofrion, 2015) :
a. Free version available
b. The application does not need to be downloaded so it is memory friendly.
c. Everyone can convey ideas and ideas by using text, audio, or video.
d. Teachers can present learning tools, teaching materials, attendance lists, direct assessments in the padlet column or use links from the web and google forms that have been prepared previously. Padlet provides a complete link feature.
e. The teacher can arrange the online padlet whiteboard as attractively as possible
f. Teachers can organize more varied learning activities based on assignments or projects individually, in pairs, or groups.

With any internet-enabled device—such as a computer, tablet, or smartphone—students may access Padlet at any time and from any location.With Padlet, students may create virtual walls that can be private or public, comment on posts made by friends or teachers, share information with one another, and upload assets including papers, movies, and pictures (Setiawati, 2020). Padlet features can help students and teachers alike communicate with each other. Furthermore, improve the teaching and learningprocess. Those features are box, invite people, share, and privacywhich supports to facilitate students' writing skills (Putra, 2021).

Source: the researcher's picture

Rivai (2009) there are several indicators used to measure the use of learning media in the classroom, namely relevance, teacher ability, ease of use, availability, and usefulness. Meanwhile, according to Riyana (2009), learning media in its use must be relevant to the learning objectives to be achieved, according to competencies and teaching materials, so that with the use of media in learning students can capture the objectives and teaching materials more easily and faster. The same thing was expressed by Kemp & Dayton (1985) in Riyana (2012), that the effective use of learning media also influences students' positive attitudes towards learning materials and the learning process can be improved properly.

Based on the explanation above, it can be concluded that the indicators of learning media include the relevance of the learning media used with teaching materials, the teacher's ability to use learning media, the ease of use of learning media for teachers and students, the availability of learning media used in classroom learning, and the usefulness of the use of learning media that is felt by students so that it can improve the learning process.

Learning Motivation

Learning Motivation is an encouragement either from outside or from within the individual in a learning process to make changes in behavior for the better (Vuspa, 2017, p. 16). That is motivation is a change in energy within a person which is characterized by the emergence of affective reactions to achieve goals. A person can be in the form of real activity in the form of physical activity. Because someone has a goal in his activities, then someone has a strong motivation to achieve that goal with all the efforts he can do.

Learning motivation is an impulse in students that can affect the continuity of learning activities so that a change occurs in students, bothIt is knowledge, skills, attitudes, and behavior and can achieve goals (Fitriyani, 2020).During the learning

process, motivation is needed because someone who does not have motivation in learning will not be possible to carry out learning activities. This shows that motivation and learning are two things that influence each other. Students will be active in learning if they have the motivation to do learning activities.

Learning motivation is encouragement from students in the processlearn to achieve the desired goals because learning motivation is very importantto determine success or not in teaching and learning activities (Ressy, 2015). It can be seen that motivation is the driving force in students which can lead to learning activities, ensure continuity of learning, and provide direction to learning activities so that the learning objectives desired by these students can be achieved.

Learning motivation is a factor from the individual itself that can affect the interest to a higher level. Motivation can alsobe a form of behavior change with an active effort to achieve what is expected in the learning process (Irwansyah, Suwena, Dharmayasa, 2020).So, if students already have high motivation in learning,then they will be able to get good learning achievement. Good learning achievement can be shown from the acquisition of good student learning outcomes as well.

Based on the explanation of learning motivation above, it can be seen that motivation is an impulse that causes a person to act or act in learning activities to achieve the desired goals so that changes in behavior are expected to occur.

    a. Learning Motivation Function

        Learning motivation can help teachers understand and explain student behavior in learning activities. Motivation has a function thatimportant in learning because motivationdetermines the intensity of the learning effort student, Suprihartin in Sardiman (1996)suggests that there are three functions of motivation there are :

    1) Encouraging people to act.The motivation in this case isthe driving force of every activity carried out.

    2) Guiding the direction of action, namely todirection of the goal to be achieved, thus motivation can give direction, and activities to do according to the formula the goal.

    3) Selecting actions, namelydetermine what actions must be done that are suitable for use achieve the goal, by setting aside actions that are not useful for this purpose.

        Based on the above function, the researcher concludes the importance of learning motivation in the learning process. The function of learning motivation is to increase the desire to learn from within a person to lead to a better goal. students must have the motivation to learn to lead to the desired learning outcomes.

    b. Motivated Student Indicator

        The essence of learning motivation is internal and external encouragement to students who are learning to make changes in behavior,

generally with several indicators or supporting elements. Hamzah B. Uno (2011:23) indicators of learning motivation can be classified as follows:

1) There is a desire to succeed
2) There is encouragement and need in learning
3) There are hopes and aspirations for the future
4) There is an appreciation in learning
5) There are interesting activities in learning
6) The existence of a conducive environment, allowing a student to learn well.

According to Sardiman A.M (2011:83) indicators of learning motivation are as follows:

1) Diligent in facing the task
2) Tenacious in the face of difficulties (not easily satisfied)
3) Shows interest in various problems for adults (eg development problems, politics, economics, etc.)
4) Prefer to work independently
5) Get bored quickly on routine things (things that just repeat themselves)
6) Can defend his opinion.

Furthermore, Martin Handoko (in Herlin Febrina, 2011) indicators of learning motivation are:

1) Strong will to learn
2) Amount of time devoted to study
3) Willingness to leave other obligations or duties.
4) Perseverance in doing the task.

From the various expert opinions above, the indicators and characteristics of learning motivation can be classified as follows:

1) Strong will to do
2) Perseverance in doing the task
3) The amount of time devoted to studying
4) Tenacious in facing difficulties (not quickly satisfied)
5) Willingness to leave other obligations or duties
6) There are hopes and aspirations for the future
7) Prefer to work alone

Writing

Writing is one way tocommunicate ideas and thought through written form. The students not only expresstheir ideas orally but they can express ideas in their mind through writing (Qur'an, 2020, p. 7). It means compiling or forming words, and words must be arranged to form sentences. Writing means conveying ideas expressed through writing.

Writing is an opportunity to express something about themselves, explore and explain ideas (Siburian, 2013). Students can submittheir ideas in their minds by organizing them into good texts so others know them andthey can think critically. Therefore, learning is very important to improve writing skills in Englishespecially learning English in Indonesia because writing is a transformation process fromthoughts and ideas into real written form. many people choose to write asan effective and efficient means of information communication.

It means that to make the readers interested in their writing,a writer should explore their thought or their ideas.A good writing skill represents the students' ability in communicating through English.Based on the explanation above,it can be concluded that writing is one way to communicate ideas and thought through written form.The students not only express their ideas orally but they can express ideas in their minds through writing.

There are five significant components in writing. Those are a content, organization, vocabulary, language use, and mechanic Qur'an in Weigle (2002) The detailed explanations are as follows:

1. Content
2. Organization
3. Vocabulary
4. Language use
5. Mechanics

From the explanation above, the researcher assumes that in measuring writing,five aspects should be seen namely content, organization, vocabulary,language use, and mechanic. All aspects should be measured based on the criteria andscore provided. In assessing students' writing descriptive text pre-test andpost-test, the researcher useda scoring rubric of the five components of writing above.

Descriptive Text

Descriptive textis a text that describes the character of a person, place, or thing. The descriptive textdescribes the object specifically. It can make the readers see, touch, smell, listenor taste the object (Qur'an, 2020). Descriptive text is the text that says what or person or a thing is like. When the students write about a person, they write about what he or she looks like. They write about physical characteristics such as height weight,and hair color. When the students write a description of a place, they write what it looks like. If students describe a scene with people, they may first describe the place, and they may also tell what is happening and what the people are doing. The descriptive text describes and reveals a particular person, place, or thing.

The descriptive text is tells something seen, felt, smell, taste, and or sound, imagining objects, places, orpeople in his mind (Anggun, 2016). In writing a description the students should know well what they want to describe. Descriptive text is a text used

to give detailed information (description) about a particular object (Nurjaman, 2021). The descriptive text describes objects, places, or things.

Based on the explanation above description the research concluded that the descriptive text is a text that describes the character of a person, place, or thing. The descriptive text describes the object specifically.It can make the readers see,touch,smell,listen or test the object.Therefore,the students have to know the object well

a. Social Function of Descriptive Text

Generally, the main function of a descriptive text is to describe an object (Nurjaman, 2020). In particular, adescriptive text has the following functions:

1) Giving information about a particular object by describing its features and specialCharacteristics.

2) Giving information about a particular object by describing its physical attributes,behaviors, functions, etc.The Generic

b. Generic Structure of Descriptive Text

The students should master the generic structure of descriptive text before writing a descriptive text.In general,the generic structure of descriptive text consists of two parts (Nurjaman, 2020) :

1) Identification

2) Description

From the explanation above the researcher concluded that to write descriptive text, the writer does not write immediately.There is a generic structure that must be followed namely identification and description.They should be connected.It can make the messages of the text will be more easily conveyed to the reader.

Method

This research is using the experimental method. Experiment research is defined as the most comprehensive quantitative research approach.Quantitative is a research method based on positive philosophy, used to investigate specific populations or samples, data collection uses research instruments, quantitative or statistical data analysis, to test the established hypothesis (Sugiyono, 2013). This method is called the quantitative method because the research data is in the form of numbers and the analysis uses statistics.This research is using Quasi Experiment research. Quasi Experimentis a design that has a control group, but cannot function fully to control external variables that affect the implementation of the experiment (Alberto, 2016).

The study would be conducted from March 2022 until April 2022. This research would be conducted at school in SMAN 7 Mandau. The population in this research was the eleventh grade ofSMAN 7 Mandau **145 participants.** The samples were used in this study arestudents of class eleventh grade IPS 1 which consisted of 24 students with an

average value of 72 as the experimental class and the students of class eleventh grade IPS 2 which consisted of 24 students with an average value of 73 as the control class.

Finding and Discussion

In pre-test, there are 12 students (50%) whose scores have exceeded the KKM, which is 72. As for the post-test results, there are 21 students (88%) has exceeded the specified KKM. The researcher had been distributed questionnaires to experimental students are then analyzed and given an answer score per item. The data used to test the hypothesis is the post-test value of the experimental class and the control class. The results obtained are as follows;

Table 1: Hypothesis Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post _test	Equal variances assumed	.000	.991	-1.646	46	.007	-3.333	2.025	-7,410	.744
	Equal variances not assumed			-1.646	45,963	.007	-3.333	2.025	-7,410	.744

Test guidelines are if the value of sig. (2-tailed) < 0.05 then the hypothesis is accepted. If the value of Sig. (2-tailed) > 0.05 then the hypothesis is rejected. Based on the table above, the results obtained are the values of Sig. (2-tailed) is 0.007 which means less than 0.05 so H_0 is rejected and H_a is accepted, that is, there is a significant effect of the use of the Padlet on the motivation to learn to write descriptive texts of class XI students of SMAN 7 Mandau.

Conclusion

Based on the research results obtained by data analysis and hypothesis testing, the following conclusions can be drawn:

a. There is a significant effect of the use of the padlet application on the motivation to learn to write descriptive texts for class XI students of SMAN 7 Mandau. Based on the results of hypothesis testing, the value of Sig. (2-tailed) is 0.007 which means less than 0.05 so H_0 is rejected and H_a is accepted

b. The results obtained from the post-test showed that in the experimental class, which was originally only 12 students (50%) who scored more than the KKM, it became 21 students (88%). Meanwhile, in the control class, which was originally 13 students (54%) who scored more than the KKM, it became 17 students (71%).

Acknowledgements

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