

**THE EFFECTIVENESS OF PADLET APPLICATION ON
STUDENTS WRITING ABILITY AT 8TH GRADE
SMP NEGERI 1 PURWAREJA KLAMPOK,
BANJARNEGARA REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of State
Islamic University Prof.K.H. Saifuddin Zuhri Purwokerto
as a Partial Fullfillment Requirement for *Sarjana Pendidikan* (S.Pd) Degree**

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MOTTO

"Be honest even if it is not appreciated".

(Mrs. Purwanti)

"Be a pioneer, not an inheritor".

(Mr. Prayitno)

"Be the best version of yourself".

(Mr. Pujangga)



DEDICATION

I dedicate this thesis to:

My precious and beloved parents,

My mother, Mrs. Purwanti & My father, Mr. Wondo Prayitno

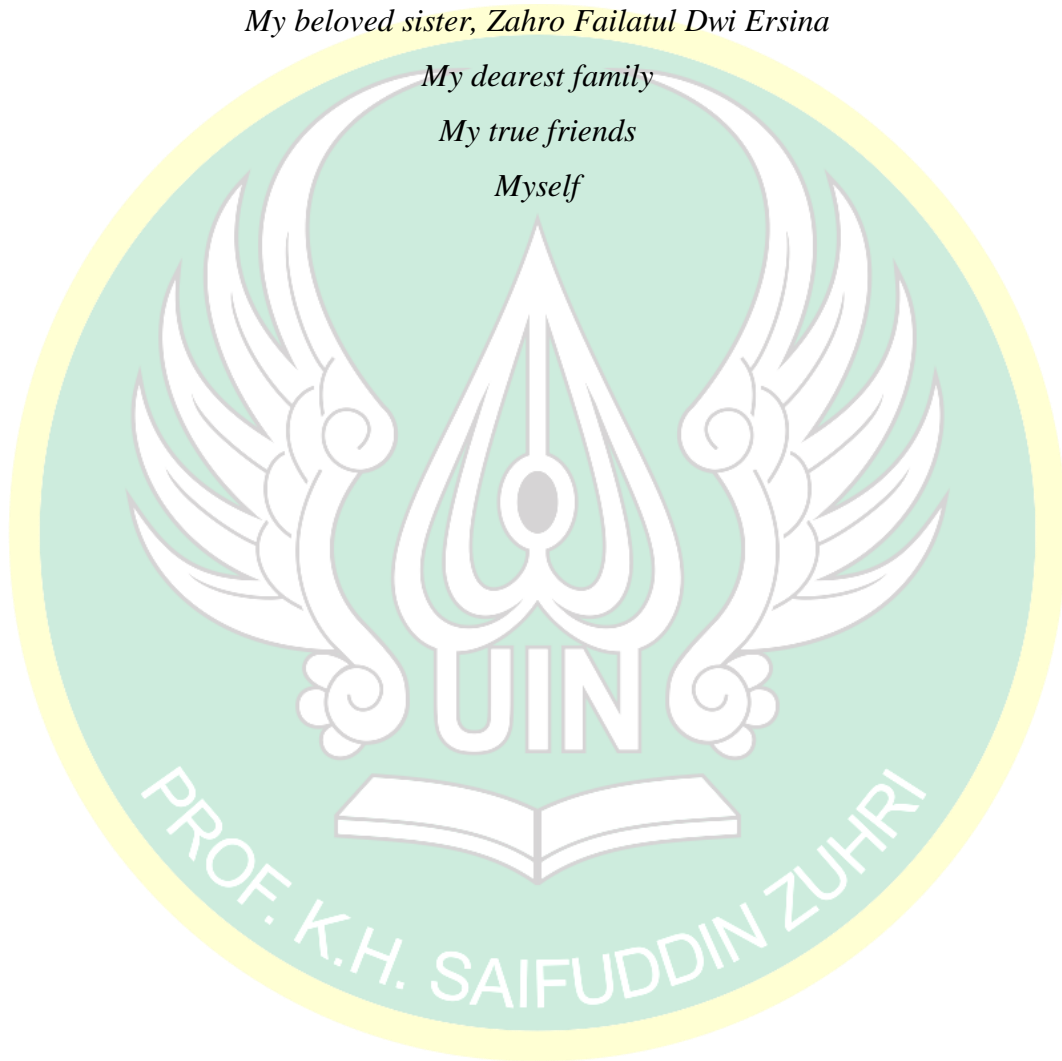
My precious grandmother, Mrs. Sukiyem

My beloved sister, Zahro Failatul Dwi Ersina

My dearest family

My true friends

Myself



PREFACE

In the name of Allah, the merciful and benevolent. Thanks to Allah, the Creator of the Universe, who has enabled the researcher to complete this thesis. Sholawat and Salam are given to us by our prophet Muhammad SAW, who has guided us from darkness to brightness.

This thesis was submitted in partial completion of the requirements for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis is not completed without many parties offering assistance, inspiration, encouragement, and suggestions that are helpful for completing this thesis during the writing process. Therefore, the writer would like to express the sincere gratitude and appreciation to:

1. Prof. Dr. H. Fauzi, M.Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Suparjo, M.A., the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M.Pd.I., the II Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
4. Prof. Dr. H. Subur, M.Ag., the III Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
5. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of the English Education Study Program of the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
6. H. Agus Husein As Sabiq M.Pd., as my thesis supervisor, who always supported, motivated, and gave me help in finishing this

thesis. May Allah SWT give you happiness in your life.

7. The lectures and administration staff of the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
8. The headmaster, teachers, and all the aspects that help at SMP Negeri 1 Purwareja Klampok, Banjarnegara Regency.
9. My beloved parents, Mr. Wondo Prayitno and Mrs. Purwanti have always provided prayers, support, inspiration, and assistance in organizing this thesis. Thus, this thesis can be finished.
10. All my classmates in TBI B 2020 have accompanied and shared memories.
11. All of my friends always give me support, motivation, and contribution when I am having difficulties organizing this thesis.
12. I want to thank myself, who has worked hard.

Purwokerto, May 20, 2024

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**THE EFFECTIVENESS OF PADLET APPLICATION ON STUDENTS
WRITING ABILITY AT 8TH GRADE SMP NEGERI 1 PURWAREJA
KLAMPOK, BANJARNEGARA REGENCY**

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Abstract: Writing proficiency is very important for students. In reality, every student and teacher in the writing classroom faces unique challenges. The eighth-grade students of SMP Negeri 1 Purwareja Klampok reported struggling to learn and apply the vocabulary, which became a significant obstacle experienced by the teacher. Therefore, I conducted this study to determine the effect of Padlet Application on Student's Writing Ability at 8th Grade SMP Negeri 1 Purwareja Klampok, Banjarnegara Regency. The Padlet application is one of the appropriate tools that may be used to teach writing because it allows students to simply express their ideas, comprehend the content, and gain experience writing in English text. This research used a quantitative approach. The research population was the eighth-grade students of SMP Negeri 1 Purwareja Klampok, which consisted of 265 students divided into eight classes. The research sample was selected using a random sampling method through a lottery, and VIII A was selected as the experimental class and VIII B as the control class. The data were collected through writing tests. IBM SPSS Statistic 26 program was used to analyze the data. The result of the pre-test by Independent T-Test on both groups shows that Sig (2-tailed) = 0,067 > 0,050, which means there was no difference between the experimental and control class conditions. The result of the post-test by Independent T-Test on both groups shows that Sig (2-tailed) = 0,013 < 0,050, which means there are significant differences in the scores between the two classes. In conclusion, the use of Padlet has an effect on the students writing skills of grade 8 students of SMP N 1 Purwareja Klampok, especially for recount texts.

Keywords : *teaching writing; Padlet application; writing ability;*

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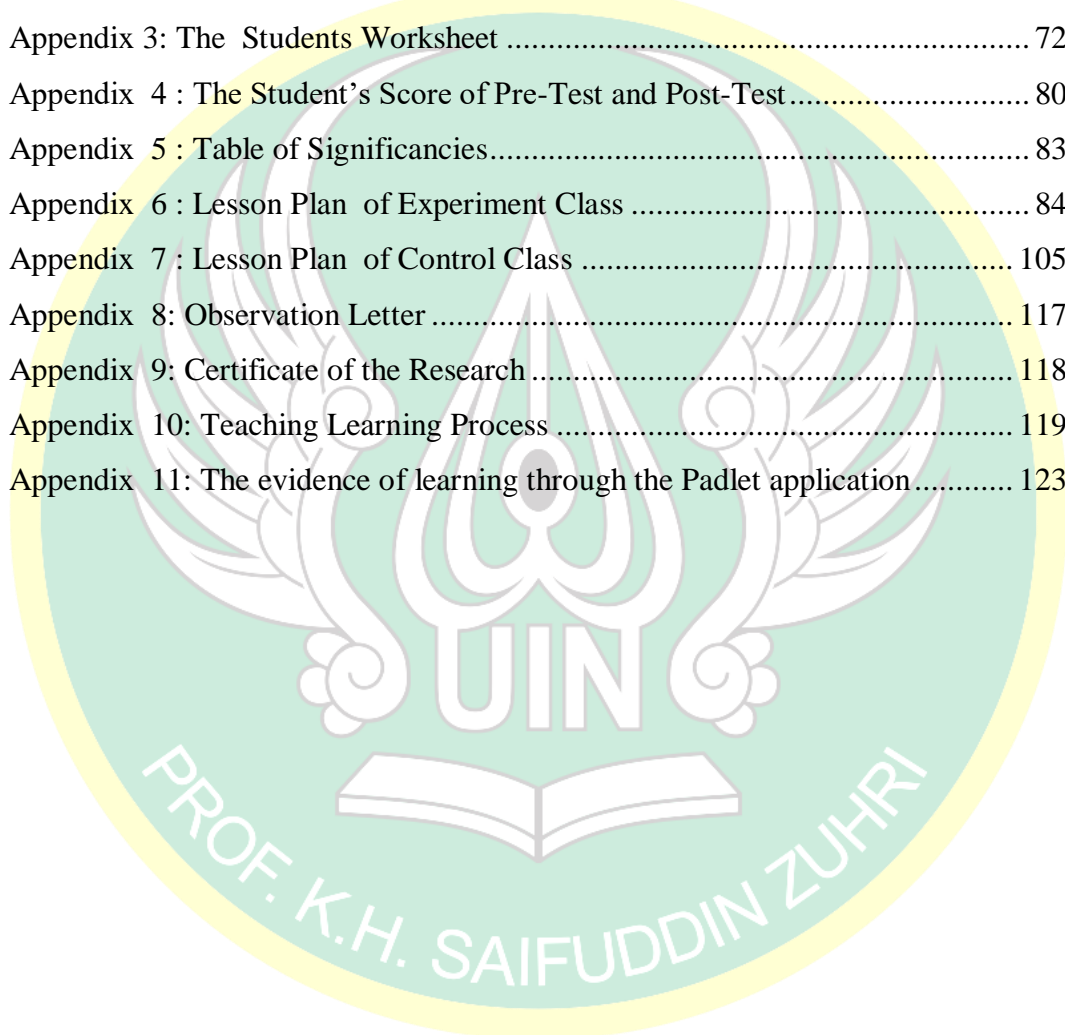
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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing can be broadly defined from several perspectives. In the perspective of language learners, writing can be classified as a productive skill in addition to speaking. Weigle defines writing as an action that occurs in a context that achieves a specific purpose and is appropriately shaped for the intended audience (Weigle, Sara Cushing, 2002). In the academic realm, writing is one of the important skills that must be learned to complete the requirements of academic components and gather information (Raofi et al., 2014). The act of writing generates ideas and is a process of exploring one's feelings and thoughts. For students, writing is a crucial material that must be taught, especially in English lessons. Students must be able to write, because writing is a fundamental skill.

Writing is a technique to express one's thoughts, feelings, and opinions (Disran et al., 2018). Writing is a blend of information and emotion, it is well known that writing ability is one of the most difficult and challenging for students and teachers (Lv & Chen, 2010). Students are expected to fully develop their formal writing skills in middle school. However, in practice, traditional media is still used in schools to teach lessons, which makes kids bored. Furthermore, students disregard their teachers as well.

Students have two reasons for struggling with writing: internal and external. According to Brown, internal and external variables impact students' writing challenges. Internal variables include sociocultural, linguistic, and psychological aspects. In contrast, external variables include family, advisor, and peer support (Brown, 2007). Internal factors are related to students' poor English writing skills; external factors are related to the quality of teaching (Husin & Nurbayani, 2017). Internal

factors that affect students' difficulties in learning are students' low interest and motivation, and they feel bored with the variety of teaching methods in the classroom. While external factors include teacher factors, the media used and the classroom environment (Wulandari et al., 2020).

Some student challenges in writing English texts include a lack of English vocabulary, the influence of the first language, and the family's socioeconomic status (Misbah et al., 2017). Grammar is another challenge faced by students because students make mistakes in subject-verb agreements, pronouns, tenses, articles, prepositions, and basic sentence structures (Fareed et al., 2016). Another challenge in learning writing is the student's readiness and lack of exposure to reading tools and books (Magombo, 2015). Lack of motivation is one of the difficulties students encounter because unmotivated students may not be interested in completing their education (Moses & Mohamad, 2019). Students still feel a lack of motivation, a lack of information, and students in academic writing classes often feel anxious and worried about their writing.

Teaching skills are difficult for teachers, and the challenges make academic teaching ineffective. Moses and Mohamad suggested some challenges faced by teachers when teaching student writing, including a lack of motivation because students feel bored with learning; students have different levels of ability in the classroom; lack of professional experience; students feel less interested in writing because they need to know many aspects to produce good work (Moses & Mohamad, 2019). The difficulties teachers experience in the process of student teaching include parental indifference, student unpreparedness, teaching handwritten italics, lack of professional experience, student absenteeism, and lack of student interest (Gündoğmuş, 2018). One of the challenges for teachers lies in the media they use, and most teachers in secondary schools still use conventional media that does not make students active participants in learning. The same thing is found in the teaching and learning of English in class 8 of

SMP N 1 Purwareja Klampok which has not varied the use of instructional media in the classroom.

In line with the difficulties found above, based on the results of preliminary research conducted on December 2022 and interviews with English teachers at SMP Negeri 1 Purwareja Klampok Banjarnegara Regency, it was found that 8th grade students at the school also experienced difficulties in writing English. The biggest problem that faced by the students when writing English is students feel bored with the English learning process, especially about the used of media. Some students struggle with writing English due to a lack of vocabulary and lack of motivation. It is important to consider the learning media used by the teacher. Teachers should provide more varied media in teaching, rather than sticking to the usual media and not adjusting to students' desires. This allow the students to explore and develop their English skills more optimally.

Based on the problem that found above, there are many innovative meida that can be used for teaching writing, for example Padlet application. Padlet is a free web-based application that gives users access to upload text, images, files, videos, and links, so anyone with a link or address to the wall can view what's posted (Klein, 2013). Padlet also was very helpful in getting the students involved in class 13 activities and offering a reliable assessment of their learning (Fuchs, 2014). Each individual can check, evaluate, and review their writing results from their peers in Padlet (Samad & Ismail, 2020). According to suistainable study, Lestari found that the use of Padlet can improve writing skills, as proven by classes that use Padlet getting better grades than classes that do not use Padlet (Lestari, 2017). Furthermore, it can help students improve their overall general writing ability. The Padlet application has many benefits for students in the classroom, such as students can more easily organize their thoughts including adding related visuals and images to Padlet; students also learn new vocabulary by using Padlet; students gain a lot of

useful information and knowledge; with the "web search" feature in Padlet, students can obtain information while participating in activities, thus enabling them to gain new knowledge (Affendi et al., 2020). Given the advantages of the Padlet application and the fact that it has never been utilized in the school, it is worthwhile to conduct the research on **"The Effectiveness of Padlet Application on Students Writing Ability at 8th Grade SMP Negeri 1 Purwareja Klampok, Banjarnegara Regency."**

B. Operational Definition

1. Padlet Application

Padlet is a virtual wall that resembles a bulletin board and is accessible to the entire community containing important notices, photos, and comments that are easily accessible (Bozatzi, 2021). Padlets are sticky notes for students to write their topic-related ideas on, and faculty and students can comment, suggest, and rate student contributions (Ismawardani Betty Mahardika & Irwan, 2020). Padlet can be used as a fun and contemporary evaluation system for teachers (Alabbad & Huwamel, 2020). Padlet gave educators and students a place to exchange writing-related materials and assignments (Anwar et al., 2019). Through the Padlet, students were also able to safely communicate with an online community through online discussion boards for art appreciation and reflection (Rashid et al., 2019). In conclusion, Padlet is an online tool that can facilitate effective learning with limited time in the classroom and provided the special benefit for teacher and students.

2. Writing Ability

Writing is clearly about expressing thoughts, evaluations, notions, feelings, etc., on a bit of paper using a pen and moving know-how to others into written symbols or assertions (Achmad Ali Fikri, Syamsul Arifin, 2022). Writing is an important and challenging skill in language learning alongside reading, listening and speaking, and forms

part of the English curriculum (Sekarini & Ma'rufah, 2022). Writing is one of the most crucial and difficult abilities for students studying English as a second language (ESL) or as a foreign language (EFL) (Budjalemba & Listyani, 2020). Writing is a productive English ability that students studying English as a foreign language (EFL) in Indonesia should be proficient in for written communication and academic writing purposes, including project reports, theses, essays, papers, articles, journals, and letters (Toba et al., 2019). It can be concluded that one of the things that English learners need to master is writing, where the ability to write is an activity to express thoughts and feelings through writing on paper which is a fundamental requirement in all aspects of life, including work and higher education.

C. Research Questions

Is there any significant effect of using the Padlet application on students' writing ability at 8th grade SMP Negeri 1 Purwareja Klampok, Banjarnegara Regency?.

D. The Aims and Significance of The Research

1. The Aim of The Research

To find out whether there is or not a significant effect of using the Padlet application on students' writing ability at 8th grade SMP Negeri 1 Purwareja Klampok, Banjarnegara Regency.

2. Significances of The Research

a. Theoretical significances

The result of the study is expected to contribute to and enrich the information related to teaching writing, particularly some alternative media to help students learn writing.

b. Practical significances

1) For the students

The students can master their writing ability using this media.

2) For the teachers

Add information about other media that can be used to teach writing ability.

3) For the other researcher

To be an inspiration for further research on teaching writing ability.

E. Organization of the Paper

Chapter I is an introduction that consists of the background of the study, operational definition, research questions, objective, and significance of the research.

Chapter II is a literature review with the theories “The Effectiveness of Padlet Application On Students Writing Ability at 8th Grade SMP N 1 Purwareja Klampok, Banjarnegara Regency”, Which includes a review of related theories about the Padlet Application.

Chapter III is about research methods. This chapter deals with the research design, the subject of the study, the object of the study, instruments for obtaining data, techniques for collecting data, and techniques for analyzing data.

Chapter IV is the finding discussion. It presents the result of the research.

Chapter V is the conclusion and suggestion of the research. In this chapter, the data is summarized, and suggestions are given regarding this research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Writing

In today's globalized society, writing skills are very important for students to develop because these skills offer many advantages, one of which is to produce academic writing in an educational context (Sekarini & Ma'rufah, 2022). The process approach to writing states that writing is a multi-step process that begins with idea development and organization, is followed by the production of a first draft, and then involves revision and editing in an effort to polish the text as much as possible before the final edition (Martinez et al., 2020). Thus, this section discusses the meaning of writing and how the writing process in education, especially in English language learning at school.

a. The Definition of Writing

Writing is one of the main skills that students should master. Writing is a thinking method that requires much work to rearrange concepts and feelings (Linse & Nunan in As Sabiq, 2018). They need to convey their feelings in writing in the right way. They must creatively communicate their ideas and feelings so the reader can understand their writing. Writing plays a unique role in language education as its acquisition requires practice and understanding of three other language skills: listening, reading, and speaking (Klimova in As Sabiq, 2018).

b. Process of Writing

To write well, writers must first pay attention. Good writing can involve a good idea and the writer's thoughts (Sa'adah, 2020). According to Harmer, the writing process is the stages an writers goes through to produce something in the final written form (Harmer in Sa'adah, 2020). There are four main elements in the writing process:

1) Planning

According to Fahmi, when planning, writers must consider the three main themes (Fahmi in Sa'adah, 2020). First, the place needs to consider the purpose of writing, as this affects not only the type of text you want to produce but also the language use and the information you want to include, among other things (Sa'adah, 2020).

Second, the experienced writer thinks about the audience writing for, as this not only influences the form of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of language, whether it is, for example, she acts formally or informally in tone. Third, writers must consider the structure of the article's content, that is, how they rank the facts, ideas, or arguments they have decided to include. Planning helps a writer give shape to a task and break it down into stages, so it doesn't feel like it's heading towards an impossible, distant end goal; it also makes it possible to measure progress. Planning also help the reader understand the importance of writing (Sa'adah, 2020).

In summary, planning is the first step in the writing process that helps the writer consider purpose, content structure, language usage, readers or readers, and avoid writing outside of your chosen topic.

2) Drafting

Drafting is the first attempt to put ideas down on paper. As a first attempt to write a complete paragraph, writers do not need to worry about spelling and grammatical errors when drafting as it would interfere with their idea of coming out (Johnson in Sa'adah, 2020). We can call the first version of a typeface a draft. The first approach to a text is often made on the assumption that the text was subsequently modified. As the writing process moves into editing, many drafts can be made en route to the final version. When drafting, the author first writes a rough draft using an outline and chart as a guide without

worrying about grammar, punctuation, or spelling (Toba et al. in Sa'adah, 2020).

In summary, designing is the first process of putting ideas in writing. The writers does not have to worry about grammatical and spelling errors when creating. This draft is then edited and revised to become the final version of the original writing outlined in the previous draft (Sa'adah, 2020).

3) Editing (Reflecting and Revising)

Editing is the process of editing a final draft, checking the small units of writing, such as grammar, spelling, mechanics, and other errors, such as removing wordy phrases and rewriting confusing or weak sentences until a satisfactory writing result is achieved, lively and exciting ideas (Toba et al. in Sa'adah, 2020).

Revise is the process of rewriting and reorganizing the ideas already written in the previous draft to make it stronger, consisting of correcting spelling errors, adding missing information, and checking for unity, coherence, and logical organization and writing content in which the writer can change, rearrange, add or delete the ideas until an apparent effect is achieved (Toba et al. in Sa'adah, 2020). Once writer have created a draft, they typically read what they have written to see where it works and where it does not. The order of the information may not be clear. Perhaps the way something is written is ambiguous or confusing. You can then move or write a new introduction. You can use a different word form for a specific sentence. More experienced writers tend to consider general meaning and overall structure issues before focusing on detailed features such as individual words and grammatical accuracy. The latter two are important and often dealt with later in the process. Reflection and revision are often assisted by other readers or editors who provide comments and suggestions. Another reader's reaction to a text helps the writer make appropriate revisions.

Based on the explanation above, editing and revising is the process of editing and revising the final draft by checking things related to good writing criteria, such as grammar, spelling, mechanics, choosing the correct vocabulary, coherence, organization, etc. (Sa'adah, 2020).

4) Final Version

After the writers edit their draft and make necessary changes, they create their final version. It can deviate significantly from the original plan and the first draft, as some things have changed during editing. However, the writer is ready to send the written text to his target audience (Harmer in Sa'adah, 2020). Publishing refers to 'the accomplishment of making a final paper freely available' (Abbas & Aziz in Sa'adah, 2020). From this, it can be concluded that the final version is the last writing process. The writer is ready to produce his writing (Sa'adah, 2020).

2. Teaching Writing

Teaching writing is a productive skill in which students produce the written text using three main writing processes (Ma'rufah et al., 2021). Teaching writing is a way of conveying messages or putting our thoughts in writing (Wahidiyati, 2020). The language teacher's aim in teaching writing is to get the students to produce fluent, understandable, accurate and appropriate written English. There are three stages of writing typically offered by English teachers in writing classes: controlled writing, guided writing, and free writing (Broughton et al. cited in Hossain in Ma'rufah et al., 2021), as explained by experts below:

a. Controlled Writing

Controlled writing is a writing activity in which the teacher determines the final product and content of the exercises (Ma'rufah et al., 2021). Controlled writing is all for which much of the content and form is provided. With controlled writing, students get confused when putting words on paper, and if they focus on one or two problems at a time, they

are spared from missing the full range of complexities that free writing brings (Raines in Sa'adah, 2020). The technique of controlled writing consists of giving students a passage to work on, e.g., creating an outline to complete, a paragraph to edit, a model to follow, or a section to continue, and then letting them do it. The controlled composition draws students' attention to specific features of the written language. It is an excellent way to reinforce grammar, vocabulary, and syntax in context (Murcia in Sa'adah, 2020).

So, controlled writing is a text written with an example as a reference to write. The student receives an incentive from the teacher to continue writing (Sa'adah, 2020).

b. Guided Writing

According to Parsons, guided writing is the process by which teachers develop and guide students' writing through discussion, participation in text construction, and evaluation of their independent writing (Sharon in Sa'adah, 2020). In guided writing, the teacher shows students the process of writing sentences or paragraphs using appropriate English rules, and they are then given opportunities to apply these strategies in their work (Ma'rufah et al., 2021). Using this style of writing, students are given a first sentence, last sentence, an outline to fill out, a set of questions to answer, or information to include in their text; students discuss, notes should be able to make and share insights and plan strategies before they start writing. In addition to Parsons, Dunigan notes that guided writing is a step-by-step recipe that includes planning, writing, editing, revising, and publishing (Dunigan in Sa'adah, 2020).

Based on the explanation above. Guided writing is a text written under the direction of the teacher. In this way, the students are helped in their writing as the teacher supports them. Before writing, students discuss and take notes and then share their findings before writing (Sa'adah, 2020).

c. Free Writing

Free writing is provided when the teacher only gives the title and the students do everything. Furthermore, writing has three main processes, which include the activity of prescribing, the activity of writing, and the activity of rewriting (Titisari in Ma'rufah et al., 2021). Free writing means sitting down and writing whatever comes to mind on the atopy (Logan in Sa'adah, 2020). This opinion is almost the same as Robinson's; he said that in free writing, first think in English and then write what you think. This means that students sit down with a pen and paper and write down anything that comes to their minds without worrying about spelling, grammar, or anything else. According to Hogue, free writing is one way to get ideas. If free writing, choose a topic and then sit down and write whatever sentences you can think of. Do not worry about grammar, spelling or punctuation, and do not bother organizing the ideas (Hogue in Sa'adah, 2020). In summary, free writing is writing an idea or anything that comes to mind without worrying about grammar, spelling, and mechanics (Sa'adah, 2020).

3. Technological Media for Teaching Writing

In the twenty-first century, learning using technology to improve learning outcomes is crucial (Koh et al., 2015). Information and communication technology are two interrelated elements that makeup ICT (Information and Communication Technology). Information technology encompasses everything concerning handling, manipulating, and using information as a tool. Information technology combines high-speed data, audio, and video communication with computing (computers) (Setuju et al., 2020). Digital media positively impacts students' writing skills. Students' positive attitudes and English writing skills can be enhanced by using digital media (Fidian, 2020). Moreover, integrating technology into classrooms would encourage pupils and help educators break down obstacles in the classroom (Awaludin et al., 2017).

Nowadays, students have been surrounded by and permanently linked with facts and technologies that interact with digital media almost anywhere. The use of the media has turned into second nature. Students take technology without any consideration as an essential part of their lives. ICTs have come to be quickly one of the basic construction blocks of cutting-edge society. The fast breakthroughs in new records and communication technologies ICTs also change how knowledge is developed, received, and introduced (Bakeer, 2018). Some of the benefits of ICT-based learning media include changing old paradigms; elaborating on real-world applications; improving explanations; addressing real-world issues; adding color to the subject; interjecting spontaneity into dry lectures; utilizing audiovisual channels; sharing teaching resources with other educators; better organizing lectures; encouraging student participation; piquing other students' interest; enhancing long-term memory or memory connected to the material taught; serving as a collaborative platform (Setuju et al., 2020).

Many researchers have shown how collaborative practices are being boosted exponentially with web tools such as Facebook and blogs, positively impacting students' language learning (Omar et al. in Rashid et al., 2019). Today, technology mainly benefits education, particularly when learning English (Handayani & Aminatun, 2020). In language teaching several media can assist language teaching, including audio, TV, CD ROM, Computers, C.A.L.L., the Internet, Electronic dictionaries, Email, Blogs and Audio Cassettes, PowerPoints, Videos, DVDs or VCDs. Using this media has given students training to improve their English skills (Pratiwi et al., 2021). Many technologies have been made available to teach writing. There are several types of ICT used in teaching writing, including Wiki, Google Docs and EtherPad, Facebook and Blogs, Chats (Whatsapp, Skype Chat, Elola, and Telegram), Forums, Group Scribbles, etc

(Zhang & Zou, 2022). Padlet is one of the applications that students find helpful and appropriate as a mobile learning tool for learning English, especially in student's writing processes.

4. Padlet Application

Padlet (<https://www.padlet.com>) is a free web-based application that gives users access to a "wall" to upload text, images, files, videos, and links. Anyone with a link or address to the wall can view what's posted (Klein, 2013). Padlet is an excellent free online multimedia tool that lets students interact and share knowledge with others flexibly via their mobile devices. It also was very helpful in getting the students involved in class activities and offering a reliable assessment of their learning (Fuchs, 2014). Padlet can be accessed with a laptop / PC via the web by visiting <https://www.padlet.com> or via an application downloaded via the Play Store using a mobile phone. Students can use any web-connected device, such as computers, tablets, and mobile phones, to access Padlet. Teachers and students do not need special skills to operate Padlet (Weller, 2013). No program is needed for users to use it for downloading.

Along with helping students improve their writing abilities, Padlet provided a platform for teachers and students to share writing-related resources and works (Anwar et al., 2019). Teachers can utilize Padlet as a tool for collaborative learning in the classroom because it is user-friendly (Weller, 2013). It could be used as a whiteboard with permanent records, provide a feedback channel for questions and feedback to review, summarize and apply critical points, and for after-class activities when there is no time in class (Fisher in Rashid et al., 2019). Padlet is a free web application that functions as a pinboard, with a link or URL to a specific wall, where users can publish text, pictures, and even videos generated by anybody.

Furthermore, England (2017) stated that Padlet is an online platform for sharing thoughts, videos, web-based documents, and other stuff that replicates the feel of an amazing virtual wall (England, 2017). Padlet can be used as "exit tickets" or as a fun and contemporary evaluation system for teachers instead of giving students written tests on paper using a pen and paper (Alabbad & Huwamel, 2020). Additionally, according to Kharis & Putri (2020), the Padlet application offers numerous benefits, including encouraging students to write, giving them a fresh experience in learning writing through new media, and giving introverted individuals a comfortable space to study and discuss the content (Kharis & Putri, 2020). On the other hand, Padlet is applicable to classroom activities, including brainstorming, group discussions, and team projects.

The application was also used as a pathway for online discussion forums for art appreciation and reflection, allowing students to securely collaborate with an online community (Delacruz et al. in Rashid et al., 2019). A similar study of Padlet with a workplace communication course also highlighted that Padlet improves teacher-student relationships, increases motivation and self-esteem, and provides teachers with an alternative way of communicating with students outside the classroom (Rashid et al., 2019). It can encourage real-time participation and evaluation from the whole class (Fuchs, 2014). Comments and corrections from teachers and classmates can help students reflect and allow self-correction (Nizam et al. in Rashid et al., 2019). Therefore, Padlet provides the ability to view a variety of responses, which could provide opportunities for peer learning and self-assessment as students have instant access to a wide range of responses from classmates.

In using padlets for learning writing in the classroom, the following steps can be applied by teachers (Purwanto, 2020):

1. Go to <http://Padlet.com/> on website or downloaded the application through play store or app store

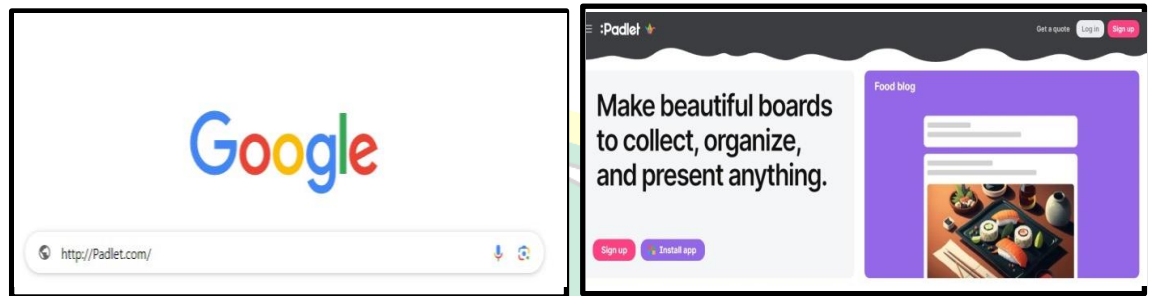


Figure 2. 1 Open the Padlet via google

2. Click on *Sign up* if you want to make an account or klik *Login* if you already have an account.

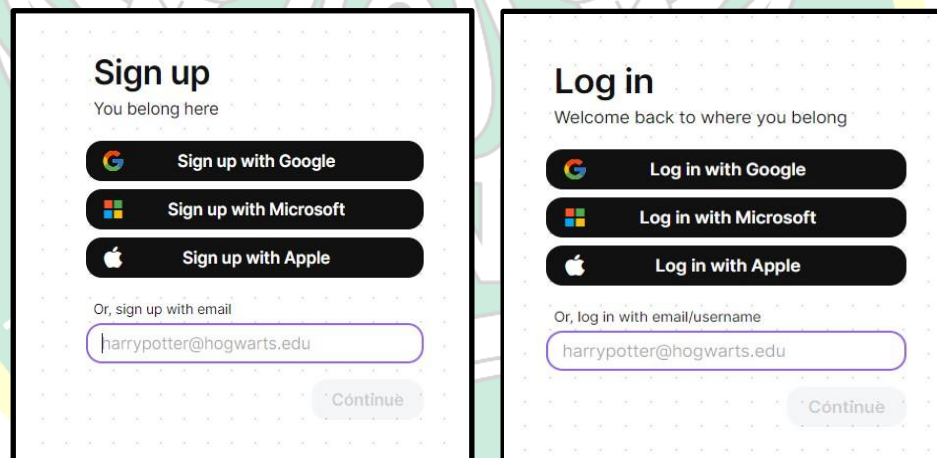


Figure 2. 2 Menu of Sign Up or Log in before come in to Padlet

There are some ways to make an account on Padlet. One of them is using Google, Facebook, or Microsoft account. Another way to make an account is using email. You also can use your email to sign up. After someone sign up on Padlet, there will be a page to choose membership. Finishing sign up and membership plan, Padlet can be started. There will be choices to start on which are already provided there.

3. From now on, a user can modify and sets up her/his own wall.

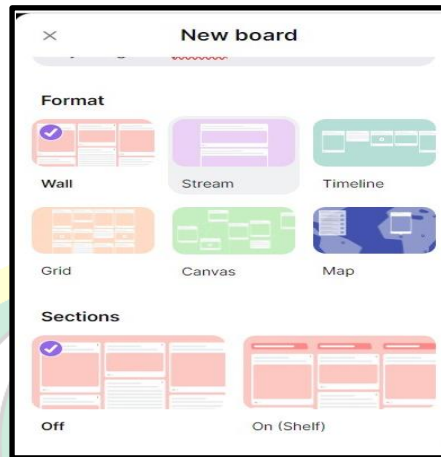


Figure 2. 3 Template menu on Padlet

4. The action that can be done in modifying a wall include giving a name or title, giving a description, and choosing background image.

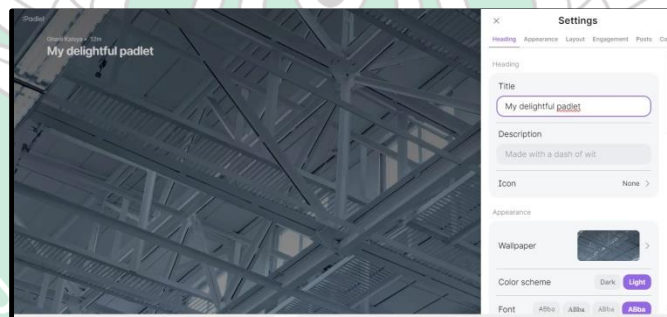


Figure 2. 4 The menu of providing identity about Padlet.

5. Next action is setting-up user's privacy.

There will be some option which can be chosen by a user in setting-up her/his privacy.

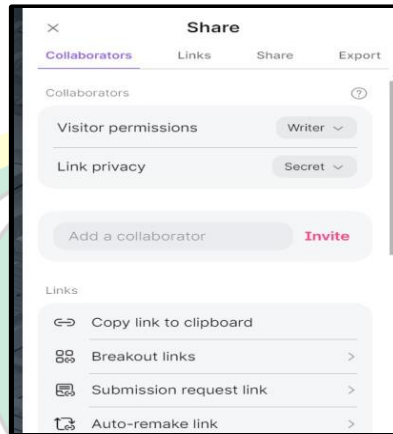


Figure 2. 5 The menu of setting-up user's privacy

6. After setting-up privacy, a user can start posting on her/his blank wall.

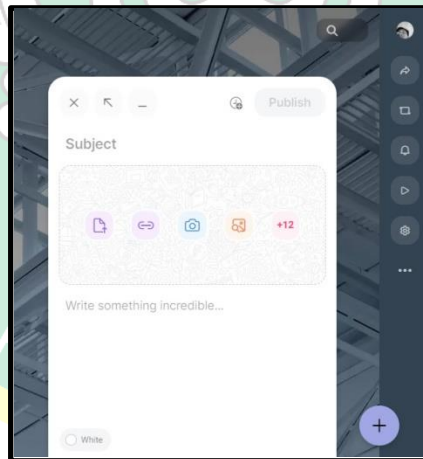


Figure 2. 6 Start start writing text in Padlet

A user can embed a link, video, file document, or image on her/his posting. Some action such as remaking, sharing, and editing of posting can be done if necessary.

B. Review of Relevant Studies

There have been relevant previous research to show the originality of this research. Many researchers who conducted their research in the field of education use the Padlet application in teaching writing ability are described as follows:

The first study is research by Widia Listianingsih, Arso Setyaji, and Ririn Ambarini with the title *“The Effect of Padlet in Collaborative Learning of “Kurikulum Merdeka” to Improve Students’ Writing Ability in Recount Text”*. A quantitative methodology was used in the design of this research. Students in the tenth grade of TPFL 2 at SMK Negeri 7 Semarang were the focus of this research. The students' writing abilities are significantly improved when they are taught writing through the use of Padlet on recount text, which showed a mean score of 77.25 as the result of the pre-test and 90.17 as the result of the post-test (Listianingsih et al., 2023).

The second research is research entitled *“The Effectiveness of Padlet As An Instructional Media to Improves Student's Performance in Writing Descriptive Text”*, written by Sri Wahyuni. This study aims to determine the effectiveness of using Padlet as an instructional media to improve student performance in writing descriptive texts. This research was conducted in one of the junior high schools in Surabaya. This research is an experimental quantitative research. There are two classes to be studied: class 7H as the control class and class 7G as the experimental class; each class consists of 30 students. This study uses research measuring instruments in the form of pre-tests and post-tests. The data from this study was analyzed using SPSS with the Independent Sample T-Test formula. The results showed that Padlet effectively improved students' performance in writing descriptive text. According to the findings, the experimental class achieved a mean score of 74.33 on the post-test, while the control class's mean score was 68.50. After the treatment was

administered using Padlet as a media, the results showed a significant difference between the two classes (Wahyuni, 2023).

The third study is "The Use of Padlet Application to Improve Students' Writing Skill" by Alfia Rachma Firnanda, Mirjam Anugerahwati and Suharyadi. This research used Classroom Action Research (CAR). This study aimed to improve the writing skills of eleventh-grade students, specifically in writing narrative text essays, using the Padlet application. The subject of this research is eleventh-grade students' at MAN 1 Pasuruan. The classroom action research in this study was conducted to increase students' writing abilities. The result showed that the improvement in writing during the teaching and learning process by the Padlet application was good. (Firnanda et al., 2021).

The fourth study is research by Asep Sepuloh and Vina Aini Salsabila. The journal title is "*The Teaching of Writing Recount Texts By Utilizing Padlet*". The method deployed in this study was descriptive qualitative research as this study aims to gain an in-depth understanding of how Padlet is employed to teach writing recount texts. The subject of this study is a lecturer and a class of 25 students in a private university in West Java. The result of the study is that the use of Padlet as a technological tool is highly dependent on the user himself and how far the user can explore and optimize its function and usefulness. Padlet can only reach the substitution level or higher levels. Padlet can be a model of how technology is integrated into the classroom. Padlet may be used as a media for collaborative learning that allows students anywhere and anytime to interact with each other on one platform. (Saepuloh & Salsabila, 2020a).

The fifth study is "*Using Padlet to Increase the Students' Procedure Text Writing Achievement.*" by Dian Fadhilawati, Dwita Laksmi Rachmawati, and Moh Mansur. This research focused on procedure text. This research applied the classroom action research (CAR) approach. The research design used was classroom action research (CAR), which covered four steps: 1) Planning, 2) Acting, 3) Observing and evaluating and 4)

Reflecting. The result of this study is that Padlet in teaching and learning writing could increase the students' writing achievement in ECC MAN Kota Blitar. The students' achievement increased significantly from 57.55 in preliminary action to 72.85 in cycle one, and the result was more than the targeted: 82.65 in cycle 2. (Fadhilawati et al., 2020).

The difference between previous research and this study is the location and subject of the research. Most of the studies took subjects at the senior high school level, except for Sri Wahyuni, who used grade 7 subjects at the junior high school level, and Asep Sepuloh and Vina Aini Salsabila who used lecturers and students in universities as their research subjects. Whereas in this study took the subject of grade 8 junior high school located at SMP N 1 Purwareja Klampok, Banjarnegara Regency. At the same time, there are similarities in teaching writing and using the Padlet application. This study discussed the effectiveness of the Padlet Application on students' writing ability at 8th grade SMP N 1 Purwareja Klampok, Banjarnegara Regency.

C. Conceptual Framework

Writing is an activity of expressing thoughts, evaluations, ideas, and feelings on paper by using a pen and transferring knowledge to others into written symbols or statements. The ability to write is a fundamental requirement in all aspects of life, including employment and higher education, starting from elementary school. In addition, most people want to master the ability to write. One of the things that English language learners need to master is writing. Students' ability to write texts, phrases, and paragraphs can be evaluated based on several factors, including organization, logical flow of ideas, syntax, punctuation, spelling, mechanics, style, and expressive quality. Technologies nowadays mostly bring positive effects toward the education world especially in learning English (Handayani & Aminatun, 2020). Aminatun, Ngadiso and Maryanto stated the role of technology in the education system has

influenced the way of teaching from conventional to modern way (Aminatun et al., 2019). Teachers can use new media by utilizing technology in fun activities in several meetings to make students happy and interested in learning English, especially in writing English texts. Teachers can apply several media technologies in the current digital era to improve student's writing skills, one of which is using Padlet.

Padlet is a simple platform with free access. It is very useful for writing activities, especially making lists, uploading images, commenting, and liking posts, allowing students to express themselves without fear or worry. Padlet presents a virtual wall by imitating a bulletin board, where important notes, pictures, and announcements can be found and approached by the community. In this way, the creator of this wall can embed various files (videos, audios, photos, documents) and share them with others, while each member can leave comments under the shared information. For students, this tool resembles familiar social media (Facebook, Instagram) and provides interest, collaboration, and interaction in a focused and well-organized activity (Bozatzi, 2021). Padlet was chosen as a suitable medium for students to write English texts because it has several advantages, including the fact that students can easily organize their thoughts better, including adding related visuals and images on Padlet. Students also learn new vocabulary by using Padlet. Students gain a lot of useful information and knowledge. This shows that Padlet helps students not only with writing but also with improving vocabulary and gaining new knowledge. Padlet has a “web search” feature that allows students to obtain information while participating in activities, thus allowing them to gain new knowledge (Affendi et al., 2020).

Based on the conceptualization above, this research applied Padlet to teach English writing in grade 8 of SMP Negeri 1 Purwareja Klampok, Banjarnegara Regency. It was done to determine the effectiveness of the Padlet application on students' writing ability. This study identified the effectiveness by comparing the experimental group that received treatment

with Padlet and the control group that did not receive treatment with Padlet.

D. Hypothesis

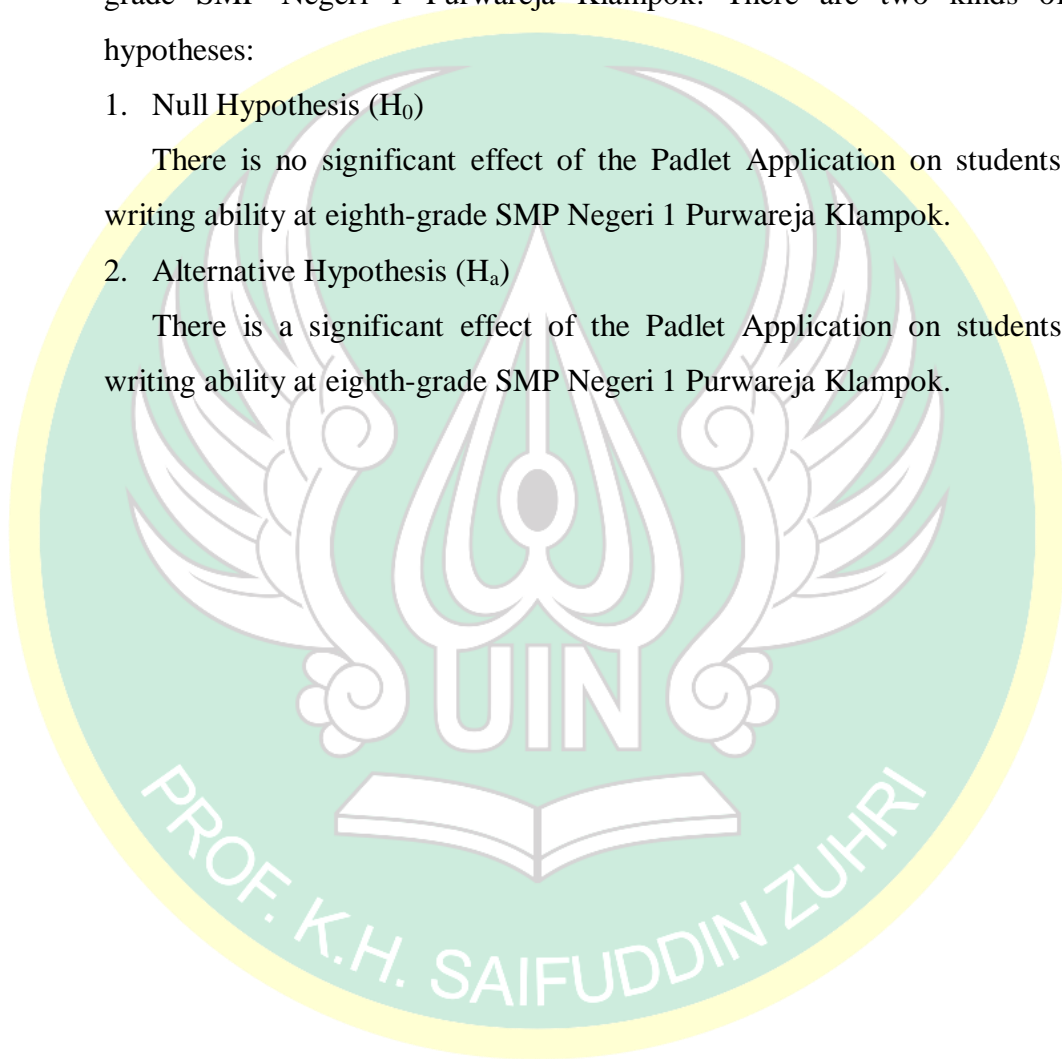
The research hypothesis used in this research concerned the effectiveness of the Padlet Application on students' writing ability at eighth-grade SMP Negeri 1 Purwareja Klampok. There are two kinds of hypotheses:

1. Null Hypothesis (H_0)

There is no significant effect of the Padlet Application on students' writing ability at eighth-grade SMP Negeri 1 Purwareja Klampok.

2. Alternative Hypothesis (H_a)

There is a significant effect of the Padlet Application on students' writing ability at eighth-grade SMP Negeri 1 Purwareja Klampok.



CHAPTER III RESEARCH METHOD

A. Type of the Research

The type of research used in this study would be true-experiment research applied to eighth-grade students in SMP N 1 Purwareja Klampok using control and experimental classes. The control class treated without treatment, while the experimental class treated using the Padlet Application.

The true-experiment research conducted using a quantitative approach. This research is suitable for finding the data and the significant effect of using the Padlet application in teaching writing ability to 8th-grade students of SMP N 1 Purwareja Klampok.

Table 3. 1 Pre-Test and Post-Test Control Group Design

Sample	Pre-test	Treatment	Post-test
Experiment Group	O1	X	O2
Control Group	O3	-	O4

Source by: Sugiyono, Metode Penelitian Pendidikan

X : Treatment for Experiment Class

O1 : Pretest Experiment Class

O2 : Posttest Experiment Class

O3 : Pretest Control Class

O4 : Posttest Control Class

B. Site and Participant of the Research

The research was conducted at SMP Negeri 1 Purwareja Klampok. This school is located at Jl. Raya Purwareja-Klampok, Kecamatan Purwareja Klampok, Kabupaten Banjarnegara 53474-Jawa Tengah. The subject of the study was taken from eighth-grade students in the academic year 2023/2024.

Table 3. 2 Schedule of the Research

No	Class	Meeting	Time
1	VIII A	Pre- Test	Wednesday, January 10 th 2024
2	VIII B	Pre- Test	Wednesday, January 10 th 2024
3	VIII A	Treatment 1 (Using Padlet)	Saturday, January 13 th 2024
4	VIII B	Treatment 1 (Without Padlet)	Tuesday, January 16 th 2024
5	VIII A	Treatment 2 (Using Padlet)	Wednesday, January 17 th 2024
6	VIII B	Treatment 2 (Without Padlet)	Wednesday, January 17 th 2024
7	VIII A	Treatment 3 (Using Padlet)	Saturday, January 20 th 2024
8	VIII B	Treatment 3 (Without Padlet)	Tuesday, January 23 th 2024
9	VIII A	Treatment 4 (Using Padlet)	Wednesday, January 24 th 2024
10	VIII B	Treatment 4 (Without Padlet)	Wednesday, January 24 th 2024
11	VIII A	Treatment 5 (Using Padlet)	Saturday, January 27 th 2024
12	VIII B	Treatment 5 (Without Padlet)	Tuesday, January 30 th 2024
13	VIII A	Post-Test	Wednesday, January 30 th 2024
14	VIII B	Post-Test	Wednesday, January 30 th 2024

C. Population and Sample of the Research

1. The population of the Research

The research population is the eighth-grade students of SMP Negeri 1 Purwareja Klampok in the academic year 2023/2024, comprising 248 students from VIII A until VIII H.

2. Sample of the Research

Sampling is a technique to take sample. The simplest and most popular technique of choosing a sample is simple random sampling; it involves selecting a sample unit by unit at each draw, with an equal chance of selection for each unit (Singh, 2003). According to Acharya (2013), "With this tactic, each person in the population has an equal chance of being chosen for the sample." (Acharya et al., 2013). Simple random sampling is frequently used in surveys and quantitative research designs (Rahi, 2017). In this research, the sampling was selected by random sampling technique

According to Arikunto (2010), several techniques are employed in random sampling, including ordinal, lottery, and number random tables (Arikunto, 2010). From the explanation above, this research conducted random sampling through a lottery. The step in the lottery method is: (1) The eighth grade has eight classes, and this research lists every class as a item to be observed. There are: A, B, C, D, E, F, G, H. (2) Then, eight sheets of paper are prepared, each paper containing one class, A, B, C, D, E, F, G, H. (3) Then, roll each piece of paper, then give it a shake. (4) And, put one of the rolls of paper from the lottery, and got a B class. (5) Next, put one of the rolls of paper again and get an A class. So, the VIII B class and VIII A class of SMPN 1 Purwareja Klampok were used as a sample.

Those classes are VIII A and VIII B. Thus, VIII A class for the experimental class includes 31 students. Then, VIII B is for the control class, which includes 31 students. The experimental group received the treatment where learning with Padlet application, and the control group received learning without Padlet application.

Table 3. 3 Sample of the Research

No	Class	Sample	Description
1	VIII A	31	Experimental Class
2	VIII B	31	Control Class
Total			62

D. Variable of the Research

According to Creswell (2012), an independent variable is an attribute or quality that impacts a dependent variable or outcome. The independent variables in research investigations are often called antecedent variables, treatments, predictors, determinants, or factors (Creswell, 2012). The independent variable in this study is “Padlet Application”.

A dependent variable is an attribute or quality that depends on the independent variable or is influenced. It is possible to use categorical or continuous scores to quantify dependent variables (Creswell, 2012). The dependent variable in this study is “Student’s Writing Ability”.

E. Techniques of Data Collection

The selected data is based on the problem's system to get better data for this study. In data collection, pre-tests, treatment, and post-tests are used.

1. Pre-test

The data from the pre-test was collected before the treatment. This test is used to measure students' abilities before treatment. The pre-test could measure the student's writing ability. In the pre-test, the students start the study without the Padlet application.

2. Treatment

After giving the pre-test, the experimental class was treatment by using the Padlet application to teach writing ability. The material

follows the existing syllabus at the school. Meanwhile, the control class is taught without the Padlet application.

3. Post-test

After teaching the students with the Padlet application (experimental group) and without the Padlet application (control group), they would take the post-test to see whether the application was effective. Post-test is to know whether there is a significant difference before and after the treatment.

F. Research Instrument

The writer used a written test as a research instrument. According to Brown (2007), A test is intended to evaluate an individual's performance, knowledge, or competence in a certain topic (Brown, 2007). Written tests were used in this study's pre-and post-tests, administered to the experimental class and the control group. Before the students received writing instruction from the writer, a pre-test was administered to assess the student's writing proficiency. Meanwhile, the post-test was used to determine the effect of using the Padlet Application on the students' writing ability after being given treatment.

Before gathering data, after all research instruments have been prepared, the next stage of the research instrument was examined and its validity and reliability determined. The purpose of validity is to quantify the quality of the test (Gass & Mackey, 2005). The validity of the instrument was assessed using the expert's opinion. In validating the instrument, this study used two validators, the first one is one English lecturer from UIN Prof. K. H. Saifuddin Zuhri Purwokerto, and the second one is one English teacher from SMP N 1 Purwareja Klampok. After the instrument was consulted, this research implemented the instrument in the experiment class.

Writing recount text assesses students' writing ability. The writing assessment rubric in this study was taken from one of the experts in the field of writing assessment, Sara Cushing Weigle (2002). This rubric was

selected because it contained five items that conceptually refer to the most critical aspects of writing: content, organization, vocabulary, grammar and mechanics (Weigle, S C, 2002).

Table 3. 4 Scoring Rubric of Writing Evaluation

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30 – 27	Excellent To very good	<ul style="list-style-type: none"> • Through the development of paragraph unity • Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good To average	<ul style="list-style-type: none"> • Limited development of paragraph unity • Mostly relevant to the topic but lacks detail
	21 – 17	Fair to poor	<ul style="list-style-type: none"> • Limited knowledge of paragraph • Inadequate development of the topic
	16 – 13	Very poor	<ul style="list-style-type: none"> • Does not show knowledge of the paragraph • Not enough to evaluate
Organization	20 -18	Excellent to very good	<ul style="list-style-type: none"> • Well organized • Clearly stated • Cohesive
	17 – 14	Good to average	<ul style="list-style-type: none"> • Limited supported idea • Logical but incomplete sequencing
	13 - 10	Fair to poor	<ul style="list-style-type: none"> • Non-fluent • Ideas confused • Lack logical developing
	9 – 7	Very poor	<ul style="list-style-type: none"> • Does not communicative

			<ul style="list-style-type: none"> • Not enough to evaluate
Vocabulary	20 -18	Excellent to very good	<ul style="list-style-type: none"> • Effective word usage • Word form mastery
	17 – 14	Good to average	<ul style="list-style-type: none"> • Adequate range • An error in word form
	13 – 10	Fair to poor	<ul style="list-style-type: none"> • Limited range • Frequent errors of word form
	9 – 7	Very poor	<ul style="list-style-type: none"> • Essentially translation • Little knowledge of English vocabulary • Errors word form
Grammar	25 - 22	Excellent to very good	<ul style="list-style-type: none"> • Effective complex construction • Word offer function • Articles pronouns • Prepositions
	21 - 18	Good to average	<ul style="list-style-type: none"> • Effective but simple construction • Several errors in the agreement • Tense, articles pronouns, and prepositions but meaning seldom obscured
	17 – 11	Fair to poor	<ul style="list-style-type: none"> • Simple • Frequent errors of tense, word function • Articles pronouns and prepositions • Meaning confused
	10 – 5	Very poor	<ul style="list-style-type: none"> • No mastery of construction • Dominated by errors • Does not communicate • Not enough to evaluate
Mechanics	5	Excellent to very good	<ul style="list-style-type: none"> • Mastery of conventions • Few errors in spelling, punctuation and also capitalization
	4	Good to average	<ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization • Meaning not obscured

	3	Fair to poor	<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, and paragraphing • Meaning confused
	2	Very poor	<ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors • Not enough to evaluate

Total Nilai = Jumlah total skor dari setiap aspek

The assessment of the writing according to the rubric above was carried out by two assessors who were English teachers at SMP N 1 Purwareja Klampok. The first rater was Mrs. Y as the grade 9 teacher, and the second rater was Mrs. A as the grade 7 teacher. The raters were chosen because they are experts in writing and have been English teachers for more than five years.

G. Instrument Testing

1. Validity Test

According to Arikunto (2010), a measure of an instrument's validity is its degree of validity (Arikunto, 2010). In certain cases, less valid instruments are those with extremely low validity. Validity is the accuracy of a device in measuring what you want to measure. This step may be calculated using SPSS software. Within the SPSS application, trying out the approach to be used in this thesis proposal is to check the validity of the use of Bivariate Pearson correlation (Pearson Product-moment) and Corrected object-general Correlation.

The test uses a significance level of 0.05. The testing criteria are as follows:

- A.** If $r_{\text{count}} \geq r_{\text{table}}$ (two-tailed test with Sig. 0.05), then the instrument or question items have a significant correlation with the total score (valid).

- B.** If $r_{\text{count}} < r_{\text{table}}$ (two-tailed test with Sig. 0.05), then the instrument or question items are not significantly correlated with the total score (invalid) (Jainuri, 2019).

The formulas :

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Explanation:

r_{xy} : coefficient correlation

X : Item score

Y : Total score item

n : Total amount of respondent

The test criteria are:

If $r_{\text{count}} \geq r_{\text{table}} = \text{Valid}$

If $r_{\text{count}} \leq r_{\text{table}} = \text{Invalid}$

The validity test was computed using SPSS 26. This is how it turned out:

Table 3. 5 The Result of Validity Test

Correlations			
		Rater1	Rater2
Rater1	Pearson Correlation	1	,737**
	Sig. (2-tailed)		,000
	N	31	31
Rater2	Pearson Correlation	,737**	1
	Sig. (2-tailed)	,000	
	N	31	31
**. Correlation is significant at the 0.01 level (2-tailed).			

The value of the r table with the amount of data 31 is 0.456 for 1% significance and 0,355 for 5% significance. Based on the SPSS results above, it can be seen that the r count shows a value of. 0,737, where the value is more than the r table value for 1% significance and 5% significance. With these results, the research instrument is declared valid.

2. Reliability Test

Reliability is used to decide the consistency of the measuring tool and whether or not the measuring tool used is dependable and stays constant if the size is repeated. This thesis proposal was use of the SPSS software the use of the Alpha method (Cronbach's) (Jainuri, 2019). According to Wiratna Sujerweni (2014), the instrument is said to be reliable if the Cronbach alpha value is > 0.6 .

The Formulas:

$$\alpha = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_i^2}{\sigma_x^2} \right]$$

Explanation :

α = Coefficient of Alpha

k = Total of valid questions

$\sum \sigma_i^2$ = Total variance of items.

σ_x^2 = Total variance

The test criteria:

If the result of Cronbach's Alpha $\geq 0,60$ = Reliable

If the result of Cronbach's Alpha $\leq 0,60$ = Unreliable

After conducting the validity test on the research instrument, the reliability test is examined in the next stage. The researcher then carried out a reliability test using the Pearson formula and inter-rater reliability.

This study involved two raters; both of them are English teachers at the school in question, but they teach in different class areas.

The reliability test was computed using IBM SPSS 26. This is how it turned out:

Table 3. 6 The Result of the Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,826	2

Based on the SPSS test, a value of 0.826 was generated. This shows the Cronbach alpha value ≥ 0.6 , so it is concluded that the instrument is reliable.

H. Technique of Data Analysis

Data pre-test and post-test are using to analyze Padlet Application's effectiveness in teaching writing ability. The data analysis techniques that are used in this study are:

1. Normality Test

Normality tests are performed to determine whether a data distribution is normal or not. It is important to know this in connection with the accuracy of the selection of the statistical tests to be used. For example, parametric tests require normally distributed data. If the data distribution is not normal, it is advisable to use a nonparametric test. If the sig (2-tailed) value is greater than 0.05, the population data are normally distributed. However, if the value of Sig (2-tailed) is less than 0.05, the population data are not normally distributed (Jainuri, 2019).

According to Ghozali (2016), the formula of the normality test is:

$$KS^* = 1,36 \frac{n_1 + n_2}{n_1 \cdot n_2}$$

The test criteria are as follows:

- A. If significant (Sig) >0.05, then the data is normally distributed
- B. If significant (Sig) <0.05, then the data is not normally distributed

2. Homogeneity Test

The homogeneity test is used to determine whether two or more population variants are the same or not. They are generally used to prove comparative hypotheses. As a test criterion, if the Sig value is > (0.05 by default in SPSS), then it can be said that the variances of two or more data groups are equal (Jainuri, 2019).

According to Sugiyono (2013), the formula of the homogeneity test is:

$$F = \frac{\text{Largest Variance}}{\text{Smallest Variance}}$$

3. Hypothesis Test

The data analysis technique used the t-test. The t-test is designed to test the differences in teaching writing using the Padlet application between the control and experimental classes.

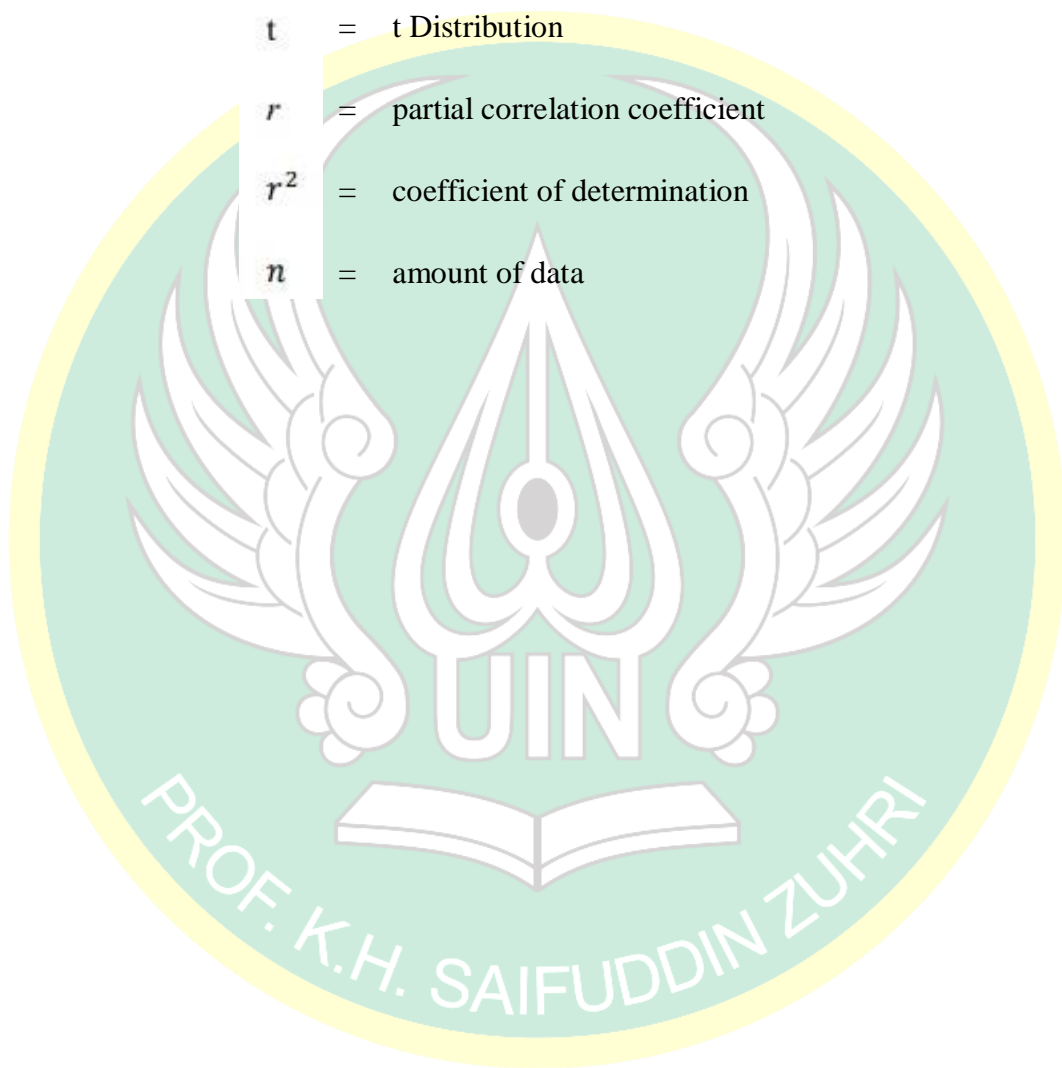
- A. If the Sig. 2-tailed > 0.05, H_0 is accepted, and H_a is rejected. It shows that there is no significant difference between the control and experimental classes.
- B. If the Sig. 2-tailed < 0.05, H_0 is rejected, and H_a is accepted. It shows that there is a significant difference in performance between the control and experimental groups (Sugiyono, 2013).

According to Sugiyono (2014:250), the formula is:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Description:

- t = t Distribution
- r = partial correlation coefficient
- r^2 = coefficient of determination
- n = amount of data



CHAPTER IV

FINDING & DISCUSSION

This chapter would explain the research findings of both experimental and controlled classes. The researcher gives the results and discusses them. It presents the data that was processed using SPSS.

A. Findings

1. Data Description

The results of this research show the effectiveness of the Padlet application on students' writing ability in recounting text. This research took two out of eight classes at SMP N 1 Purwareja Klampok. The two classes are class VIII A, the experimental class, and class VIII B, the control class. The experimental class was given treatment in writing recount text using the Padlet Application, while the control class only applied the conventional approach without using the Padlet Application.

The pre-test and post-test instruments in this study were written texts, where students were asked to write as freely as they could according to the instructions that had been determined. The pre-test was given to the experimental and control classes to assess the student's writing ability before being given the treatment. The treatment was given five times to the experimental class, where they had to write a recount text using the Padlet application. In contrast, previously, they had to write several sentences or paragraphs using the Padlet application. The post-test was given to the experimental class after five treatments and to the control class after five meetings with conventional learning or without using the Padlet App. The post-test results were used to determine whether the Padlet app was effective for students in writing recount texts. Students' pre-test and post-test scores from both classes were used to collect the data. Data for the control and experimental groups are presented in separate tables.

a) Data Description of Experimental Class

Here are the pre-test and post-test result data of the experimental group. It can be summarized in the following table:

Table 4. 1 The Result Data of Experiment Group

Statistics	Experiment Group	
	Pre-Test	Post-Test
N	31	31
Mean	52,9	84,7
Median	57,5	85,0
Minimum	30,0	72,5
Maximum	76,5	96,5

As can be seen from the above table, every statistic from the post-test was greater than the one from the pre-test. The experiment group's mean was greater in the post-test than in the pre-test, with a 31,8 difference. Then, for the experiment Group's Median, the difference between the Pre- and Post-test scores was 27,5, with the post-test scores being greater than the Pre-test scores. Next, there was a 20-point difference in the maximum scores of the experiment group's pre-and post-tests. The Post-test was higher than the Pre-test. Lastly, the minimum in the pre-test and post-test of the Experiment Group were higher Post-Test than pre-test with a difference of 42,5.

b). Data Description of Control Group

Based on the results of the Pre-Test and Post-Test Control Group can be concluded as a table as follows,

Table 4. 2 The Result Data of the Control Group

Statistics	Control Group	
	Pre-Test	Post-Test
N	31	31
Mean	59,0	80,0
Median	62,5	81,5
Minimum	30,0	65,0
Maximum	72,5	88,5

The results of the experiment group are shown in the table above, where all statistics in the post-test were higher than in the pre-test. The Control Group's Mean for the Pre- and Post-Tests was higher in the latter half with a difference of 21. Subsequently, the Control Group's Pre-Test and Post-Test had a higher median with a difference of 19 between them. Subsequently, the Control Group's maximum scores on the Pre- and Post-tests were higher, with a difference of 16 between the two. Lastly, the minimum in the pre-test and post-test of the Experiment Group were higher Post-Test than Pre-Test with a difference of 35.

Despite being identical, both groups performed better on the post-test than on the pre-test. When the Pre- and Post-test results of the Experiment Group and Control Group are compared, it can be seen that the Experiment Group's overall statistical difference is much greater than the Control Group's overall statistical difference.

c) The Differences Between the Results of Pre-Test Post-Test Experiment Group and Control Group

1) The Differences in the Result Pre-Test of the Experiment Group and Control Group

Table 4. 3 The Difference Result Pre-Test of Experiment and Control Group

NO	Category	Pre-Test	
		Experiment	Control
1	N	31	31
2	Mean	52,9	59,0
3	Maximum	76,5	72,5
4	Minimum	30,0	30,0

As can be observed in the table above comparing the Pre-Test results for the experiment group and control group, the Control Group's mean Pre-Test score was 6,1 points higher than that of the Experiment Group. Then, the maximum value of the pre-test results was noted, and the experimental group was 4 points

ahead of the control group. Then, the minimum Pre-Test Result of both experimental and control groups was the same value, 30.

2) The Differences in the Result Post-Test of the Experiment Group and Control Group

Table 4. 4 The Difference Result Post-Test of Experiment and Control Group

NO	Category	Post-Test	
		Experiment	Control
1	N	31	31
2	Mean	84,7	80,0
3	Maximum	96,5	88,5
4	Minimum	72,5	65,0

In the table of differences in post-test results in the experimental group and control group above, it can be seen that the Mean post-test results in the experimental group are higher by getting 84.7 than the control group, which gets 80.0 with a difference of 4.7. Then, the maximum value of the pre-test of the experimental group is higher than the control group, namely 96.5 and 88.5, with a difference of 8.0. Finally, the minimum value of the experimental group pre-test results is higher than the control group, namely 72.5 and 65.0, with a difference of 7.5.

2. Data Analysis

a) Normality Test

This chapter contained the test results that were given to the pupils. As a result, the research findings from the pre-and post-test results for the two classes are presented in the following descriptions. This study conducted several exercises to obtain information from students. Before the data are calculated, the test distribution's normality and homogeneity must be assessed. This study used the Kolmogorov-Smirnov and Shapiro-Wilk formulas to analyze the normality value of the test. Here is the outcome.

Table 4. 5 The Normality of Pre-Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of The Study	Experiment	,156	31	,054	,954	31	,204
	Control	,143	31	,104	,961	31	,316
a. Lilliefors Significance Correction							

According to Pallant (2020), if the significant value (Sig.) is more than .05, then the data are thought to have a normal distribution (Pallant, 2020). The normality test by Kolmogorov-Smirnov shows that the significance of the control class was 0,104, which is $0,104 > 0,05$, meaning the control class data distribution was normal. Based on the test of normality of the experiment class, the significance shows 0,054, which is $0,054 > 0,05$, which means the experiment class data distribution was normal.

Table 4. 6 The Normality of Post-Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of The Study	Experiment	,133	31	,176	,962	31	,323
	Control	,153	31	,062	,976	31	,694
a. Lilliefors Significance Correction							

The normality test by Kolmogorov-Smirnov shows that the significance of the control class was 0,062, which is $0,062 > 0,05$, meaning the control class data distribution was normal. Based on the normality test of the experiment class, the significance shows 0,176, which is $0,176 > 0,05$, which means the experiment class data distribution was normal. That means the normality test for both the control and experiment classes was normal.

b) Homogeneity Test

The researcher then examined the homogeneity of variance between the experimental and control classes. According to Sudijono (2001), homogeneity was utilized to assess the homogeneity of the data (Sudijono, 2001). In this study, the homogeneity test used the Levene test to find out the homogeneity of the variances

Table 4. 7 The Homogeneity of Pre-Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result of The Study	Based on Mean	,079	1	60	,780
	Based on Median	,047	1	60	,829
	Based on the Median and with adjusted df	,047	1	59,157	,829
	Based on trimmed mean	,078	1	60	,782

Based on the table of homogeneity test, the value of the mean is 0,780, which shows $0,780 > 0,05$, which means the data was homogenous. The significance of the value of the Median was 0,829, which is $0,829 > 0,05$, which means the data was homogenous.

Table 4. 8 The Homogeneity of Post-Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result of The Study	Based on Mean	,134	1	60	,716
	Based on Median	,175	1	60	,677
	Based on the Median and with adjusted df	,175	1	60,000	,677

	Based on trimmed mean	,145	1	60	,705
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Based on the table of homogeneity test, the value of the mean is 0,716, which shows $0,716 > 0,05$, which means the data was homogenous. The significance of the value of the Median was 0,677, which is $0,677 > 0,05$, which means the data was homogenous.

c) Hypothesis Test

The next stage is to use the Independent Sample T-Test as a Hypothesis Test to assess how well Padlet has helped students write more recount texts. First, the researchers used the pre-test results from the two classes to run an independent sample t-test.

The hypothesis for the Independent Sample T-test can be seen below:

- a. H0: both the variances were the same or equal
- b. H1: both of the variances were different and not equal

This research used standard significance (α) = .05 to test the hypothesis.

The interpretations to test the hypothesis are stated below:

- a. If Sig. (2-tailed) $> .05$ = there is no significant difference between the two classes.
- b. If Sig. (2-tailed) $< .05$ = there is a significant difference between the two classes.

Table 4. 9 Independent T-Test of Pre-Test

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
Result of The Study	Equal variances assumed	,004	,947	-1,867	60	,067	-6,1613	3,2993	-12,7609	,4383
	Equal variances not assumed.			-1,867	59,910	,067	-6,1613	3,2993	-12,7611	,4385

From the table above, observable evidence demonstrates that the significant value sig. (2-tailed) of pre-test score was .067. In other words, Sig. (2-tailed) > .05, so it is more than .05. As a result, there was initially no difference between the experimental and control class conditions. Because the outcome of this test indicates that H0 is approved while H1 is rejected. In short, the two classes were not significantly different from one another. Additionally, this research used the Independent Sample T-Test procedure to calculate all post-test data results in order to address the Research Question (RQ) that was previously mentioned. Researchers can ascertain whether or not there is a substantial difference between the two classes by doing this test.

The following is for the Independent Sample T-Test interpretations:

- a. If the significance value of Sig. (2-tailed) more than .05 (Sig. 2-tailed > .05) then H_a is rejected.
- b. If the significance value of Sig. (2-tailed) less than .05 (Sig. 2-tailed < .05) then H_a is accepted.

Table 4. 10 Independent T-Test of Post-Test

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
Result of The Study	Equal variances assumed	,021	,885	2,564	60	,013	3,5323	1,3777	,7764	6,2881
	Equal variances not assumed.			2,564	59,932	,013	3,5323	1,3777	,7763	6,2882

According to the table above, the results of the significant value of Sig. (2-tailed) post-test in both classes was .013, which indicates that the value is less than .05 (Sig < .05). According to the earlier explanation of the Independent Sample T-Test formula interpretation, a significant difference exists among the

two groups if the (Sig. 2-tailed $<.05$). The findings of the analysis demonstrated that the significant value sig. (2- tailed) the post-test score was .013, which means this value was less than .05. As a result, it can be said that there are significant differences in the scores between the two classes in this investigation. The alternative hypothesis (H_a) was so accepted.

Previously, this research proposed a statistical hypothesis consisting of a tentative prediction: The alternative hypothesis (H_a). According to this hypothesis, there is a distinction between pupils who learn how to write recounts using Padlet and those who do not. Using the Independent Sample T-Test, this research looked over the data that was collected. On the post-test, the experimental group performed better than the control group. The preceding sentence suggests a distinction between pupils who learn recount text using Padlet and those who do not. As a result, the alternative hypothesis (H_a) is accepted.

B. Treatment

This research was conducted in five sessions over approximately four weeks. Those sessions were all treatments, so the teaching and learning process was carried out in five meetings with different arrangements of scenarios for each meeting. The scenarios were as guidance for the researcher in conducting the research. The scenarios created by the researcher were adjusted to the learning writing activities, including the steps of writing. A genre-based approach was chosen to implement teaching writing recount text using Padlet.

The teaching activities were implemented by the researcher as a teacher who also had a role as an observer. The observation was conducted in each session of treatments, which was carried out five times. Started from the first meeting, the students read an example of recount text. They determined and knew what the text is. Then, they discussed and recognized what kind of text they would be learning. The first activity ran well, supported by the students that gave a good impression.

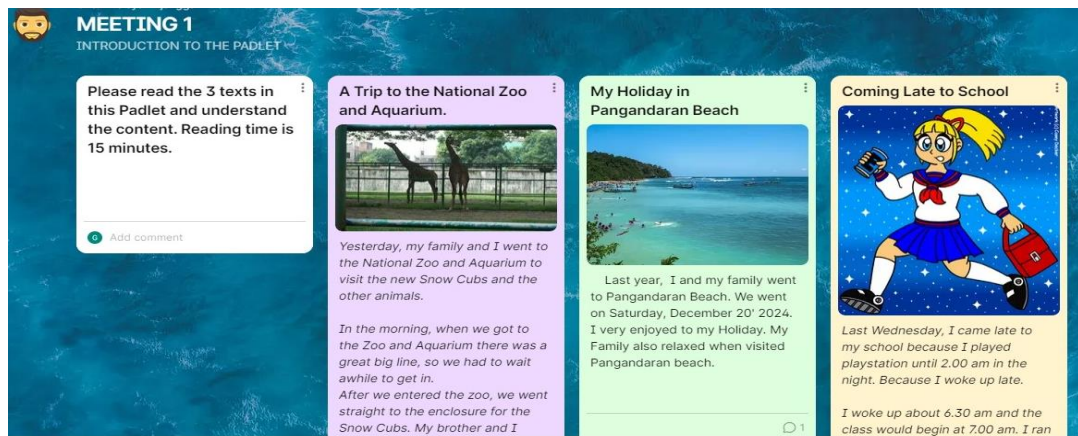


Figure 4. 1 Students read a recount text through Padlet.

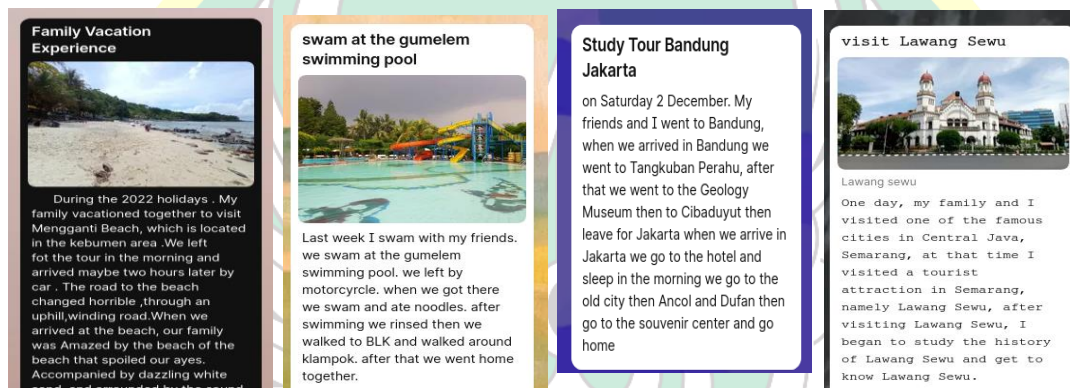


Figure 4. 2 Students try to operate Padlet.

In the core activity, the students were given a sample recount text. This lesson is the first step of the Genre Based Approach, Building Knowledge of Field (BKOF). The main focus of this lesson is building cultural context, sharing experiences, and discussing vocabulary and sentence patterns. Before going to the core activities, the teacher gave a detailed explanation about Padlet, starting from how to install and operate Padlet to how to utilize the features in Padlet. After all students have access to Padlet, the next step is to start using Padlet for learning. Students read the text through Padlet, although there were two students who had difficulties using Padlet because it was their first time learning to use Padlet. They solved their problem by asking the teacher and their friends to help them with how to use Padlet.

After that, they finished reading the text and were given some questions orally about the text. The students answered the questions correctly. The teacher

asks the students to ask about things they don't understand. The teacher explains about the recount text. After that, after understanding what is meant by recount text, the teacher asks the students to tell a short, memorable experience and write it on the Padlet. From the stories written by the students, the teacher knows that the students have understood the material given that day.

In the second meeting, the students recognized the purpose, structure and language features of recount text. The students and the teacher discussed the material together. The students actively followed the instructions given by the teacher, although they were confused about doing the task. The main activity was the second step of the Genre Based Approach. It was the Modelling of Text (MOT). The objective was to analyze the social function, structure and language features of recount text.

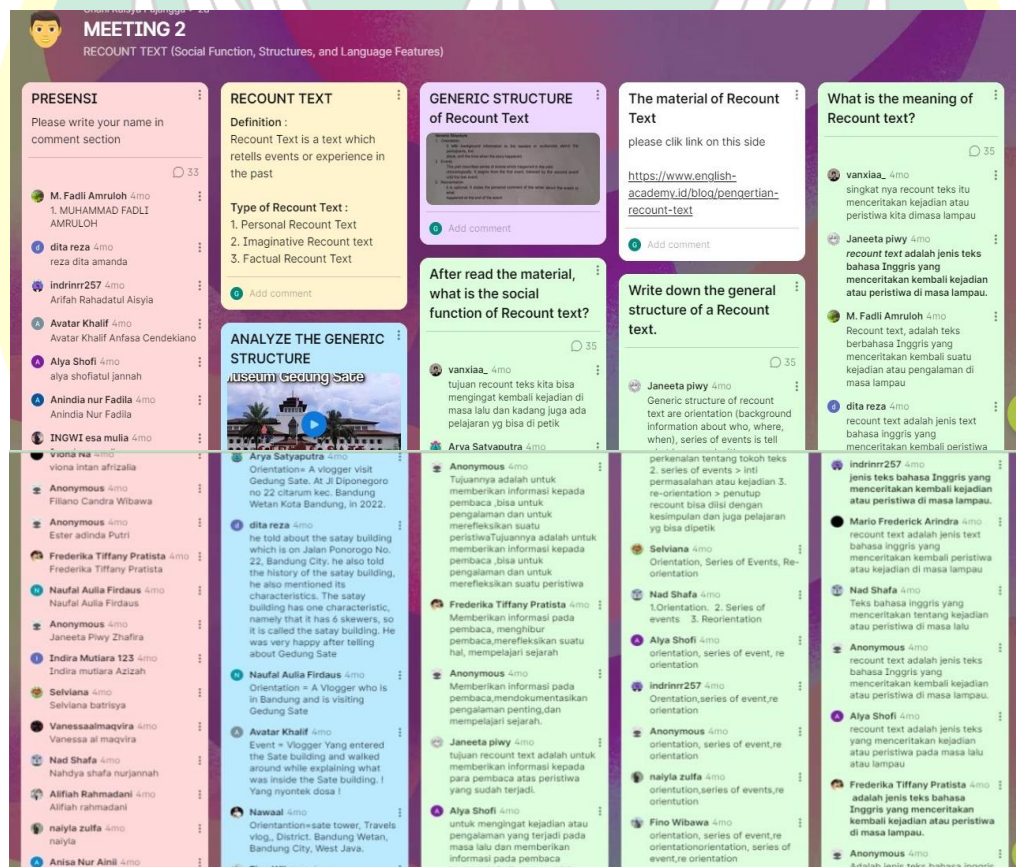


Figure 4. 3 Students learn social functions, structures and language features of recount text.

Once the students are ready to learn, the teacher provides learning materials related to the purpose, structure and language features of recount text in Padlet. Students then read and understand what they read. After reading, the teacher and students discuss the social function, structure, and language features of the recount text together. The students actively participate in the discussion session.

After the students seem to understand what has been discussed, the teacher asks them to answer the questions provided by writing the answers in the comments section. Not only that, students analyzed the generic structure from the examples of recount text and also wrote down the answer in the comment section so the teacher and the other students could see the answer.

After that, the activity on the third meeting started with the students making groups and started to write some sentences in past form. Then, they started to answer some questions about the experience as the template for writing recount text. The students actively followed the teacher's instructions.

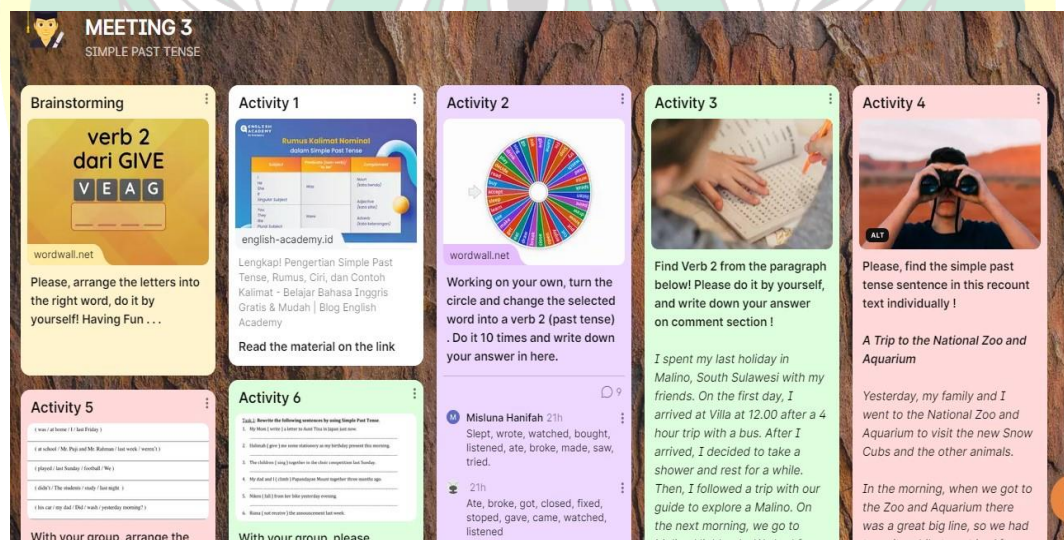


Figure 4. 4 Students learn with their groups.

The third activity was making some groups, then writing sentences in past tense and answering questions about their experiences. This was the third stage of the Genre Based Approach. It was the Joint Construction of the Text (JCOT). At first, they understood the instructions of making sentences, but in the middle of it, some of them were confused about how to write the sentence in past form. The

teacher tried to explain the material again in front of the class and went around to check with the students whether they could or could not make the sentences in the past form.

After making the sentences, the students would answer some questions in Padlet. These questions were used as the structure of the recount text and were related to their memorable experiences, which made it easy for the students to answer them. The teacher went around again to guide and give advice to the students in answering the questions. So far, they seem to be enjoying learning how to use the Padlet. Many of them asked the teacher to translate unfamiliar words, but the teacher did not tell them the translation immediately. They were asked to find the answers by themselves using their phones, with the condition that they could only translate one word. After answering all the questions indirectly, they almost made their own text in chronological order, though it was not perfect.

It is continued to the fourth meeting. The students tried to change their writing into the right form of recount text. The teacher went around to check and guide the students. The teacher suggests that when translating sentences online, not copy the sentences directly but write them one by one as part of the student's writing process in Padlet. The students actively carried out the teacher's direction.

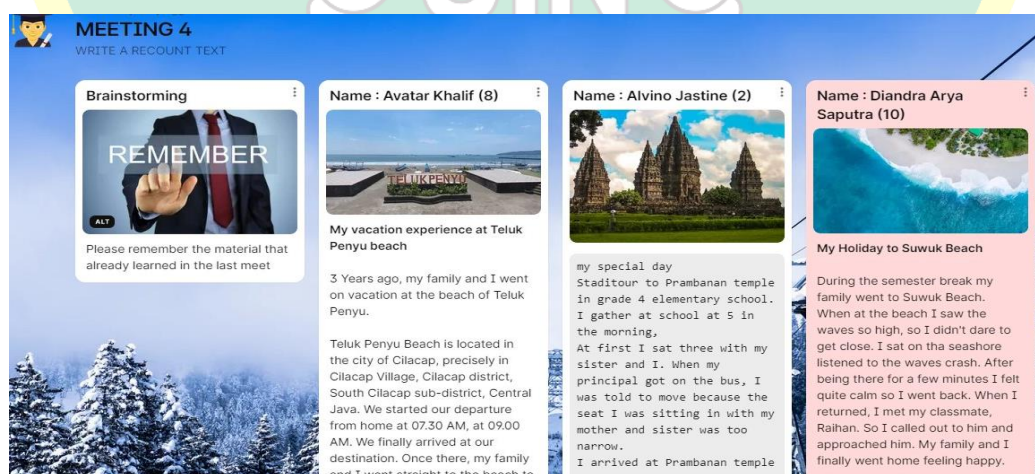


Figure 4. 5 Students try to write down a recount text on Padlet

The stage in the fourth meeting was still the same as the third. It was a Joint Construction of the Text (JCOT). The agenda of that day was they had to change their work at the last meeting into a good recount text in Padlet. In the previous meeting, students tried to write simple past tense sentences well and answered questions related to the language features and generic structure of the recount text. In the fourth meeting, they needed to change the writing sentences into paragraphs based on the structure of the recount text. The teacher explained to them how to change it without rewriting or copying the work. The students only needed to edit the work in Padlet.

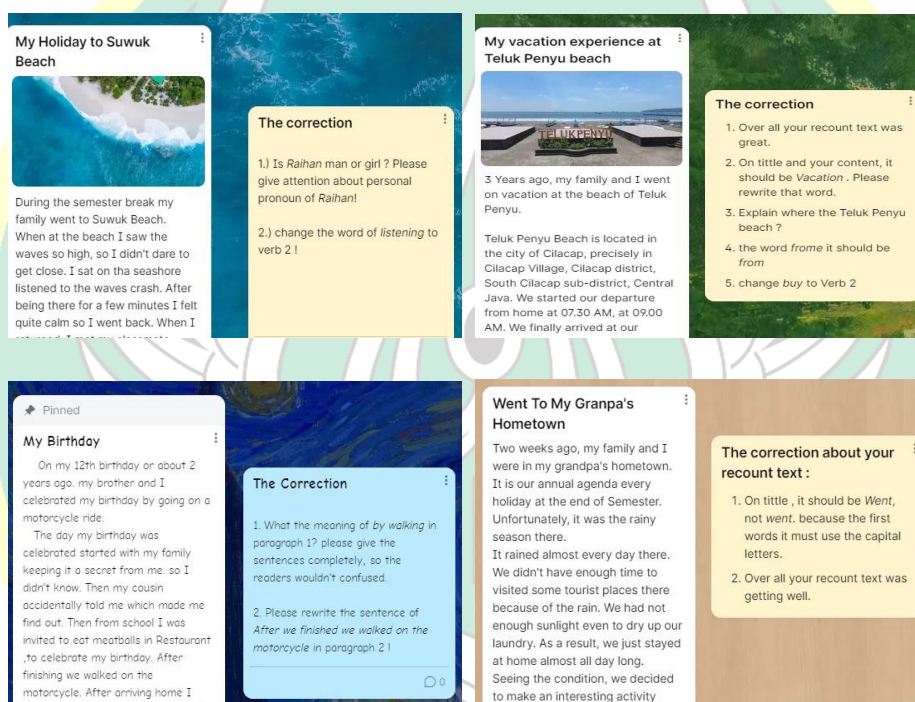


Figure 4. 6 Teachers corrected students' writing on Padlet.

In the last activity in the fifth meeting, the students finalized and revised their writing based on the suggestions given by the teacher. All students focused on revising their work and finishing it. The instructions given by the teacher were followed well, but the teacher still went around to check their work. At this stage, they finally created their own recount text.

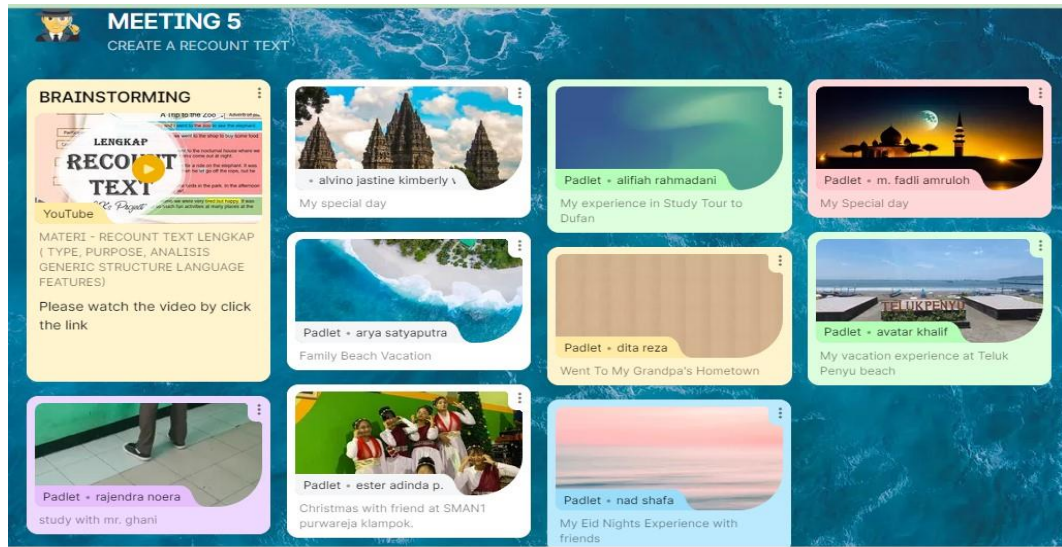


Figure 4. 7 Students revising their recount text on Padlet

The last activity is to revise their writing by reading the teacher's comments on the Padlet. This is the last stage of the Genre Based Approach, which is Individual Construction of the Text (ICOT). Students read the comments on the Padlet, and they have to revise it at that moment. Some of them are confused about what to do with the comments. They asked the teacher to explain again what they should do. Then, students revised their writing according to the teacher's comments on Padlet. The students seemed to enjoy their revision process, although there were some students who asked the teacher to make sure that their work was correct. After they collected their revision results, they were asked to read their writing and then give comments or compliments on their friends' writing.

C. Discussion

As the beginning purpose of this study entitled *The Effectiveness of Padlet Application on Students Writing Ability at 8th Grade SMP Negeri 1 Purwareja Klampok, Banjarnegara Regency*, the researcher is supposed to examine whether or not the Padlet Application is effective for students' writing skill. In addition, the researcher needs two classes to conduct the study: experimental class and control class. Meanwhile, the method being used is quantitative experimental with

random sampling. The experiment class was the only one given a treatment using the Padlet Application. This research utilized pre-and post-tests to gather information on students' writing abilities. Grade 8 students in experimental and control groups were instructed to write down their personal experiences.

The pre-test and post-test topics were freed up because students had different and more creativity when answering the issues on the pre-test and post-test. In addition, this freed topic can also objectively measure students' writing ability with several existing aspects. This research used parametric statistics in the data analysis, which SPSS V26 supports in analyzing the data. The data analysis involves instrument validity by the expert, normality test, homogeneity test, and hypothesis test. The first validator obtained the instrument's validity through a pre-and post-test on December 5, 2023, and the second validator received it on January 5, 2024. The Independent Sample T Test was utilized as the hypothesis test, the Levene as the Homogeneity Test, and the Kolmogorov Smirnov as the Normality Test.

According to Mutoharoh (2022), Writing skills contain all of a student's knowledge and abilities related to expressing stories and conveying ideas through words (Mutoharoh et al., 2022). Students should focus on developing their writing skills because they would be helpful in the modern global world (Sekarini & Ma'rufah, 2022). Writing is the most complex talent to learn since it requires careful thought to simultaneously produce words, sentences, and paragraphs (Misbah et al., 2017). On the other hand, writing is a skill that students must master. There are ways to compose sentences to paragraphs by expressing their ideas so that it becomes a piece that is enjoyable to read with a complete written structure.

In today's digital era, many learning tools match what students need and help not only students, but also teachers to make teaching easier. One of the learning media that relates to students' writing skills is Padlet. Padlet has its advantages in making it easier for students to improve their writing skills. In the treatment that has been given in this study found that Padlet makes it easier for each student to write English in class, by sharing stories with their classmates and

teachers. This is in line with Jaganathan (2016) stated, Padlet helps students enrich their writing experience, and it provides students with a platform for sharing their writing with teachers and peers (Jaganathan, 2016). Padlet also provides a change in learning from traditional to modern systems by utilizing technology. This is in line with Wood (2016) argued that Padlet can also be an "exit ticket" or interactive assessment tool to use in the classroom instead of the traditional (yet sometimes boring) pen and paper (Wood, 2016). Padlet also provides the opportunity to collaborate with other students through the same platform. This is also in line with Saepuloh & Salsabila (2020) in their research that Padlet can be a model of how technology is integrated into the classroom, and it can be used as a media for collaborative learning that allows students anywhere and anytime to interact with each other in one platform (Saepuloh & Salsabila, 2020).

According to research findings, this research found a significant difference in teaching Recount Text to students in the eighth grade of SMP N 1 Purwareja Klampok between those taught by using Padlet and those not. The difference in significance is evidenced by an increase in the learning outcomes score in the experimental class, where the post test score is higher than the pre test score. This study is in line with research conducted by Widia Listianingsih, Arso Setyaji, and Ririn Ambarini who found that teaching writing through the use of Padlet on recount text significantly improved students' writing ability, where the pre-test results showed an average score of 77.25, and the post-test resulted in an average score of 90.17 (Listianingsih et al., 2023). Moreover, it can be seen that Padlet can develop students writing ability. This study was in line with the study by Haris et al. (2017) conducted the research entitled "The Effectiveness of Using Padlet in ESL Classroom." the findings indicated that the use of Padlet is effective in enhancing student's performance in language learning (Haris et al., 2017).

The use of Padlet in learning English in class had a positive effect on students, as it motivates them to write recount text. This correlated with Sri Wahyuni (2023), that students who attend this course also learn how to write better because the Padlet helps teachers motivate students while teaching writing

English (Wahyuni, 2023). By using Padlet to writing recount text, students include supporting facts such as photos, and videos to help their stories flow naturally by utilizing Padlet's features. This is consistent with Firnanda et al (2021) that students can upload images, videos, documents, PDFs, share links, comment on other people's posts, create public or private walls, and exchange information in Padlet (Firnanda et al., 2021). In addition, students can organize orientation, events and reorientation as appropriate text structures in Recount Text. This is consistent with Lestari's (2017) findings that most students produce paragraphs that are written well and comprehensively, improving their writing quality (Lestari, 2017).

Based on the findings, this study found a difference in the average post test score in the experimental class and control class. The control class got an average post test score of 80.0, while the experimental class got a score of 84.7 which showed a difference in scores, so that there was a difference in the two classes in terms of results after treatment. That result in line with study by Sri Wahyuni (2023), who found that Padlet effectively improved students' performance in writing descriptive text, where the experimental class achieved a mean score of 74.33 on the post-test, while the control class's mean score was 68.50 (Wahyuni, 2023). After using the Padlet application, the average post-test score for the experimental class was 84,726. The average pre-test score for the experimental class was 52,871, so the average difference was 31,945. With the explanation, the minimum post-test score is 72.5, whereas in the pre-test, it was 30.0, which shows an increase after the treatment. The maximum value also experienced an increase from 76.5 to 96.5. This improvement occurred due to their ability to arrange their recount text effectively. In line with the research conducted by Dian Fadhilawati, Dwita Laksmi Rachmawati and Moh Mansur, which found that Padlet in teaching and learning writing could increase the students' writing achievement in ECC MAN Kota Blitar with the achievement increase significantly from 57.55 in preliminary action to 72.85 in cycle one and got the result more than the researchers targeted: 82.65 in cycle 2 (Fadhilawati et al., 2020).

Based on the findings that had already been presented before, the score of the Independent Sample T-Test was .013. It shows that Sig. (2-tailed) < .05. This score is obtained through the students' post-test scores. There is a significant difference between the two classes. As a result, H_a was accepted. The results of this study are identical to those of the previous study. The first study was conducted by Widia Listianingsih, Arso Setyaji, and Ririn Ambarini found that the students' writing abilities are significantly improved when they are taught writing through the use of Padlet on recount text, which showed a mean score of 77.25 as the result of the pre-test and 90.17 as the result of the post-test (Listianingsih et al., 2023). The second study was conducted by Sri Wahyuni, the Padlet effectively improved students' performance in writing descriptive text. According to the findings, the experimental class achieved a mean score of 74.33 on the post-test, while the control class's mean score was 68.50 (Wahyuni, 2023). According to Firnanda, the improvement in writing during the teaching and learning process by the Padlet application was good (Firnanda et al., 2021). According to Asep Sepuloh and Vina Aini Salsabila, found that the use of Padlet as a technological tool is highly dependent on the user himself and how far the user can explore and optimize its function and usefulness (Saepuloh & Salsabila, 2020b). Another study found that students' that Padlet in teaching and learning writing could increase the students' writing achievement in ECC MAN Kota Blitar (Fadhilawati et al., 2020).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research examined the effectiveness of the Padlet Application on students' writing ability on Recount Text of the eighth-grade students in SMP N 1 Purwareja Klampok, Banjarnegara Regency. Data was obtained using pre-test and post-test. Researchers also used two classes as research objects, namely the experimental and control classes, where pre-tests and post-tests were given to both classes. The data obtained was processed using IBM SPSS statistics 26. The researcher used a normality test, resulting in data normality distribution. Then, the researcher used a homogeneity test, resulting in the data being homogeneous. The last is a t-test to assess whether the null or alternative hypothesis should be accepted or rejected.

According to the data processing results, the pre-and post-test findings showed higher scores in both the experimental and control classes. On the other hand, the experimental class's mean differences indicated a more significant rise in value than the control class. According to the findings, the experimental class achieved a mean score of 84,726 on the post-test, while the control class's mean score was 80,097. The mean difference between the experimental class is 31,855, while the control class is 21,065. This research utilized an independent sample t-test to compare the results obtained by the experimental and control classes on the post-test. According to the data, there was a difference between the two classes after the treatment was given utilizing Padlet as the media. Moreover, the t-test result on the post-test (experimental and control class) shows that Sig (2-tailed) = 0,013 < 0,050. Therefore, the statistical hypothesis implied that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted.

From the previous statement, it can be inferred that the Padlet Application effectively improves the writing skills of eighth-grade students in SMP N 1 Purwareja Klampok when it comes to creating Recount Texts. In conclusion,

Padlet is helpful for improving students' recount text writing abilities. Therefore, using Padlet as a teaching and learning tool for students is appropriate.

B. Limitation of Study

This study has several limitations, including time constraints. In five meetings, the eighth-grade students in the second semester were required to learn how to use and apply the Padlet application. Nevertheless, suppose the teacher provided detailed explanations of the application and the learning material, and the students paid close attention. In that case, the Padlet application could improve students' writing skills.

C. Suggestions

The researcher concluded by making several recommendations that could need to be made to students, English teachers, and other future researchers.

- 1) For English teachers, they must use a tool that makes it easy for students to comprehend the material. The study found that teaching eighth-grade pupils about the recount texts with the Padlet application is successful. Furthermore, using the Padlet Application may create a different environment in the teaching and learning of the material.
- 2) For the students, the Padlet Application could be a solution to help them understand the lesson, especially for finishing students writing in recount text. The Padlet application helps students write personal recount texts in the correct order and can also help students write better. The researcher suggests that SMP N 1 Purwareja Klampok students can build their vocabularies.
- 3) For the next researcher interested in doing another research that might be similar, this research can be one of the sources. To put it another way, the researcher expects that by employing a variety of apps appropriate for students' skill levels and considering sample size, the future researchers can explore and learn more.

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Appendix 2: Instrument Validity by Expert Judgement

Validator Expert 1

VALIDATION SHEET

Name : Ghani Kalsya Pujangga
NIM : 2017404063
Study Program : Tadris Bahasa Inggris
Title : The Effectiveness of Padlet Application on Students Writing Ability on 8th Grade SMP Negeri 1 Purwareja Klampok Banjarnegara Regency
Research Question : Is there any significant effect of using Padlet application on students writing ability at 8th grade SMP N 1 Purwareja Klampok, Banjarnegara Regency?
Evaluator : Desi Wijayanti Ma'rufah, M.Pd

A. Instrumen Research

Pre-test	✓
Post-test	✓

B. Instruction

Put a checklist "✓" in the assessment column that is appropriate to the assesment of the pre-test and post-test with the following rating scale.

- 1 = Not Good
- 2 = Not Good English
- 3 = Good Enough
- 4 = Good
- 5 = Very Good

C. Evaluation

No	Observed Aspect	Observe Score				
		1	2	3	4	5
1	The Suitability of the question with the purpose of the research					✓
2	The suitability of the question with the purpose of the treatment					✓
3	The clarity of the question's instruction			✓		

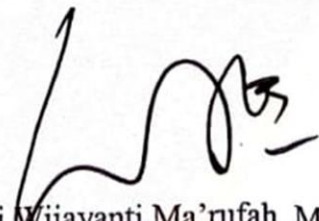
D. Evaluator's Conclusion

Put the circle mark on the answer the matches your conclusion.

1. Can be used without revision
2. Can be used with revision

Purwokerto, December 5' 2023

Evaluator



Desi Wijayanti Ma'rufah, M.Pd

NIP. 199212152018012003

Validator Expert 2

VALIDATION SHEET

Name : Ghani Kalsya Pujangga

NIM : 2017404063

Study Program : Tadris Bahasa Inggris

Title : The Effectiveness of Padlet Application on Students Writing Ability on 8th Grade SMP Negeri 1 Purwareja Klampok Banjarnegara Regency

Research Question : Is there any significant effect of using Padlet application on students writing ability at 8th grade SMP N 1 Purwareja Klampok, Banjarnegara Regency?

Evaluator : Yik Yen Udo Sedyo. W. S. Pd

A. Instrumen Research

Pre-test	✓
Post-test	✓

B. Instruction

Put a checklist "✓" in the assessment column that is appropriate to the assessment of the pre-test and post-test with the following rating scale.

- 1 = Not Good
- 2 = Not Good English
- 3 = Good Enough
- 4 = Good
- 5 = Very Good

C. Evaluation

No	Observed Aspect	Observe Score				
		1	2	3	4	5
1	The Suitability of the question with the purpose of the research				✓	
2	The suitability of the question with the purpose of the treatment					✓
3	The clarity of the question's instruction				✓	

D. Evaluator's Conclusion

Put the circle mark on the answer the matches your conclusion.

1. Can be used without revision
2. Can be used with revision

Banjarnegara, January 5' 2024

Evaluator



Yik Yen Udo Sedyo. W. S. Pd
NIP. 196506151988031021

Appendix 3: The Students Worksheet

Pre-Test of Students Worksheet


PRE-TEST

Work Individually!
Please create a simple recount text for at least 5-10 sentences in a paragraph based on your past experience

Name : Ester Adinda P.
Class : 8A.
Time Allotment : 50 minutes

Christmas in SMPN 1 Purwareja-klampok.

one day date 8th January 2024. My follow the event at SMPN 1 Purwareja klampok with my friend.



PRE-TEST

Work Individually!

Please create a simple recount text for at least 5-10 sentences in a paragraph based on your past experience

Name : Mario Frederick Arindra
Class : VIII A
Time Allotment : 50 minutes

Study Tour Experience It Dufan

I am with my friend by vehicle "ballinear", this ride is very
bense



PRE-TEST

Work Individually!

Please create a simple recount text for at least 5-10 sentences in a paragraph based on your past experience

Name : Alya Shofiatul Jannah
Class : 8A
Time Allotment : 50 minutes

Im Study tour in Jakarta-Bandung

I goes Study tour with my friends to Jakarta and Bandung. Until in Bandung 09.00 am goes to tangkuban Perahu. Im wach hde beautiful

65

PRE-TEST

Work Individually!

Please create a simple recount text for at least 5-10 sentences in a paragraph based on your past experience

Name : Anindia Nur Fadila
Class : 8A
Time Allotment : 50 minutes

Holiday With my Family

In holiday I with my family goes to Beach. Name of Beach is a Menganti. I and family go in Sunday 30 Desember 2022. We are go at 08.00 am. And until at 10.00 am. I so happy wach a beach is so Beautiful. With a voice calm down.

68

Post -Test of Students Worksheet

POST-TEST

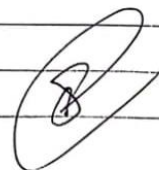
Work Individually!

Please create a simple recount text for at least 5-10 sentences in a paragraph based on your past experience

Name : Anindia Nur Fadila
Class : 8A
Time Allotment : 50 minutes

My Birthday

On my 12th birthday or about 2 years ago. I, my cousin, and my nephew celebrated my birthday by walking and eat a mealballs in restaurant. The day my birthday celebrated was started with my family keeping its a secret from me. so I didn't know. Then my cousin accidentally told me, wich me find out. Then from school I was invited, eat a mealballs in a restaurant. After finished we walked on the motorbike. After arriving we went to home, in home my aunt give me a bouquet snack. My feeling very happy and grateful. Even though I didn't was celebrated with my parents, I was happy



POST-TEST

Work Individually!

Please create a simple recount text for at least 5-10 sentences in a paragraph based on your past experience

Name : Ester Adinda P.

Class : VIII A

Time Allotment : 50 minutes

Christmas with my family.

One day December 25 2023, my family and I attended Christmas at the place went I used to worship. There my friend and I filled the Christmas program by dancing. Not only dancing I also sang spiritual songs. I am very happy because I also received several gifts. Many people are coming followed the Christmas event. There many crew that served foods. After that I take a picture together with my family. After finally event my family and I back again to home. I am very very happy. 😊

POST-TEST

Work Individually!

Please create a simple recount text for at least 5-10 sentences in a paragraph based on your past experience

Name : Mario Frederick Arindra
Class : VIII A
Time Allotment : 50 minutes

Went To Rita Supermall

My friends and I went to Rita Supermall on Thursday December 22, 2023. My friends were Dlika, Damar, Ester and Marcta. After arriving at the Rita Supermall we playing in "Happy Time". I so happy because can play with them. We are very happy. It's already at 03.00pm and we went to house, we use public transportation. We arrived home safely.

75

POST-TEST

Work Individually!

Please create a simple recount text for at least 5-10 sentences in a paragraph based on your past experience

Name : Aya Shofiatul Jannah
Class : 8A
Time Allotment : 50 minutes

Vacation to a relative's house

During the school holiday's on December 24, 2023, My family and I went a trip to a relative's house the city of Solo. During at the Solo, I enjoyed the wonderful natural scenery. Upon arrival, my family and I welcomed relatives. My family and I served food and drinks. I felt happy and grateful. In the memories on relative's brotherhood.

85

Appendix 4 : The Student's Score of Pre-Test and Post-Test of Experiment Group and Control Group

Student's Score in Experiment Group

NO	STUDENTS OF EXPERIMENTAL CLASS	AVERAGE SCORE	
		PRE TEST	POST TEST
1	Alifiah Rahmadani	65	82,5
2	Allvino Jastine K	30	72,5
3	Alya Shofiatul Jannah	55	87,5
4	Aninda Nur Fadila	57,5	85
5	Anisa Nur Ainii	59	85
6	Arifah Rahadatul A	40	85
7	Arya Satya Yanuar W	52,5	82,5
8	Avatar Khalif A	62,5	75
9	Demas Aditya Pratama	60	87,5
10	Diandra Arya Saty	76,5	89
11	Ester Adinda Putri	45	94
12	Filiano Candra Wibawa	73	87,5
13	Frederika Tiffany	37,5	81,5
14	Indira Mutiara Azizah	52,5	82,5
15	Ingwi Esa Mulia	42,5	84
16	Janeeta Piwy Zhafira	57,5	85
17	Lulu Nur Askanah	52,5	84
18	Mario Frederick A	30	77,5
19	Misluna Hanifah	61,5	90
20	Muhammad Fadli A	70	86,5
21	Nahdya Shafa N	37,5	80
22	Naiyla Zulfa Alkhalifi	57,5	80
23	Naufal Aulia Firdaus	70	90
24	Nawaal Aziiz Rif'At F	32,5	72,5

25	Rachel Verina Azahra	42,5	89
26	Raffa Pasha Dhani	62,5	86,5
27	Rajendra Noera Tsaqif	59	91,5
28	Reza Dita Amanda	45	85
29	Rivano Adilla Sya'Ban	60	96,5
30	Selviana Batrisya	62,5	85
31	Viona Intan Afrizalia	30	86,5
SUM		1639	2626,5
MEAN		52,9	84,7
MINIMUM SCORE		30	72,5
MAXIMUM SCORE		76,5	96,5

Students Score in Control Group

NO	STUDENTS NAME OF CONTROL CLASS	AVERAGE SCORE	
		PRE TEST	POST TEST
1	Abiyyu Adnan Dhohy	65	81,5
2	Afif Nauval Hermawan	69	79
3	Aliya Nafy Harjanto	72,5	83,5
4	Almira Eka Nur M	72,5	74
5	Ananda Zidan Setiawan	62,5	83
6	Anggayuh Febrian Ezar	55	82,5
7	Ayunda Nathania	67,5	85
8	Cantika Dwi Kusuma W	62,5	81,5
9	Chery Keisha Anindya	37,5	79
10	Emeraldo Kristya N	50	72,5
11	Fajar Agung Ananda	67,5	83
12	Fiolla Nur Rizqi A	49	74
13	Hafiyyan Nizar I	69	77,5

14	Ibnu Dharma Syah P	65	83,5
15	Kevandra Nabil V	50	81,5
16	Kireina Zalfaa P	72,5	78,5
17	Malvin Geraldine P	50	81,5
18	Mareta Leticia R	70	87
19	Maritza Khayla A	72,5	88,5
20	Najwa Alma Razita	40	76,5
21	Rafael Surya Santosa	62,5	77,5
22	Raihan Zaki Putra A	50	82,5
23	Refani Nur Fibrianti	37,5	84
24	Suci Arohmah	30	76,5
25	Syindi Mega Lestari	70	75
26	Valencia Firly Nafisya	66,5	87
27	Wafiq Hafifah	72,5	85
28	Wahyu Adit Triono	71,5	77,5
29	Yozhi Andera Pratama	55	85
30	Yusuf Maulana	57,5	75
31	Zahra Mutoharoh	37,5	65
SUM		1830	2483
MEAN		59,3	80,1
MINIMUM SCORE		30	65
MAXIMUM SCORE		72,5	88,5

Appendix 5 : Table of Significancies

Distribusi Nilai r_{tabel} Signifikansi 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 6 : Lesson Plan of Experiment Class

MODUL AJAR BAHASA INGGRIS

A. Informasi Umum

Institusi / Sekolah	: SMP Negeri 1 Purwareja Klampok
Tahun Pelajaran	: 2023/2024
Penyusun	: Ghani Kalsya Pujangga
Profil Pelajar Pancasila	: Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Mandiri, Kreatif, Bernalar kritis
Sarana Prasarana	: LCD, Proyektor, Mobile Phone, Padlet Application, Whiteboard
Target Peserta Didik	: Kelas 8 / Fase D
Jumlah Peserta Didik	: 31 anak
Model Pembelajaran	: Genre Based Approach
Alokasi Waktu	: 10 JP (10 X 40 menit)

B. Kompetensi Inti

Capaian Pembelajaran	<p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>
Elemen/Domain CP	<p><i>Elemen Menulis-Mempresentasikan</i> Pada akhir Fase D, peserta didik mengomunikasikan</p>

	ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
Kompetensi Awal	: Peserta didik dapat menceritakan pengalaman pribadinya di masa lalu kepada siswa yang lain dengan menggunakan bahasa Indonesia dan memahami penggunaan simple past tense

1. Tujuan Pembelajaran :

- a. Siswa dapat memahami definisi teks recount dan dapat membedakan jenis jenis recount text.
- b. Siswa dapat memahami fungsi sosial, struktur teks dan unsur kebahasaan recount text.
- c. Siswa dapat menganalisis recount text dengan memperhatikan struktur teks dan unsur kebahasaan yang sesuai.
- d. Siswa dapat menganalisis unsur kebahasaan teks recount (*simple past tense*) dan dapat memahami penggunaan *simple past tense* pada recount text.
- e. Siswa dapat menyusun recount text dengan memperhatikan struktur teks dan unsur kebahasaan secara tepat.
- f. Siswa dapat mempresentasikan hasil tulisannya kepada siswa lain.

2. Pemahaman Bermakna

Guru dapat memberikan pemahaman kepada peserta didik tentang Recount Text. Guru memberikan contoh kontekstual menggunakan video dari youtube https://www.youtube.com/watch?v=V_BnhRJmxtA dan materi dari website <https://www.english-academy.id/blog/simple-past-tense-pengertian-rumus-fungsi-dan-contoh-kalimat> dan

https://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-macam-ciri.html#google_vignette

3. Pertanyaan Pemantik

- a. How was your holiday ?
- b. What activity did you do during your holiday?
- c. How about your personal experience in the past?
- d. What activity did you do in the past?
- e. When you doing that activity?
- f. What activity did you do before come to school?
- g. When you came to school?
- h. What about your bad experience?

4. Kegiatan Pembelajaran

Pertemuan ke-1

a.	Kegiatan Awal (10 menit)	<ol style="list-style-type: none"> 1) Guru memberi salam dan bertegur sapa dengan siswa 2) Guru bersama peserta didik berdoa sebelum pelajaran 3) Guru mengecek kehadiran dan kesiapan siswa 4) Guru menjelaskan tujuan dan manfaat pembelajaran 5) Guru memberikan pertanyaan pemantik
b.	Kegiatan Inti (60 menit)	<ol style="list-style-type: none"> 1) Guru melakukan brainstorming kepada siswa 2) Guru memberi penjelasan mengenai definisi teks recount beserta jenis jenis teks recount 3) Guru memberi kesempatan siswa bertanya terkait materi. 4) Guru memberikan penjelasan terkait Aplikasi Padlet dan bagaimana cara menggunakannya dalam pembelajaran menulis siswa 5) Guru menyuruh masing-masing siswa mempraktekkan bagaimana mengoperasikan Padlet 6) Guru mengecek setiap siswa dengan berkeliling kelas 7) Guru menyuruh siswa untuk membaca contoh recount text

		yang ada di Padlet 8) Guru bertanya ke siswa terkait pemahaman mereka
c.	Kegiatan Akhir (10 menit)	1) Siswa menyampaikan refleksi pembelajaran 2) Guru memberikan penguatan terhadap materi yang sudah dipelajari hari ini. 3) Guru menutup pelajaran dengan doa dan salam

Pertemuan ke-2

a.	Kegiatan Awal (10 menit)	1) Guru memberi salam dan bertegur sapa dengan siswa 2) Guru bersama peserta didik berdoa sebelum pelajaran 3) Guru mengecek kehadiran dan kesiapan siswa 4) Guru menjelaskan tujuan dan manfaat pembelajaran 5) Guru memberikan pertanyaan pemantik
b.	Kegiatan Inti (60 menit)	1) Guru melakukan brainstorming kepada siswa 2) Guru melanjutkan materi tentang recount text 3) Guru memberi arahan kepada siswa terkait fungsi sosial, struktur teks, dan unsur kebahasaan recount text di Padlet 4) Siswa memahami link youtube https://youtu.be/aNy0a_OM3JQ?si=EuQw1x2cZP2k04AA 5) Guru memberi kesempatan siswa bertanya terkait materi. 6) Guru berkolaborasi dengan siswa dengan pembelajaran menulis melalui Padlet 7) Guru meminta siswa untuk menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan recount text di Padlet 8) Siswa menuliskan hasil analisisnya di Padlet agar guru dan siswa yang lain dapat melihat dan saling berkomentar.
c.	Kegiatan Akhir (10 menit)	1) Siswa menyampaikan refleksi pembelajaran. 2) Guru memberikan penguatan terhadap materi yang sudah dipelajari hari ini. 3) Guru memberi tugas rumah kepada siswa secara individu

	<p>untuk menganalisis struktur teks recount</p> <p>4) Guru menutup pelajaran dengan doa dan salam.</p>
--	--

Pertemuan ke-3

a.	Kegiatan Awal (10 menit)	<ol style="list-style-type: none"> 1) Guru memberi salam dan bertegur sapa dengan siswa 2) Guru bersama peserta didik berdoa sebelum pelajaran 3) Guru mengecek kehadiran dan kesiapan siswa 4) Guru menjelaskan tujuan dan manfaat pembelajaran 5) Guru memberikan pertanyaan pemantik
b.	Kegiatan Inti (60 menit)	<ol style="list-style-type: none"> 1) Guru melakukan brainstorming kepada siswa 2) Guru dan siswa bersama-sama mereview materi pertemuan sebelumnya 3) Guru menyuruh siswa secara individu untuk mengerjakan soal pada aplikasi wordwall https://wordwall.net/resource/67336993 4) Guru membagi siswa ke dalam beberapa kelompok, satu kelompok (2-3 anak) 5) Guru memberikan arahan terkait aktivitas di dalam Padlet 6) Guru meminta siswa untuk membuat kalimat dengan menggunakan unsur kebahasaan simple past tense 7) Siswa mematuhi arahan guru dan bekerja berkelompok
c.	Kegiatan Akhir (10 menit)	<ol style="list-style-type: none"> 1) Siswa menyampaikan refleksi pembelajaran. 2) Guru memberikan penguatan terhadap materi yang sudah dipelajari hari ini. 3) Guru menutup pelajaran dengan doa dan salam.

Pertemuan ke-4

a.	Kegiatan Awal (10 menit)	<ol style="list-style-type: none"> 1) Guru memberi salam dan bertegur sapa dengan siswa 2) Guru bersama peserta didik berdoa sebelum pelajaran 3) Guru mengecek kehadiran dan kesiapan siswa 4) Guru menjelaskan tujuan dan manfaat pembelajaran 5) Guru memberikan pertanyaan pemantik
b.	Kegiatan Inti (60 menit)	<ol style="list-style-type: none"> 1) Guru melakukan brainstorming kepada siswa 2) Guru mereview materi pertemuan sebelumnya 3) Guru memberi kesempatan siswa bertanya terkait materi recount text dan bagian mana yang belum siswa pahami 4) Setelah siswa memahami materitexts recount dan siswa telah belajar membuat kalimat di pertemuan sebelumnya, guru meminta siswa untuk mencoba membuat teks recount terkait pengalaman pribadi masing-masing 5) Guru memberikan tugas mandiri ke siswa untuk menuliskan teks recount pribadi dengan tema “My Special Day” pada aplikasi Padlet 6) Setelah selesai menulis di Padlet, guru melihat hasil tulisan siswa dan memberikan koreksi atas tulisannya
c.	Kegiatan Akhir (10 menit)	<ol style="list-style-type: none"> 1) Siswa menyampaikan refleksi pembelajaran. 2) Guru memberikan penguatan terhadap materi yang sudah dipelajari hari ini. 3) Guru memberi tugas rumah kepada siswa secara mandiri untuk membuat personal recount text dengan tema <i>My Birthday</i> 4) Guru menutup pelajaran dengan doa dan salam.

Pertemuan ke-5

a.	Kegiatan Awal (10 menit)	<ol style="list-style-type: none"> 1) Guru memberi salam dan bertegur sapa dengan siswa 2) Guru bersama peserta didik berdoa sebelum pelajaran 3) Guru mengecek kehadiran dan kesiapan siswa 4) Guru menjelaskan tujuan dan manfaat pembelajaran yang akan dicapai 5) Guru memberikan pertanyaan pemantik
b.	Kegiatan Inti (60 menit)	<ol style="list-style-type: none"> 1) Guru melakukan brainstorming kepada siswa 2) Guru melanjutkan materi tentang recount text pertemuan selanjutnya 3) Sebelum itu, guru menyuruh siswa mengerjakan worksheet yang sudah disediakan melalui quizizz https://quizizz.com/admin/quiz/5e72df6b5ea421001bd85c87/recount-text?fromSearch=true&source 4) Setelah siswa selesai, guru melanjutkan aktivitas berikutnya 5) Guru meminta siswa merevisi tulisannya pada tugas pertemuan sebelumnya di Padlet 6) Siswa merevisi tulisannya dengan melihat feedback yang diberikan guru di Padlet
c.	Kegiatan Akhir (10 menit)	<ol style="list-style-type: none"> 1) Siswa menyampaikan refleksi pembelajaran. 2) Guru memberikan penguatan terhadap materi yang sudah dipelajari hari ini. 3) Guru menutup pelajaran dengan doa dan memberikan salam.

Refleksi Pendidik dan Peserta Didik :

Refleksi Guru

Aspek	Jawaban
Keberhasilan yang saya rasakan dalam mengajarkan bab ini	
Kesulitan yang saya alami dan akan saya perbaiki untuk bab berikutnya	
Kegiatan yang paling disukai peserta didik	
Kegiatan yang paling sulit dilakukan peserta didik	
Buku atau sumber lain yang saya temukan untuk mengajar bab ini	

Refleksi Peserta Didik

Pengetahuan atau keterampilan yang sudah saya pelajari		
1.		
2.		
3.		
Refleksi Proses Belajar	Yes	No
<p><i>Berikan ceklis pada kolom yes / no</i></p> <p>1. Apakah kamu senang dengan pembelajaran hari ini?</p> <p>2. Apakah belajar secara berkelompok membantumu menyelesaikan tugas dengan lebih mudah?</p> <p>3. Apakah menceritakan pengalaman pribadi itu mudah?</p> <p>4. Apakah ada manfaatnya menceritakan pengalaman pribadi kepada orang lain dalam kehidupan sehari-harimu?</p>		

5. Penilaian

a. Assesment Kognitif

- 1) Apa yang sedang kamu rasakan saat ini?
- 2) Bagaimana perasaanmu setelah mempelajari materi ini?
- 3) Hal apa yang paling menyenangkan dan tidak menyenangkan?

b. Assesment Formatif

- 1) Unjuk Kerja (Praktik)
- 2) Penilaian harian Diagnostic
 - a) Assesment sbelum pembelajaran
 - b) Assessment selama pembelajaran (penilaian, proses, observasi sikap, keterampilan dan pengetahuan)
 - c) Assesment pada akhir proses pembelajaran mengerjakan LKPD

c. Assesment summatif

- 1) ASTS (Assesment Summatif Tengah Semester)
- 2) ASAS (Assesment Summatif Akhir Semester)

6. Materi Ajar

Terlampir

7. Lembar Kerja Peserta Didik (LKPD)

Terlampir

8. Rubrik Penilaian

Terlampir

Banjarnegara , 12 Januari 2024

Mengetahui,

Guru Bahasa Inggris



Yik Yen Udo Sedyo. W. S. Pd

NIP. 196506151988031021

Penyusun



Ghani Kalsya Pujangga

NIM. 2017404063

LAMPIRAN MATERI AJAR

A. Definition of Recount Text (Definisi/Pengertian Teks Recount)

Recount text is a text which retells events/experiences that happened in the past. (Teks recount adalah sebuah teks yang menceritakan kembali kegiatan/pengalaman yang terjadi di masa lampau.)

B. Purpose/Social Function of the Recount Text (Tujuan/Fungsi Sosial Teks Recount)

Its social function is to retell an experience or an event that happened in the past. (Fungsi sosialnya adalah untuk menceritakan kembali sebuah pengalaman atau kegiatan yang terjadi di masa lampau.)

C. Generic Structure of Recount Text (Struktur Umum Teks Recount)

1. Orientation (Orientasi)

Memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.

2. Sequence of events (Urutan kejadian/kegiatan)

Serangkaian peristiwa/kejadian yang diurutkan secara kronologis.

3. Re-orientation (Orientasi ulang/penutup)

Sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

D. Language Features of Recount Text (Unsur Kebahasaan Teks Recount)

1. Kalimatnya menggunakan *Simple Past tense*.

a. Formula = S + **Verb 2** + Object/Complement (kata keterangan)

2. Menggunakan action verb, contoh: *went* (pergi), *stayed* (tinggal), *did* (melakukan).

3. Fokus pada specific participant, contoh: I (the writer/penulis)

4. Menggunakan kata keterangan waktu (adverb of time): *yesterday* (kemarin), *last month* (bulan lalu), *an hour ago* (satu jam yang lalu), *a month ago* (satu bulan yang lalu), *last year* (tahun lalu), *last holiday* (liburan kemarin), dan sebagainya.

5. Menggunakan kata penghubung (conjunction): *first* (pertama), *then*

(*lalu*), *after that* (*setelah itu*), *before* (*sebelum*), *at last* (*terakhir*), *finally* (*akhirnya*), dan sebagainya.

Grammar focus: Simple Past Tense Verbal Sentence

- Affirmative : S + Verb 2 + Object/Complement
- Negative : S + didn't + Verb 1 + Object/Complement

Nominal Sentence

- Affirmative : S + was/were + Object/Complement
- Negative : S + wasn't/ weren't + Object/Complement

Contoh:

- Last month my family and I **went** to Pangandaran Beach for a vacation. (Bulan lalu aku dan keluargaku **pergi** ke pantai Pangandaran untuk liburan.)
- We **took** a tourism bus to go there. (Kita **menaiki** bus pariwisata untuk pergi kesana.)
- It **was** a nice sunny day with a blue sky and a gentle breeze. (Itu **adalah** hari yang cerah dengan langit biru dan angin sepoi – sepoi.)

Verbs Form

Regular

Irregular

No	Verb 1	Verb 2	Verb 3
1	Open	Opened	Opened
2	Close	Closed	Closed
3	Decide	Decided	Decided
4	Move	Moved	Moved
5	Wash	Washed	Washed

No	Verb 1	Verb 2	Verb 3
1	Go	Went	Gone
2	Have	Had	Had
3	Get	Got	Got
4	Make	Made	Made
5	Tell	Told	Told

LAMPIRAN LKPD

LKPD 1

A. Change the verbs in the brackets into the correct forms of Past Tense.

1. Rian and I (go)_____to Bali last year.
2. We (visit)_____our grandparents last week.
3. I (stay)_____at my grandma’s house last month.
4. The trip (take)_____about 2 hours.
5. We (see)_____some people sunbathing.

B. Read the following text carefully. Then, underline the *conjunctions* and circle the *pasttime expressions* written on the text.

Trip to Pangandaran Beach

Last month my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o’clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn’t swim because I couldn’t swim. I just played with the water in the shallow part. We also didn’t miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family.

C. Analyze the social function of the text.

The social function of the text

is.....
.....

D. Analyze the generic structure of the text.

Trip to Pangandaran Beach

← Last month my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

← After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family

E. Arrange the jumbled words into good sentences.

1. me / last night / gave / my sister / some money
2. passed / yoga / yesterday / the exam
3. the beach / went / my family and I / to / two weeks ago.
4. take a rest / looked for / we / to / a place
5. at / the market / last week / met / I / them

F. Arrange the jumbled paragraphs into a good order of recount text.

The first day of our holiday, we went to Prambanan Temple. When we got there, we could see that Prambanan Temple was very beautiful and huge. There were many small temples around the location with some big temples. After that, we visited Gembira Loka Zoo.

Last month, My Family and I went to Yogyakarta. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m. We visited many famous and amazing places in Yogyakarta.

Next day, my family and I went to Malioboro. I bought some souvenirs for my friends in Malioboro. This place was very busy and crowded. Overall, I liked this experience so much.

I could see snakes collection, butterfly, fish, elephant, crocodiles and even tigers. I took some pictures of the animals. In the evening, we went back to our hotel at Sahid Raya Hotel to take a rest. I felt very comfortable staying in this hotel since the facilities were completed and satisfying.

My Holiday in Yogyakarta

.....

.....

.....

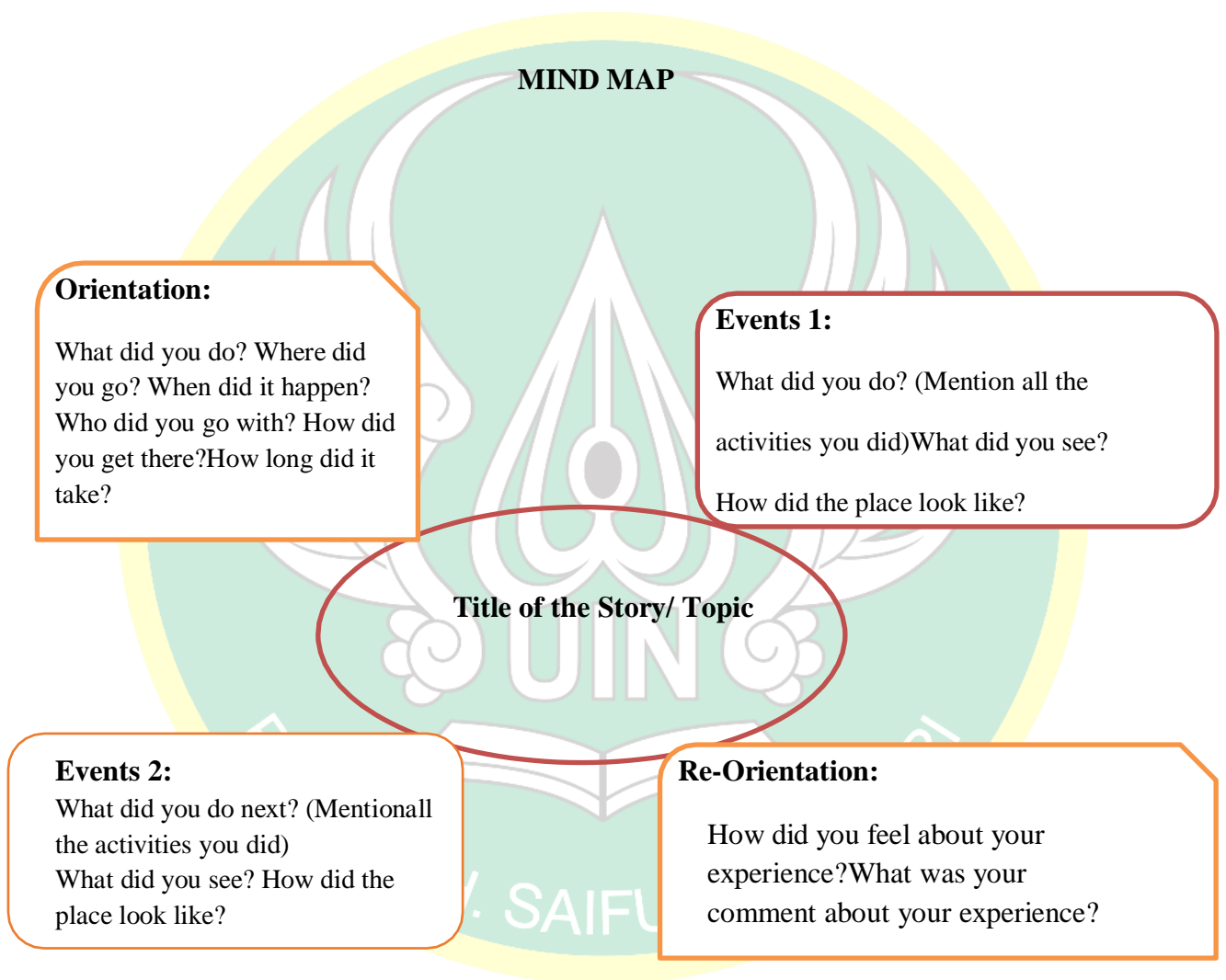
.....

.....

LKPD 2

Discuss with your group and make your own recount text.

Use this mind map to help you write your own recount text by answering the guided questions, then arrange the answers (sentences) into a recount text.

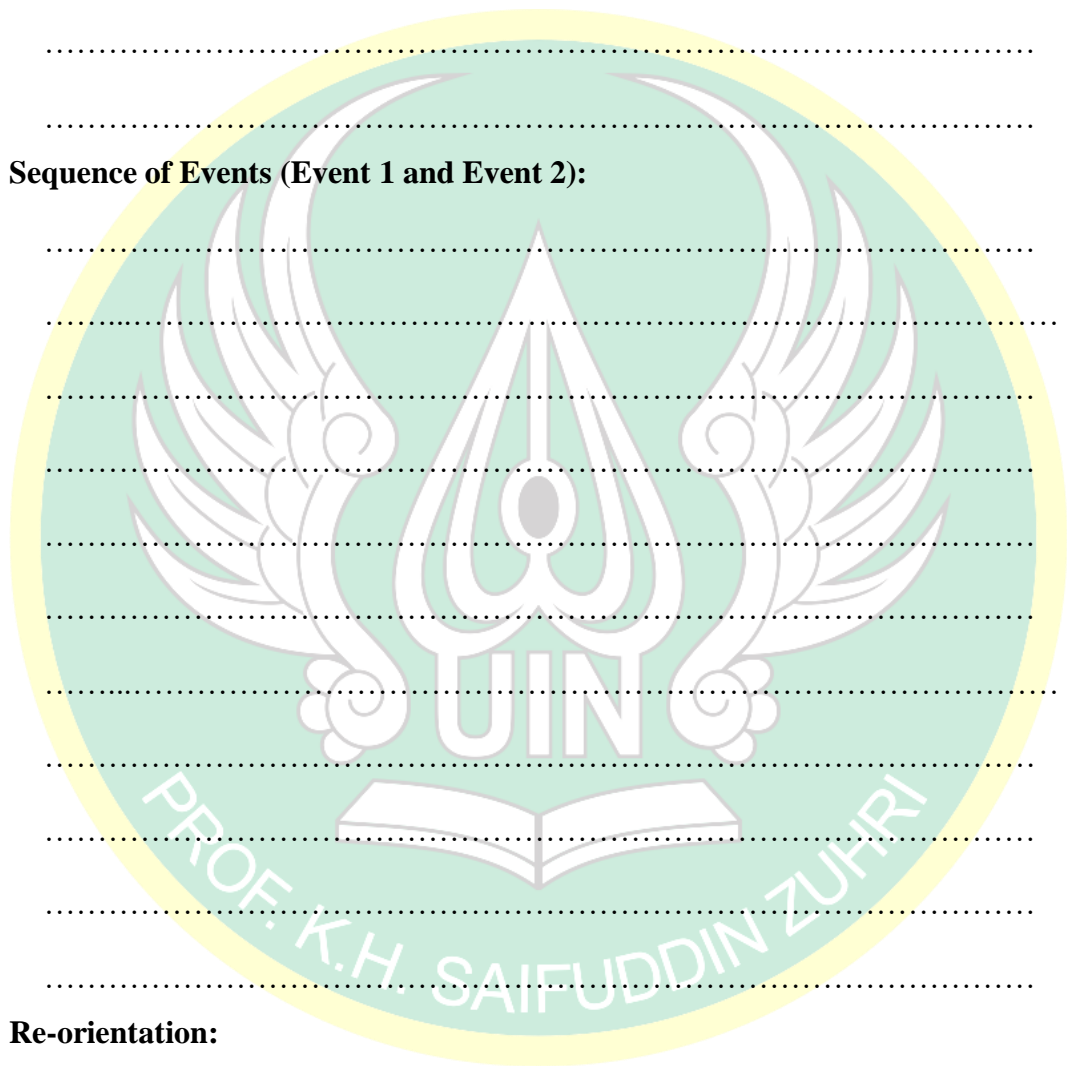


Title:.....

Orientation:

.....
.....
.....
.....
.....

Sequence of Events (Event 1 and Event 2):



.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Re-orientation:

.....
.....

LAMPIRAN RUBRIK PENILAIAN

Penilaian Individu

A. Change the verbs in the brackets into the correct forms of Past Tense.

No	Aspek yang dinilai	Skor
1-5	a. Jawaban benar	2
	b. Jawaban salah	0
	Skor Maksimal	10

B. Read the following text carefully. Then, underline the *conjunctions* and circle the *pasttime expressions* written on the text.

Aspek yang dinilai	Skor
a. Mengidentifikasi > 3 kata	10
b. Mengidentifikasi < 3 kata	5
Skor Maksimal	10

C. Analyze the social function of the text.

Aspek yang dinilai	Skor
a. Menyebutkan fungsi sosial dengan tepat	10
b. Menyebutkan fungsi sosial kurang tepat	5
c. Tidak menyebutkan fungsi sosial	0
Skor Maksimal	10

D. Analyze the generic structure of the text.

Aspek yang dinilai	Skor
a. Menyusun paragraf dengan tepat sesuai struktur teks recount	10
b. Menyusun paragraf yang kurang sesuai dengan struktur teks recount	5
c. Tidak menyusun teks sesuai struktur dengan baik	0
Skor Maksimal	10

E. Arrange the jumbled words into good sentences.

No	Aspek yang dinilai	Skor
1-5	a. Jawaban benar	2
	b. Jawaban salah	0
	Skor Maksimal	10

F. Arrange the paragraphs into a good order of recount text.

Deskripsi	Skor
a. Merangkai paragraf dengan benar sesuai dengan struktur teks yang tepat	10
b. Merangkai paragraf dengan benar struktur teks kurang tepat	5-8
c. Merangkai paragraf kurang tepat dengan struktur teks yang kurang tepat	1-4
Skor Maksimal	10

$$\text{Nilai Pengetahuan} = \frac{\text{Perolehan skor}}{\text{Skor maksimal}} \times 10 = 100$$

Penilaian Kelompok

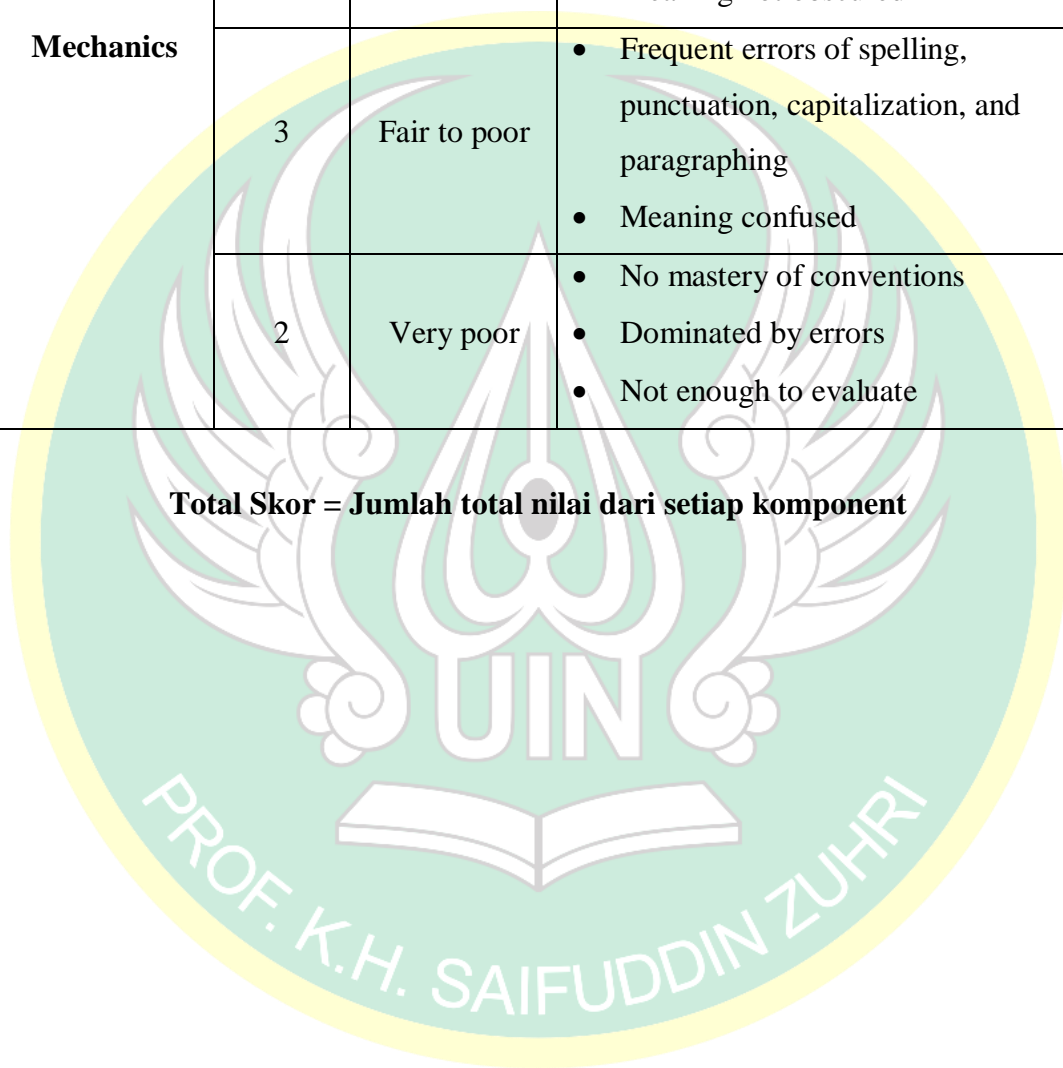
Scoring Rubric of Writing Evaluation

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30 – 27	Excellent To very good	<ul style="list-style-type: none"> • Through the development of paragraph unity • Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good To average	<ul style="list-style-type: none"> • Limited development of paragraph unity • Mostly relevant to the topic but lacks detail
	21 – 17	Fair to poor	<ul style="list-style-type: none"> • Limited knowledge of paragraph • Inadequate development of the topic
	16 – 13	Very poor	<ul style="list-style-type: none"> • Does not show knowledge of the paragraph • Not enough to evaluate
Organization	20 -18	Excellent to very good	<ul style="list-style-type: none"> • Well organized • Clearly stated • Cohesive
	17 – 14	Good to average	<ul style="list-style-type: none"> • Limited supported idea • Logical but incomplete sequencing
	13 - 10	Fair to poor	<ul style="list-style-type: none"> • Non-fluent • Ideas confused • Lack logical developing
	9 – 7	Very poor	<ul style="list-style-type: none"> • Does not communicative

			<ul style="list-style-type: none"> • Not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	<ul style="list-style-type: none"> • Effective word usage • Word form mastery
	17 – 14	Good to average	<ul style="list-style-type: none"> • Adequate range • An error in word form
	13 – 10	Fair to poor	<ul style="list-style-type: none"> • Limited range • Frequent errors of word form
	9 – 7	Very poor	<ul style="list-style-type: none"> • Essentially translation • Little knowledge of English vocabulary • Errors word form
Grammar	25 - 22	Excellent to very good	<ul style="list-style-type: none"> • Effective complex construction • Word offer function • Articles pronouns • Prepositions
	21 - 18	Good to average	<ul style="list-style-type: none"> • Effective but simple construction • Several errors in the agreement • Tense, articles pronouns, and prepositions but meaning seldom obscured
	17 – 11	Fair to poor	<ul style="list-style-type: none"> • Simple • Frequent errors of tense, word function • Articles pronouns and prepositions • Meaning confused
	10 – 5	Very poor	<ul style="list-style-type: none"> • No mastery of construction • Dominated by errors • Does not communicate • Not enough to evaluate

Mechanics	5	Excellent to very good	<ul style="list-style-type: none"> • Mastery of conventions • Few errors in spelling, punctuation and also capitalization
	4	Good to average	<ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization • Meaning not obscured
	3	Fair to poor	<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, and paragraphing • Meaning confused
	2	Very poor	<ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors • Not enough to evaluate

Total Skor = Jumlah total nilai dari setiap komponent



Appendix 7 : Lesson Plan of Control Class

MODUL AJAR BAHASA INGGRIS

A. Informasi Umum

Institusi / Sekolah	: SMP Negeri 1 Purwareja Klampok
Tahun Pelajaran	: 2023/2024
Penyusun	: Ghani Kalsya Pujangga
Profil Pelajar Pancasila	: Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Mandiri, Kreatif, Bernalar kritis
Sarana Prasarana	: Papan tulis, LCD, Proyektor, LKS
Target Peserta Didik	: Kelas 8 / Fase D
Jumlah Peserta Didik	: 31 anak
Model Pembelajaran	: Genre Based Approach
Alokasi Waktu	: 10 JP (10 X 40 menit)

B. Kompetensi Inti

Capaian Pembelajaran	<p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>
Elemen/Domain CP	<p><i>Elemen Menulis-Mempresentasikan</i></p> <p>Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik</p>

	dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
Kompetensi Awal	: Peserta didik dapat menceritakan pengalaman pribadinya di masa lalu kepada siswa yang lain dengan menggunakan bahasa Indonesia dan memahami penggunaan simple past tense

1. Tujuan Pembelajaran :

- a. Siswa dapat memahami definisi teks recount dan dapat membedakan jenis jenis recount text.
- b. Siswa dapat memahami fungsi sosial, struktur teks dan unsur kebahasaan recount text.
- c. Siswa dapat menganalisis recount text dengan memperhatikan struktur teks dan unsur kebahasaan yang sesuai.
- d. Siswa dapat menganalisis unsur kebahasaan teks recount (*simple past tense*) dan dapat memahami penggunaan *simple past tense* pada recount text.
- e. Siswa dapat menyusun recount text dengan memperhatikan struktur teks dan unsur kebahasaan secara tepat.
- f. Siswa dapat mempresentasikan hasil tulisannya kepada siswa lain.

2. Pemahaman Bermakna

Guru dapat memberikan pemahaman kepada peserta didik tentang Recount Text. Guru memberikan contoh kontekstual menggunakan video dari youtube https://www.youtube.com/watch?v=V_BnhRJmxtA dan materi dari website <https://www.english-academy.id/blog/simple-past-tense-pengertian-rumus-fungsi-dan-contoh-kalimat> dan https://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-macam-ciri.html#google_vignette

3. Pertanyaan Pemantik

- a) How was your holiday ?
- b) What activity did you do during your holiday?
- c) How about your personal experience in the past?
- d) What activity did you do in the past?
- e) When you doing that activity?
- f) What activity did you do before come to school?
- g) When you came to school?
- h) What about your bad experience?

4. Kegiatan Pembelajaran

Pertemuan ke-1

a.	Kegiatan Awal (10 menit)	<ol style="list-style-type: none">1) Guru memberi salam dan bertegur sapa dengan siswa2) Guru bersama peserta didik berdoa sebelum pelajaran3) Guru mengecek kehadiran dan kesiapan siswa4) Guru menjelaskan tujuan dan manfaat pembelajaran5) Guru memberikan pertanyaan pemantik
b.	Kegiatan Inti (60 menit)	<ol style="list-style-type: none">1) Guru melakukan brainstorming kepada siswa2) Guru memberi penjelasan mengenai definisi teks recount beserta jenis jenis teks recount3) Guru memberi kesempatan siswa bertanya terkait materi.4) Guru memberi penjelasan mengenai personal recount text5) Guru menyuruh siswa menuliskan pengalaman pribadinya di masa lampau6) Guru menyuruh beberapa siswa membacakan cerita pengalaman pribadinya ke depan kelas
c.	Kegiatan Akhir (10 menit)	<ol style="list-style-type: none">1) Siswa menyampaikan refleksi pembelajaran.2) Guru memberi tugas rumah kepada siswa secara individu untuk menuliskan pengalaman pribadinya3) Guru menutup pelajaran dengan doa dan memberikan salam.

Pertemuan ke-2

a.	Kegiatan Awal (10 menit)	<ol style="list-style-type: none"> 1) Guru memberi salam dan bertegur sapa dengan siswa 2) Guru bersama peserta didik berdoa sebelum pelajaran 3) Guru mengecek kehadiran dan kesiapan siswa 4) Guru menjelaskan tujuan dan manfaat pembelajaran 5) Guru memberikan pertanyaan pemantik
b.	Kegiatan Inti (60 menit)	<ol style="list-style-type: none"> 1) Guru melakukan brainstorming kepada siswa 2) Guru memberi arahan kepada siswa untuk dapat menemukan fungsi sosial, struktur teks dan unsur kebahasaan recount text 3) Guru memberi kesempatan siswa bertanya terkait materi. 4) Guru menyuruh siswa berpasangan dan membandingkan 2 teks recount yang berbeda 5) Guru menyuruh siswa untuk memahami struktur teks dan unsur kebahasaan recount text 6) Guru menyuruh setiap kelompok maju ke depan kelas mempresentasikan hasil temuannya
c.	Kegiatan Akhir (10 menit)	<ol style="list-style-type: none"> 1) Siswa menyampaikan refleksi pembelajaran 2) Guru memberi tugas rumah kepada siswa secara individu untuk menganalisis unsur kebahasaan (simple past tense) 3) Guru menutup pelajaran dengan doa dan salam

Pertemuan ke-3

a.	Kegiatan Awal (10 menit)	<ol style="list-style-type: none"> 1) Guru memberi salam dan bertegur sapa dengan siswa 2) Guru bersama peserta didik berdoa sebelum pelajaran 3) Guru mengecek kehadiran dan kesiapan siswa 4) Guru menjelaskan tujuan dan manfaat pembelajaran 5) Guru memberikan pertanyaan pemantik
b.	Kegiatan Inti	<ol style="list-style-type: none"> 1) Guru melakukan brainstorming kepada siswa

	(60 menit)	<ol style="list-style-type: none"> 2) Guru memberi penjelasan kepada siswa tentang unsur kebahasaan recount text 3) Guru memberi kesempatan siswa bertanya terkait materi. 4) Guru menyuruh siswa untuk menganalisis unsur kebahasaan teks recount (simple past tense) 5) Guru menyuruh siswa mengerjakan worksheet 6) Guru membagi siswa kedalam beberapa kelompok dimana satu kelompok terdiri dari 3-4 siswa 7) Guru memberikan teks recount dan setiap kelompok menganalisis struktur teks dan unsur kebahasaan teks recount
c.	Kegiatan Akhir (10 menit)	<ol style="list-style-type: none"> 1) Siswa menyampaikan refleksi pembelajaran 2) Guru memberi tugas rumah kepada siswa secara individu untuk menemukan bentuk past tense pada teks recount 3) Guru menutup pelajaran dengan doa dan salam

Pertemuan ke-4

a.	Kegiatan Awal (10 menit)	<ol style="list-style-type: none"> 1) Guru memberi salam dan bertegur sapa dengan siswa 2) Guru bersama peserta didik berdoa sebelum pelajaran 3) Guru mengecek kehadiran dan kesiapan siswa 4) Guru menjelaskan tujuan dan manfaat pembelajaran 5) Guru memberikan pertanyaan pemantik
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b.	Kegiatan Inti (60 menit)	<ol style="list-style-type: none"> 1) Guru melakukan brainstorming kepada siswa 2) Guru melanjutkan materi simple past tense pada teks recount 3) Guru memberi kesempatan siswa bertanya terkait materi. 4) Guru menyuruh siswa untuk menganalisis unsur kebahasaan teks recount (simple present tense) 5) Guru menyuruh siswa mengerjakan worksheet yang sudah disediakan 6) Guru memberikan contoh teks recount dan masing masing siswa menemukan unsur kebahasaan (simple past tense) pada teks yang diberikan
c.	Kegiatan Akhir (10 menit)	<ol style="list-style-type: none"> 1) Siswa menyampaikan refleksi pembelajaran 2) Guru memberi tugas rumah kepada siswa (berkelompok) 3) Guru menutup pelajaran dengan doa dan salam

Pertemuan ke-5

a.	Kegiatan Awal (10 menit)	<ol style="list-style-type: none"> 1) Guru memberi salam dan bertegur sapa dengan siswa 2) Guru bersama peserta didik berdoa sebelum pelajaran 3) Guru mengecek kehadiran dan kesiapan siswa 4) Guru menjelaskan tujuan dan manfaat pembelajaran dan memberikan pertanyaan pemantik
b.	Kegiatan Inti (60 menit)	<ol style="list-style-type: none"> 1) Guru melakukan brainstorming kepada siswa 2) Guru melanjutkan materi tentang recount text 3) Siswa mengunjungi link youtube https://youtu.be/aNy0a_OM3JQ?si=EuQw1x2cZP2k04AA 4) Guru memberi kesempatan siswa bertanya terkait materi. 5) Guru menyuruh siswa untuk mengerjakan soal pada aplikasi wordwall https://wordwall.net/resource/67336993 6) Guru menyuruh siswa mengerjakan worksheet yang sudah

		<p>disediakan melalui quizizz</p> <p>https://quizizz.com/admin/quiz/5e72df6b5ea421001bd85c87/recount-text?fromSearch=true&source</p> <p>7) Guru memberikan tugas mandiri ke siswa untuk menuliskan teks recount pribadi dengan tema “My Special Day”</p>
c.	Kegiatan Akhir (10 menit)	<p>1) Siswa menyampaikan refleksi pembelajaran.</p> <p>2) Guru memberi tugas rumah kepada siswa (mandiri) membuat personal recount text dengan tema <i>my birthday</i></p> <p>3) Guru menutup pelajaran dengan doa dan memberikan salam.</p>

Refleksi Pendidik dan Peserta Didik :

Refleksi Guru

Aspek	Jawaban
Keberhasilan yang saya rasakan dalam mengajarkan bab ini	
Kesulitan yang saya alami dan akan saya perbaiki untuk bab berikutnya	
Kegiatan yang paling disukai peserta didik	
Kegiatan yang paling sulit dilakukan peserta didik	
Buku atau sumber lain yang saya temukan untuk mengajar bab ini	

Refleksi Peserta Didik

Pengetahuan atau keterampilan yang sudah saya pelajari		
1.		
2.		
3.		
Refleksi Proses Belajar	Yes	No
<i>Berikan ceklis pada kolom yes / no</i>		
1. Apakah kamu senang dengan pembelajaran hari ini?		
2. Apakah belajar secara berkelompok membantumu		

<p>menyelesaikan tugas dengan lebih mudah?</p> <p>3. Apakah menceritakan pengalaman pribadi itu mudah?</p> <p>4. Apakah ada manfaatnya menceritakan pengalaman pribadi kepada orang lain dalam kehidupan sehari-harimu?</p>		
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5. Penilaian

a. Assesment Kognitif

- 1) Apa yang sedang kamu rasakan saat ini?
- 2) Bagaimana perasaanmu setelah mempelajari materi ini?
- 3) Hal apa yang paling menyenangkan dan tidak menyenangkan?

b. Assesment Formatif

- 1) Unjuk Kerja
- 2) Penilaian harian Diagnostic
 - a) Assesment sbelum pembelajaran
 - b) Assessment selama pembelajaran (penilaian, proses, observasi sikap, keterampilan dan pengetahuan)
 - c) Assesment pada akhir proses pembelajaran mengerjakan LKPD

c. Assesment summatif

- 1) ASTS (Asesment Summatif Tengah Semester)
- 2) ASAS (Asesment Summatif Akhir Semester)

9. Materi Ajar

Terlampir

10. Lembar Kerja Peserta Didik (LKPD)

Terlampir

11. Rubrik Penilaian

Terlampir

Banjarnegara, 15 Januari 2024

Mengetahui,

Guru Bahasa Inggris

Penyusun

Yik Yen Udo Sedyo. W. S. Pd

NIP. 196506151988031021

Ghani Kalsya Pujangga

NIM. 2017404063

LAMPIRAN MATERI AJAR

A. Definition of Recount Text (Definisi/Pengertian Teks Recount)

Recount text is a text which retells events/experiences that happened in the past. (Teks recount adalah sebuah teks yang menceritakan kembali kegiatan/pengalaman yang terjadi di masa lampau.)

B. Purpose/Social Function of the Recount Text (Tujuan/Fungsi Sosial Teks Recount)

Its social function is to retell an experience or an event that happened in the past. (Fungsi sosialnya adalah untuk menceritakan kembali sebuah pengalaman atau kegiatan yang terjadi di masa lampau.)

C. Generic Structure of Recount Text (Struktur Umum Teks Recount)

1. Orientation (Orientasi)

Memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi, dan kapan itu terjadi.

2. Sequence of events (Urutan kejadian/kegiatan)

Serangkaian peristiwa/kejadian yang diurutkan secara kronologis.

3. Re-orientation (Orientasi ulang/penutup)

Sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

D. Language Features of Recount Text (Unsur Kebahasaan Teks Recount)

1. Kalimatnya menggunakan *Simple Past tense*.
2. Formula = S + **Verb 2** + Object/Complement (kata keterangan)
3. Menggunakan action verb, contoh: *went* (pergi), *stayed* (tinggal), *did* (melakukan).
4. Fokus pada specific participant, contoh: I (the writer/penulis)
5. Menggunakan kata keterangan waktu (adverb of time): *yesterday* (kemarin), *last month* (bulan lalu), *an hour ago* (satu jam yang lalu), *a month ago* (satu bulan yang lalu), *last year* (tahun lalu), *last holiday* (liburan kemarin), dan sebagainya.
6. Menggunakan kata penghubung (conjunction): *first* (pertama), *then*

(*lalu*), *after that* (*setelah itu*), *before* (*sebelum*), *at last* (*terakhir*), *finally* (*akhirnya*), dan sebagainya.

Grammar focus: Simple Past Tense Verbal Sentence

- Affirmative : S + Verb 2 + Object/Complement
- Negative : S + didn't + Verb 1 + Object/Complement

Nominal Sentence

- Affirmative : S + was/were + Object/Complement
- Negative : S + wasn't/ weren't + Object/Complement

Contoh:

- Last month my family and I **went** to Pangandaran Beach for a vacation. (Bulan lalu aku dan keluargaku **pergi** ke pantai Pangandaran untuk liburan.)
- We **took** a tourism bus to go there. (Kita **menaiki** bus pariwisata untuk pergi kesana.)
- It **was** a nice sunny day with a blue sky and a gentle breeze. (Itu **adalah** hari yang cerah dengan langit biru dan angin sepoi – sepoi.)

Verbs Form

Regular

Irregular

No	Verb 1	Verb 2	Verb 3	No	Verb 1	Verb 2	Verb 3
1	Open	Opened	Opened	1	Go	Went	Gone
2	Close	Closed	Closed	2	Have	Had	Had
3	Decide	Decided	Decided	3	Get	Got	Got
4	Move	Moved	Moved	4	Make	Made	Made
5	Wash	Washed	Washed	5	Tell	Told	Told

LAMPIRAN LKPD

LKPD 1

A. Change the verbs in the brackets into the correct forms of Past Tense.

1. Rian and I (go)_____to Bali last year.
2. We (visit)_____our grandparents last week.
3. I (stay)_____at my grandma's house last month.
4. The trip (take)_____about 2 hours.
5. We (see)_____some people sunbathing.

B. Read the following text carefully. Then, underline the *conjunctions* and circle the *pasttime expressions* written on the text.

Trip to Pangandaran Beach

Last month my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family.

C. Analyze the social function of the text.

The social function of the text

is.....
.....

D. Analyze the generic structure of the text.

Trip to Pangandaran Beach

[]

← Last month my family and I went to Pangandaran Beach for a vacation. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m.

[]

← After we arrived there, we walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves were suitable for swimming, but I didn't swim because I couldn't swim. I just played with the water in the shallow part. We also didn't miss our opportunity here taking some picture with the background of the beautiful Pangandaran beach. Before we went home, we looked for some beautiful souvenirs at the

[]

← nearby shop there. After that we went home for about 4 p.m. It was a memorable experience for me and my family

E. Arrange the jumbled words into good sentences.

1. me / last night / gave / my sister / some money
2. passed / yoga / yesterday / the exam
3. the beach / went / my family and I / to / two weeks ago.
4. take a rest / looked for / we / to / a place
5. at / the market / last week / met / I / them

F. Arrange the jumbled paragraphs into a good order of recount text.

The first day of our holiday, we went to Prambanan Temple. When we got there, we could see that Prambanan Temple was very beautiful and huge. There were many small temples around the location with some big temples. After that, we visited Gembira Loka Zoo.

Last month, My Family and I went to Yogyakarta. We took a tourism bus to go there. We left at 7 o'clock in the morning. The trip took about 4 hours and we arrived at for about 11 a.m. We visited many famous and amazing places in Yogyakarta.

Next day, my family and I went to Malioboro. I bought some souvenirs for my friends in Malioboro. This place was very busy and crowded. Overall, I liked this experience so much.

I could see snakes collection, butterfly, fish, elephant, crocodiles and even tigers. I took some pictures of the animals. In the evening, we went back to our hotel at Sahid Raya Hotel to take a rest. I felt very comfortable staying in this hotel since the facilities were completed and satisfying.

My Holiday in Yogyakarta

.....

.....

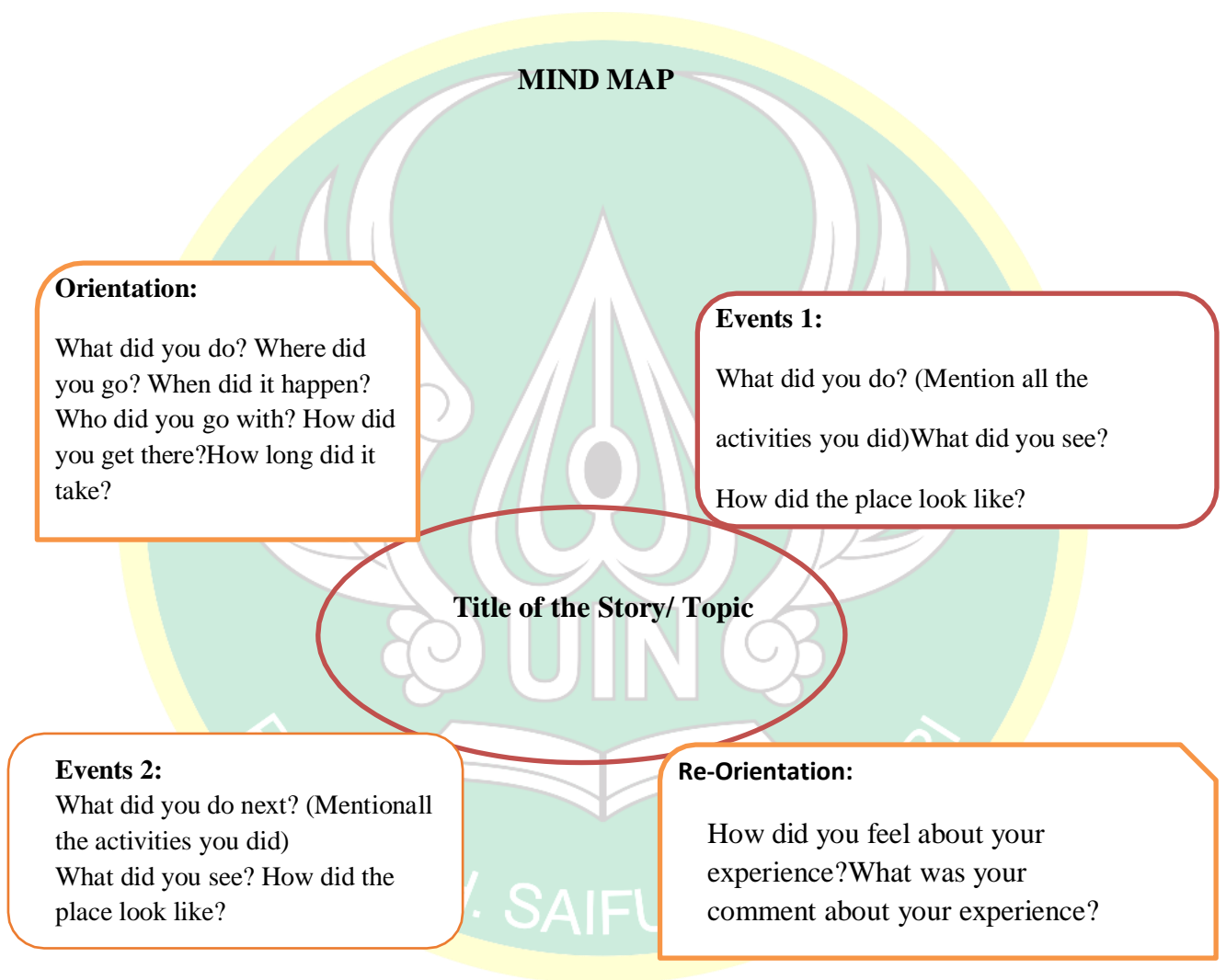
.....

.....

LKPD 2

Discuss with your group and make your own recount text.

Use this mind map to help you write your own recount text by answering the guided questions, then arrange the answers (sentences) into a recount text.



LAMPIRAN RUBRIK PENILAIAN

Penilaian Individu

A. Change the verbs in the brackets into the correct forms of Past Tense.

No	Aspek yang dinilai	Skor
1-5	a. Jawaban benar	2
	b. Jawaban salah	0
Skor Maksimal		10

B. Read the following text carefully. Then, underline the *conjunctions* and circle the *pasttime expressions* written on the text.

Aspek yang dinilai	Skor
a. Mengidentifikasi > 3 kata	10
b. Mengidentifikasi < 3 kata	5
Skor Maksimal	10

C. Analyze the social function of the text.

Aspek yang dinilai	Skor
a. Menyebutkan fungsi sosial dengan tepat	10
b. Menyebutkan fungsi sosial kurang tepat	5
c. Tidak menyebutkan fungsi sosial	0
Skor Maksimal	10

D. Analyze the generic structure of the text.

Aspek yang dinilai	Skor
a. Menyusun paragraf dengan tepat sesuai struktur teks recount	10 5
b. Menyusun paragraf yang kurang sesuai dengan struktur teks recount	0
c. Tidak menyusun teks sesuai struktur dengan baik	
Skor Maksimal	10

E. Arrange the jumbled words into good sentences.

No	Aspek yang dinilai	Skor
1-5	a. Jawaban benar	2
	b. Jawaban salah	0
	Skor Maksimal	10

F. Arrange the paragraphs into a good order of recount text.

Deskripsi	Skor
a. Merangkai paragraf dengan benar sesuai dengan struktur teks yang tepat	10
b. Merangkai paragraf dengan benar struktur teks kurang tepat	5-8
c. Merangkai paragraf kurang tepat dengan struktur teks yang kurang tepat	1-4
Skor Maksimal	10

$$\text{Nilai Pengetahuan} = \frac{\text{Perolehan skor}}{\text{Skor maksimal}} \times 10 = 100$$

Penilaian Kelompok

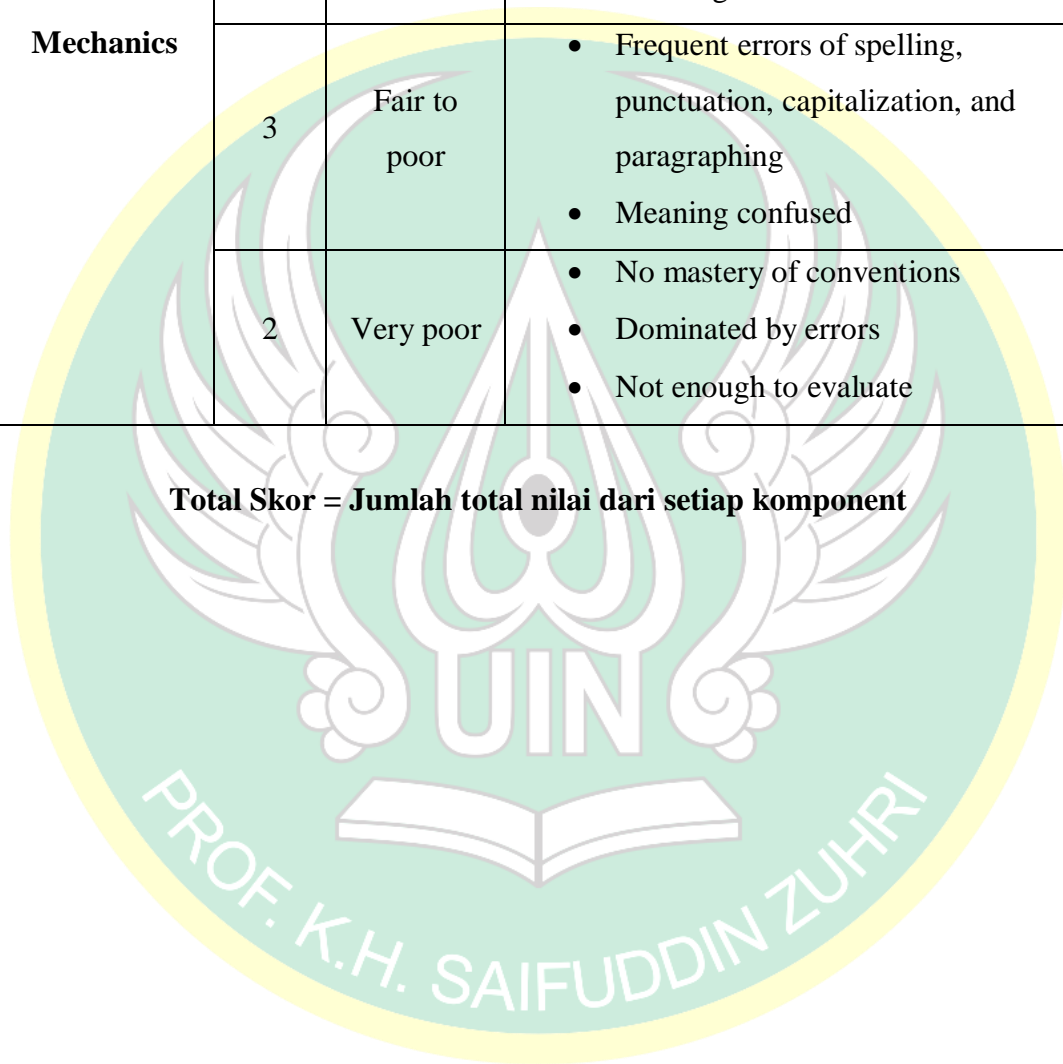
Scoring Rubric of Writing Evaluation

Aspect of Scoring Writing Ability	Score	Level	Criteria
Content	30 – 27	Excellent To very good	<ul style="list-style-type: none"> • Through the development of paragraph unity • Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good To average	<ul style="list-style-type: none"> • Limited development of paragraph unity • Mostly relevant to the topic but lacks detail
	21 – 17	Fair to poor	<ul style="list-style-type: none"> • Limited knowledge of paragraph • Inadequate development of the topic
	16 – 13	Very poor	<ul style="list-style-type: none"> • Does not show knowledge of the paragraph • Not enough to evaluate
Organization	20 -18	Excellent to very good	<ul style="list-style-type: none"> • Well organized • Clearly stated • Cohesive
	17 – 14	Good to average	<ul style="list-style-type: none"> • Limited supported idea • Logical but incomplete sequencing
	13 - 10	Fair to poor	<ul style="list-style-type: none"> • Non-fluent • Ideas confused • Lack logical developing
	9 – 7	Very poor	<ul style="list-style-type: none"> • Does not communicative • Not enough to evaluate

Vocabulary	20 – 18	Excellent to very good	<ul style="list-style-type: none"> • Effective word usage • Word form mastery
	17 – 14	Good to average	<ul style="list-style-type: none"> • Adequate range • An error in word form
	13 – 10	Fair to poor	<ul style="list-style-type: none"> • Limited range • Frequent errors of word form
	9 – 7	Very poor	<ul style="list-style-type: none"> • Essentially translation • Little knowledge of English vocabulary • Errors word form
Grammar	25 - 22	Excellent to very good	<ul style="list-style-type: none"> • Effective complex construction • Word offer function • Articles pronouns • Prepositions
	21 - 18	Good to average	<ul style="list-style-type: none"> • Effective but simple construction • Several errors in the agreement • Tense, articles pronouns, and prepositions but meaning seldom obscured
	17 – 11	Fair to poor	<ul style="list-style-type: none"> • Simple • Frequent errors of tense, word function • Articles pronouns and prepositions • Meaning confused
	10 – 5	Very poor	<ul style="list-style-type: none"> • No mastery of construction • Dominated by errors • Does not communicate • Not enough to evaluate

Mechanics	5	Excellent to very good	<ul style="list-style-type: none"> • Mastery of conventions • Few errors in spelling, punctuation and also capitalization
	4	Good to average	<ul style="list-style-type: none"> • Occasional errors of spelling, punctuation, capitalization • Meaning not obscured
	3	Fair to poor	<ul style="list-style-type: none"> • Frequent errors of spelling, punctuation, capitalization, and paragraphing • Meaning confused
	2	Very poor	<ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors • Not enough to evaluate

Total Skor = Jumlah total nilai dari setiap komponen



Appendix 8: Observation Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.013/Un.19/D.FTIK/PP.05.3/01/2024
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

03 Januari 2024

Kepada
Yth. Kepala SMP N 1 Purwareja Klampok
Kec. Purwareja Klampok
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Ghani Kalsya Pujangga
2. NIM : 2017404063
3. Semester : 7 (Tujuh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Purwareja RT 01 RW 02 Kec.Purwareja Klampok
Kab.Banjarnegara Jawa Tengah
6. Judul : The Effectiveness of Padlet Application on Students Writing Ability on 8th Grade SMP NEGERI 1 Purwareja Klampok

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Kelas VIII SMP
2. Tempat / Lokasi : SMP N 1 Purwareja Klampok
3. Tanggal Riset : 04-01-2024 s/d 04-03-2024
4. Metode Penelitian : Kuantitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix 9: Certificate of the Research



PEMERINTAH KABUPATEN BANJARNEGARA
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA
SMP NEGERI 1 PURWAREJA – KLAMPOK
Jl. Raya Purwareja – Klampok, ☎ (0286) 479162
PURWAREJA – KLAMPOK, 📠 53474, email : espjklampok@yahoo.co.id

SURAT KETERANGAN

Nomor : 800/892/2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Purwareja – Klampok, Kabupaten Banjarnegara menerangkan bahwa :

Nama : **GHANI KALSYA PUJANGGA**
NIM : 2017404063
Semester : 8 (delapan)
Jurusan / Prodi : Tadris Bahasa Inggris
UIN PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
Alamat : Purwareja RT 01 RW 02 Kec. Purwareja Klampok Kab. Banjarnegara

Telah melaksanakan Riset di SMP Negeri 1 Purwareja Klampok dari tanggal 04 Januari 2024 sampai dengan tanggal 06 Maret 2024 dengan judul “The Effectiveness of Padlet Application on Students Writing Ability on 8th Grade SMP Negeri 1 Purwareja Klampok” menggunakan metode Penelitian Kuantitatif.

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Purwareja – Klampok, 26 Maret 2024

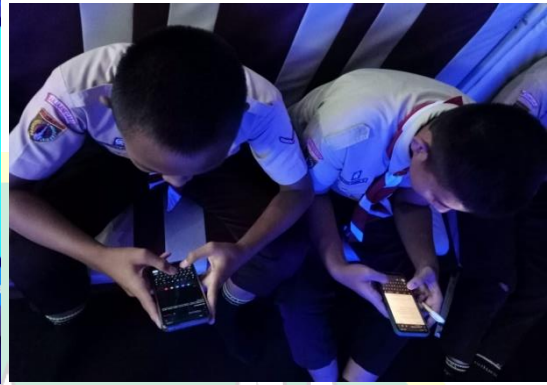
Kepala Sekolah

SAHTEGIH BOWO, S.Pd.
Pembina
NIP. 19710402 200003 1 006

Appendix 10: Teaching Learning Process

Experimental Class

Meeting 1



Meeting 2



Meeting 3



Meeting 4



Meeting 5



K.H. SAIFUDDIN

Giving Pre-Test in Experimental Group

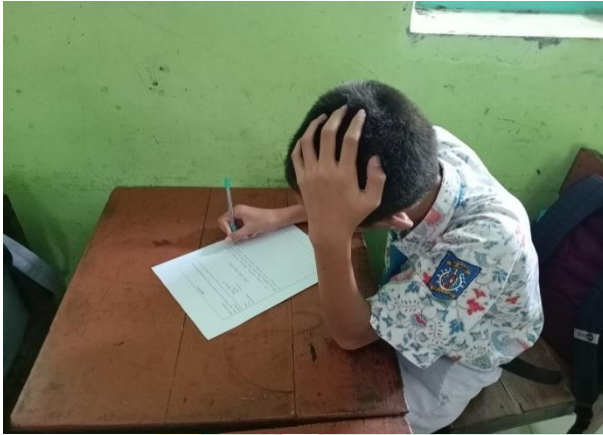


Giving Pre-Test in Control Group



OF. K.H. SAIFUDDIN ZU

Giving Post-Test in Experimental Group



Giving Post-Test in Control Group



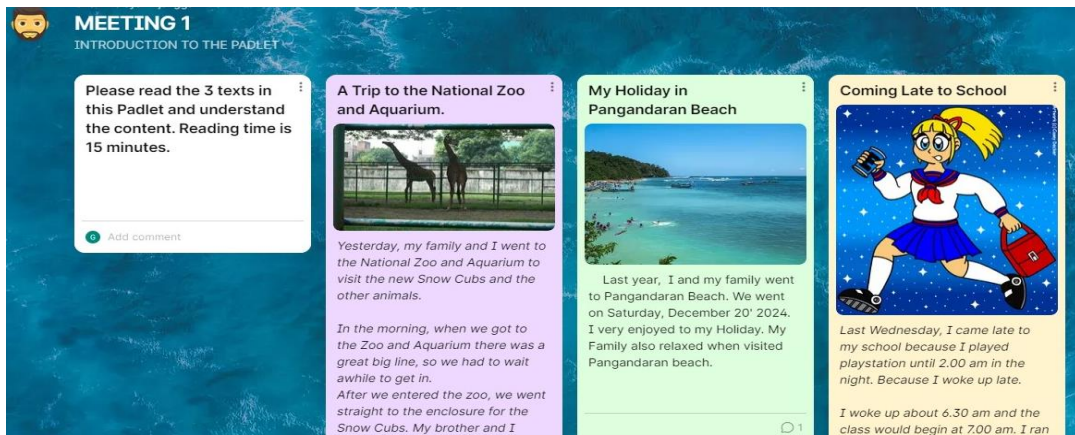
Experiment Group (VIII A)

Control Group (VIII B)



Appendix 11: The evidence of learning through the Padlet application

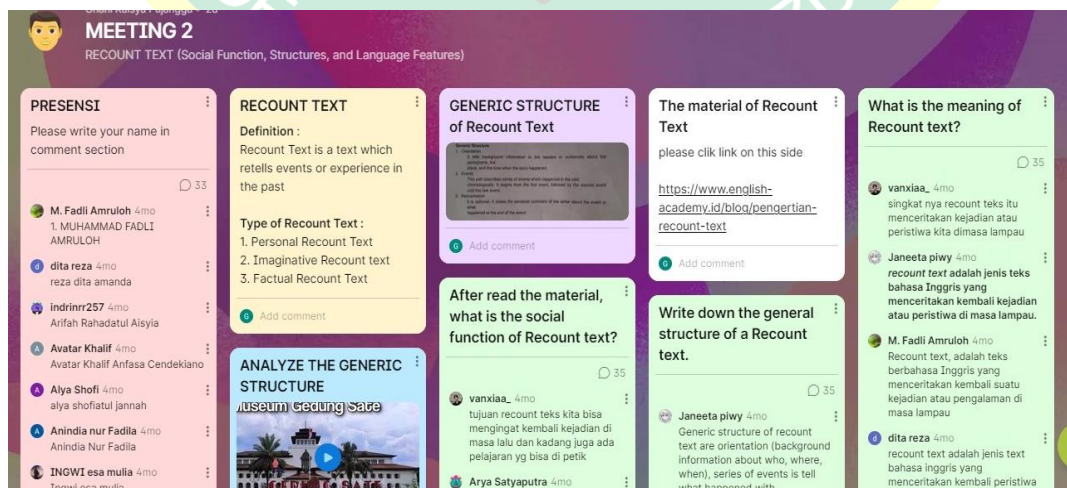
Meeting 1: Students read a recount text through Padlet

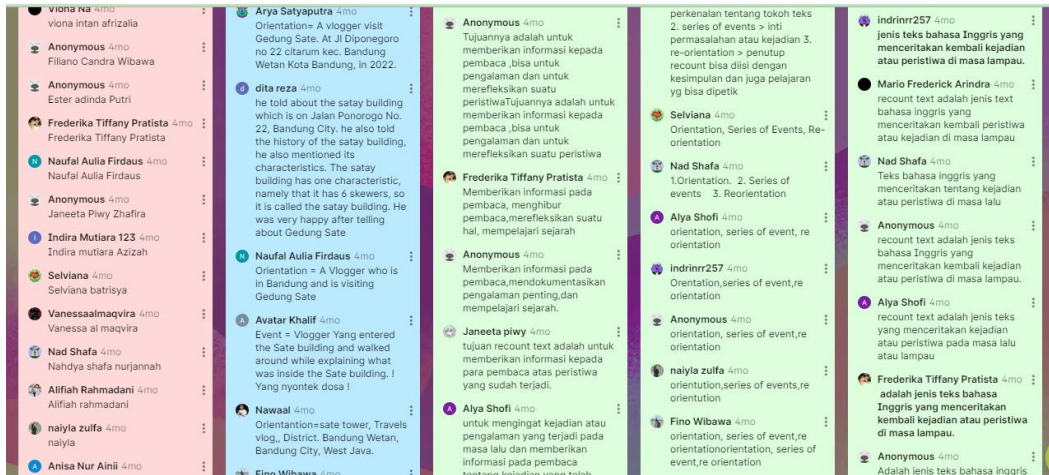


Students Read the Recount text and try to make a simple story in their past.



Meeting 2: students learn social functions, structures, and language features of recount text





Meeting 3: students learn with their groups

MEETING 3
SIMPLE PAST TENSE

Brainstorming

verb 2 dari GIVE

V E A G

wordwall.net

Please, arrange the letters into the right word, do it by yourself! Having Fun ...

Activity 1

Bahasa Inggris! Menentukan dalam Simple Past Tense

english-academy.id

Lengkapi! Pengertian Simple Past Tense, Rumus, Ciri, dan Contoh Kalimat - Belajar Bahasa Inggris Gratis & Mudah | Blog English Academy

Read the material on the link

Activity 2

wordwall.net

Working on your own, turn the circle and change the selected word into a verb 2 (past tense) . Do it 10 times and write down your answer in here.

Activity 3

Find Verb 2 from the paragraph below! Please do it by yourself, and write down your answer on comment section !

I spent my last holiday in Malino, South Sulawesi with my friends. On the first day, I arrived at Villa at 12.00 after a 4 hour trip with a bus. After I arrived, I decided to take a shower and rest for a while. Then, I followed a trip with our guide to explore a Malino. On the next morning, we go to Malino Highlands. We had fun

Activity 4

Please, find the simple past tense sentence in this recount text individually !

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals.

In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait a while to get in. After

Activity 5

With your group, arrange the

Activity 6

With your group, please

Misliuna Hanifah 21h

Slept, wrote, watched, bought, listened, ate, broke, made, saw, tried.

21h

Ate, broke, got, closed, fixed, stopped, gave, came, watched, listened

Meeting 4: Students try to write down a recount text on Padlet

MEETING 4
WRITE A RECOUNT TEXT

Brainstorming

REMEMBER

Please remember the material that already learned in the last meet

Name : Avatar Khalif (8)

My vacation experience at Teluk Penyu beach

3 Years ago, my family and I went on vacation at the beach of Teluk Penyu.

Teluk Penyu Beach is located in the city of Cilacap, precisely in Cilacap Village, Cilacap district, South Cilacap sub-district, Central Java. We started our departure from home at 07.30 AM, at 09.00 AM. We finally arrived at our destination. Once there, my family and I went straight to the beach to

Name : Alvino Jastine (2)

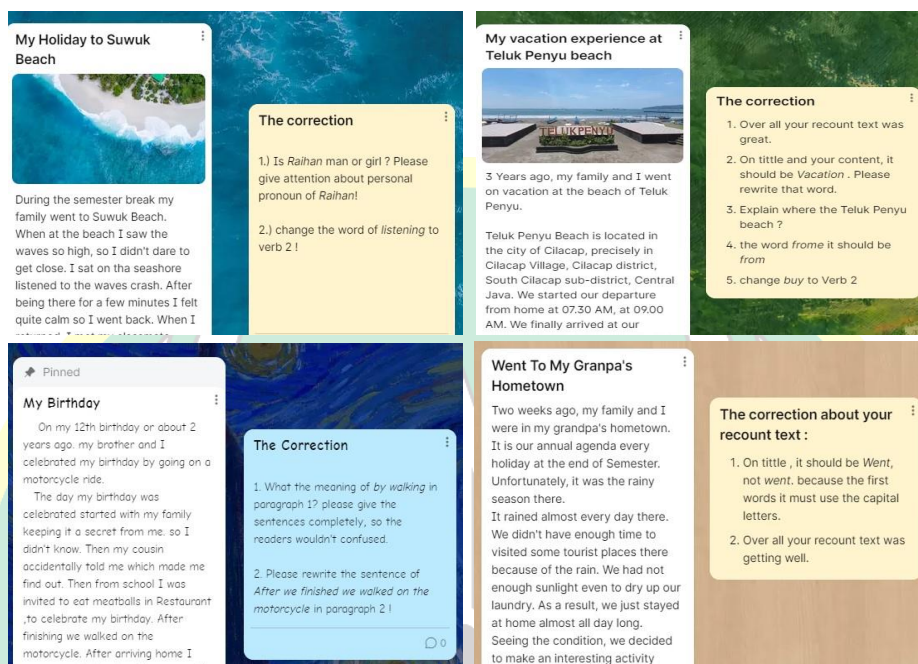
my special day Stadiour to Prambanan temple in grade 4 elementary school. I gather at school at 5 in the morning, At first I sat three with my sister and I. When my principal got on the bus, I was told to move because the seat I was sitting in with my mother and sister was too narrow. I arrived at Prambanan temple at 10 o'clock. there are many

Name : Diandra Arya Saputra (10)

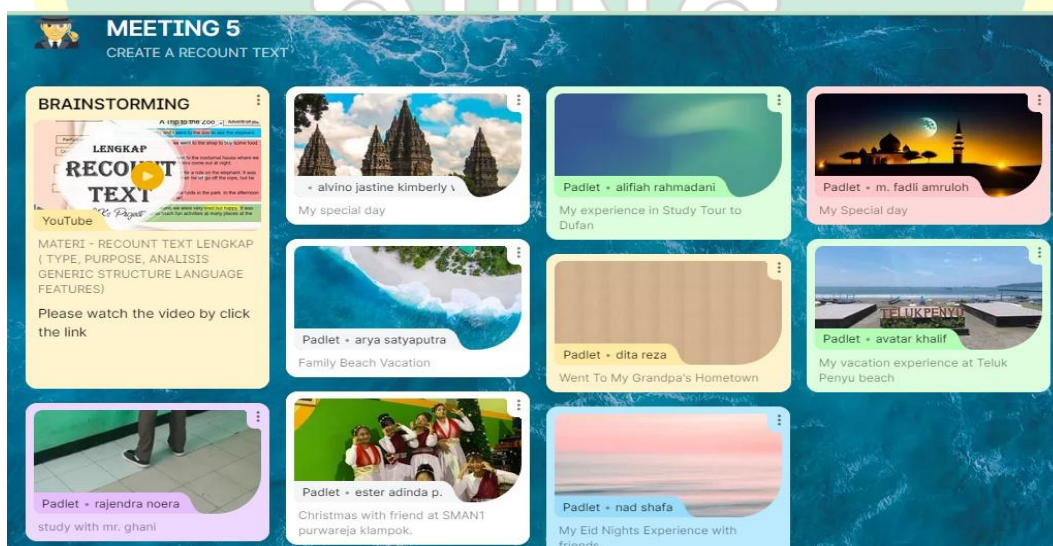
My Holiday to Suwuk Beach

During the semester break my family went to Suwuk Beach. When at the beach I saw the waves so high, so I didn't dare to get close. I sat on the seashore listened to the waves crash. After being there for a few minutes I felt quite calm so I went back. When I returned, I met my classmate, Raihan. So I called out to him and approached him. My family and I finally went home feeling happy.

Teachers corrected students' writing on Padlet.



Meeting 5 : Students revising their recount text on Padlet



BIOGRAPHY

A. Personal Identity

1. Name : Ghani Kalsya Pujangga
2. Student ID Number : 2017404063
3. Date and Place of Birth : Banjarnegara, December 28, 2000
4. Gender : Male
5. Address : Purwareja Klampok, Banjarnegara
6. Email : ghanipujanggal228@gmail.com
7. Father's Name : Wondo Prayitno
8. Mother's Name : Purwanti

B. Educational Background

1. Formal Education
 - a. SD/MI : MI Negeri 1 Banjarnegara
 - b. SMP/MTS : SMP Negeri 1 Purwareja Klampok
 - c. SMA/MA : SMA Negeri 1 Purwareja Klampok
 - d. SI : UIN Prof. K.H. Saifuddin Zuhri Purwokerto
2. Non-Formal Education
 - a. 2012-2015 : Pondok Pesantren Manbaul Husna, Purwokerto

C. Organizational Experience

1. 2020-2022 : IPNU Ranting Purwareja Banjarnegara
2. 2022-2023 : IMBARA UIN Saizu Purwokerto

Purwokerto, May 19, 2024



Ghani Kalsya Pujangga

S.N 2017404063