

Using Padlet to Increase the Students' Procedure Text Writing Achievement

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Using Padlet to Increase the Students' Procedure Text Writing Achievement

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ABSTRACT

The purpose of this research was to improve the Students' procedure text writing achievement at English Conversation Club (ECC) MAN Kota Blitar by applying Padlet. The research design used was classroom action research (CAR) which covered 4 steps; 1) Planning, 2) Acting, 3) Observing and evaluating and 4) Reflecting. The Subjects of this research were 50 students from X Grade who join ECC in MAN Kota Blitar. The data collection methods of this research were taken from administering tests and distributing the questionnaire. The research result proved that the use of Padlet for teaching writing of procedure text could increase the students' writing achievement of procedure text from preliminary action 57.55 increased to 72.85 in cycle 1. Based on the result of cycle 1, it did not fulfill the minimum criterion mastery 75.00, therefore the researchers continued the research to cycle 2 and got satisfying result 82.65. Furthermore, the students' of ECC MAN Kota Blitar also presented positive attitude toward the use of Padlet in teaching and learning writing of procedure text.

Keywords: Padlet, Writing Achievement, Procedure Text, Classroom Action Research

INTRODUCTION

Teaching and learning English in Foreign Language setting such as in Indonesia requires the students to learn four skills: Reading, Speaking, Writing, and Listening. From among those skills that the students must learn, writing tends to become the most difficult skill to be mastered by the students. Richard and Renandya (2002) claim that most of the students have difficulties in writing because they have to able to generate and organize the idea as well as translate them into readable texts. (Wardani & Waris, 2014) also argue that writing seems to be the hardest skill for the students because it is a complex process to do starting from planning to finishing product. In writing, the students should understand some important aspects in writing, such as grammar, content, vocabulary use, and mechanics.

In line with the condition above, the students of ECC in MAN Kota Blitar also had difficulty in writing procedure text. Based on the Preliminary test that was done on 4 February 2020, it showed an unsatisfactory result. The students' average score was 57.55. The students'

achievement was below the minimum criterion mastery stated by the school (75.00). Besides that, the students were lazy and unmotivated to join the lesson because of the conventional method that the teacher applied. Therefore, the researchers wanted to improve the students' achievement and made them interested in joining the lesson by applying interesting media for teaching writing. The media for teaching writing that the researchers wanted to apply here was Padlet.

Padlet is media that can be used to create a virtual wall similarly, with certain significant benefits. It runs on nearly every web-enabled device all over the world. The "Walls" can be stored and copied. The "Walls." It is possible to post multimedia files and documents. It can be used to perform an easy task like start-ups and plenaries or a full lesson. It does not require special training and is free of charge. This product is very appropriate for students' collaboration (Weller, 2013). Besides, Padlet provides a free, multimedia friendly wall that supports full-class participation and evaluation in real-time (Fuchs, 2014). Padlet helps students to gain enhanced writing experience. Padlet also offers students a platform for teachers and students to share their writing (Jaganathan, 2016). Padlet could also be an "exit ticket" or an interactive classroom assessment tool for teachers, rather than he or she uses the traditional method in the classroom, for example, writing by using paper and pen (June, Warner, & Ferguson, 2016).

Furthermore, Padlet is appropriate for students' activities like brainstorming, discussion and project work in the classroom setting. Students can always learn via the Padlet with any web-connected devices like smartphones, tablets, and computers. No software to use the Padlet is required for downloading. Students can then post their works with their blog on Twitter, Google+, e-mails, or even insert URL (Haris, Yunus, & Badusah., 2017). In line with those statements, Padlet is media that usually used by the teachers to create and share the materials to the students in an easy, creative, and interesting way. In this case, Padlet often named as an electronic bulletin board or a digital wall. Padlet gives the teacher the ability to post various teaching materials including text, pictures, document, videos, etc. Then we can share the through its inclusion in blogs, a link or by posting on social media such as Facebook, Instagram, G+, Twitter, etc. (Fadhilawati & Sari, 2018)

The success of Padlet as media in English teaching and learning had been proved by many researchers for examples: the use of Padlet could increase the fifth level students' of semester 1 writing performance in Saudi (Farah Nasser Algraini, 2016). Padlet was effective to improve 30 students' Grammar performance in Islamic Universiti Sains Islam in Malaysia (Haris et al., 2017). Padlet worked well to improve students' writing at University level and helped them to

express their idea in writing confidently (Awaludin, Abd Karim, & Mohd Saad, 2017). Padlet could enhance the third-semester students' mastery in writing descriptive text in English Department UNISKA Kediri (Lestari & Kurniawan, 2018). Moreover, Padlet was effective to improve writing achievement of procedure text of the first semester at State Islamic University Malik Ibrahim Malang (Fadhilawati & Sari, 2018). Besides, Taufikurohman (2018) revealed that padlet was effective to improve the students' descriptive text achievement in a secondary school in Ciamis, West Java.

Based on the unsatisfactory result in writing procedure text of 50 students of ECC at MAN Kota Blitar as described previously, the advantages of the use of Padlet in teaching and learning process, and the result of previous researchers who proved that Padlet was effective to improve English teaching and learning, the researchers were interested to research the title "Using Padlet to increase the Students' Procedure Text Writing Achievement at English Conversation Club (ECC) MAN Kota Blitar in the 2019/2020 Academic Year". In this research, the researchers formulated 2 research problems:

- 1) How are the students' procedure text writing achievement at ECC Man Kota Blitar after taught by using Padlet?
- 2) How are the ECC students' attitude to the use of Padlet in the teaching and learning writing of procedure text at ECC Man Kota Blitar?

METHOD

We can solve the Problems that occur in our classroom by applying CAR (Classroom Action Research). Because there was a problem with the students' writing, the design of this research was Classroom Action Research. According to Latief (2010), Classroom Action research has a function to enhance the quality of classroom teaching and learning. In this research, the researchers wanted to improve the students' achievement in writing procedure text by applying Padlet as media for teaching and learning writing.

Participants

This research was a classroom action research that intended to solve the problems in ECC MAN Kota Blitar. The research participants were 50 students of the English Conversation Club from X grade of Man Kota Blitar which consisted of 11 boys and 39 girls. Those students became research participants because they had a problem to write a good procedure text, this

was proved from the result of the preliminary test in writing very unsatisfactory procedure text (57.55).

Data Collection

In this research, the researchers applied two research instruments, they were test and questionnaire:

1. Test

Writing tests would be used by the researchers to see how far the students' improvement in writing procedure tests after they taught by applying Padlet as media in teaching and learning writing. The test was subjective because the tests were in the form of subjective test, the researchers used the scoring rubric to make it more objective. In this test, the students were asked to write a procedure text about how to make something or how to do something which consists of Tittle, Goal, Materials, and Steps. In this case, the students' writing would be evaluated in terms of 1) Text Structure, 2) Goal, 3) Materials Listed, 4) Linking Words and Verbs Used, and 5) Spelling, Grammar, and Punctuation.

2. Questionnaire

In this research, the questionnaire used by the researchers to know the ECC students' attitudes toward the implementation of Padlet in teaching and learning writing of procedure text. This questionnaire would be given to the students after they got the post-test. The questionnaire covered 15 statements with 5 options to be chosen SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree and SD: Strongly Disagree

2.2.1 Techniques for Collecting Data

1. Administering Test

To know the students' writing achievement of procedure text after taught by implementing Padlet, the researchers administering the test. In this case, the students were asked to write down procedure text based on the instruction given. In this research, the test was administered twice. The first test was administered on 28 February 2020, it was intended to measure the students' procedure text writing achievement in cycle 1, and the second test was administered on 29 November 2019, it was to know the students' procedure text writing achievement in cycle 2.

2. Distributing Questionnaire

To gather information about the students' responses toward the implementation of Padlet in teaching and learning writing of procedure text, the researchers distributed a questionnaire to the students. The questionnaire was distributed to the students after the students did the test in cycle 2 (3 April 2020).

Research Procedures

In this occasion, the researchers applied Classroom Action Research Procedures by following Kemmis and Taggart model that covered four steps: Planning, Acting, Observing and Evaluating and Reflection. (Kemmis, McTaggart, & Nixon, 2014). This research was conducted from 7 February to 3 April 2020 which covered 2 cycles as explained as follows:

Cycle 1

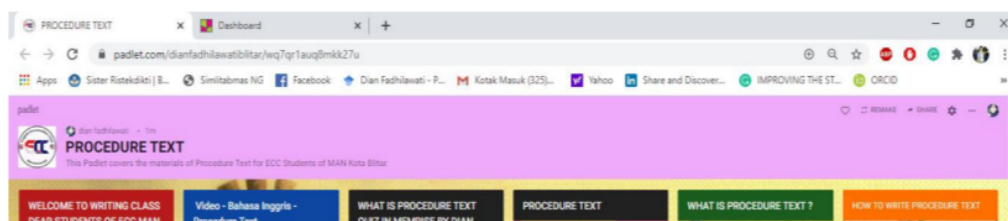
1. *Planning*

In planning of cycle 1 (7- 14 February 2020), the researchers worked collaboratively in: 1) preparing lesson plan for teaching procedure text by using Padlet, 2) preparing materials that needed to write a good procedure text in Padlet application, 3) preparing media to support teaching-learning procedure text by applying Padlet, and 4) Designing test for cycle 1 5) preparing scoring rubric 6) setting criteria of success of the research. In this research, the students said to be a success in learning writing of procedure text if they got a minimum score of 75.

2. *Acting*

The acting of Cycle 1 was done by the researcher on 21 February 2020. In this case, the researchers taught writing of procedure text by applying Padlet application. In acting the teacher did these following activities 1) The teacher said hello to the students, 2) the teacher asked leading question about procedure text, 3) The teacher explained the learning objectives, 4) The teacher told the students about Padlet and ask the students to click www.padlet.com, 5) the students created account in padlet, 6) The students learned procedure text materials that had been prepared in Padlet by the teacher, 7) The students and the teachers had discussion about what is procedure text from the materials prepared in Padlet, 8) the Students learned vocabulary of action verbs, kitchen verb that useful to write down procedure text that embedded in Padlet, 9) The students learned Some procedure text examples that provided in Padlet, 10) the students tried to make their procedure text in paper in pair. 11) The students submitted their work, 12) the teacher gave feedback to the students' writing, 13) the students concluded today's lesson and, 14) the students and the teacher ended the class.

The following is the example of Padlet that used by the researchers as media for teaching procedure text:



3. *Observing and Evaluating*

After implementing the action, the researchers observed and evaluated the students by administering the test in cycle 1 on 28 February 2020. This activity was intended to know how far the students' achievement after they taught by using Padlet. In this case, the students wrote down procedure text in paper individually. In the test of cycle 1, the students' writings would be scored by using a scoring rubric. After the researcher did the evaluation, the mean score of the student in cycle 1 was 72.85

4. *Reflecting*

The last step in every classroom action research is the researcher should make a reflection about what he /she had done. The success of the teacher's action depended on the criteria of success that made in this research. In Reflection, the researchers would consult the students' achievement in cycle 1 with the criteria of success that had been stated in planning. Reflection was intended to know whether the students' achievement has met the criteria of success or not, if the students' achievement did not meet the criteria, it would be continued in the next cycle. Mistar (2010) said that reflection in CAR is an effort to evaluate whether the teaching-learning process is successful or not based on the criteria of success that have been decided. Based on the results in cycle 1, the students' mean score of writing procedure text was 72.85. That achievement was under the minimum criterion of success that has been made by the researcher

(75.00). Therefore, the researchers should continue their classroom action research to the next cycle (cycle 2)

Cycle 2

1. Planning

In cycle 2, Planning was done by the researchers starting from 6 of March until 13 of March 2020. In this planning stage, the researchers tried to revise the lesson plan, especially in main activities. In this case, the researchers focused on revising the main activities of the teaching-learning process, furthermore, they also revised the post-test in cycle 2. In cycle 1, the students were asked to write procedure text in the paper and sent the result to the teacher through WhatsApp Group, these activities made the students felt bored and unmotivated, therefore their result in writing procedure text was not satisfying. In cycle 2, the researchers would try to ask the students to do their tasks (writing procedure text) in Padlet. Furthermore, the researcher had the plan to use Padlet as media for the students in writing procedure text.

2. Acting

In cycle 2. The acting was done by the researchers on 20 March 2020. In this case, the procedures almost the same as the procedure of acting in cycle 1. However, there will be differences in main activities specifically, where the students should do their tasks (writing procedure text). The complete procedure of acting in cycle 2 covered activities such as 1) The teacher said hello to the students, 2) the teacher asked leading question about procedure text, 3) The teacher explained the learning objectives, 4) The students learned procedure text materials that had been prepared in Padlet 5) The students and the teachers discussed what is procedure text from the materials prepared in Padlet, 6) the Students reviewed vocabulary of action verbs, kitchen verb that useful to write down procedure text that embedded in Padlet, 7) The students reviewed Procedure text examples that provided in Padlet, 8) the students found out the examples of procedure text from internet in group of 5 students, 9) The students presented their group work 10) The students were asked to make their procedure text in Padlet individually 11) The students' were asked to comment on her/his friend's work in Padlet, 12) The teacher gave feedback to the students' work in Padlet, 13) The students concluded today lesson and, 14) The students and the teacher ended the class.

3. Observing and Evaluating

After the implementation of Padlet in the teaching-learning process, the researchers conducted a test of cycle 2 on 27 March 2020. In this case, the students were asked to make

procedure text individually in Padlet. This technique was work well, the students were motivated to do their tasks. They presented procedure text with colorful pictures in Padlet. Referring to the result of post-test in the second cycle, it was known that the students' achievement was fulfilled the criterion of success of the research. The mean score of the students was 82.65. Furthermore, after the students did the test in cycle 2, the researchers distributed the questionnaire to the students to know their responses toward the use of Padlet in teaching and learning procedure text on 3 April 2020.

4. *Reflecting*

Based on the result of the test in cycle 2, it was known that the students of ECC MAN Kota Blitar showed a satisfactory result. The students' mean score in writing procedure text was 82.65. That score was higher than the minimum criterion of the school (75.00) therefore, it can be concluded that the next cycle was not needed because in cycle 2 the criterion of success of the research had been fulfilled. Moreover, based on the result of the questionnaire given the students of ECC MAN Kota Blitar responded positively to the statements given. Most of the students happy and motivated to learn writing procedure text through Padlet.

FINDINGS

The Students' Procedure Text Writing Achievement

After, two cycles of action, the students' results on writing procedure text was increased significantly. The following figure is the summary of the students' achievement on preliminary action, cycle 1 and cycle 2:

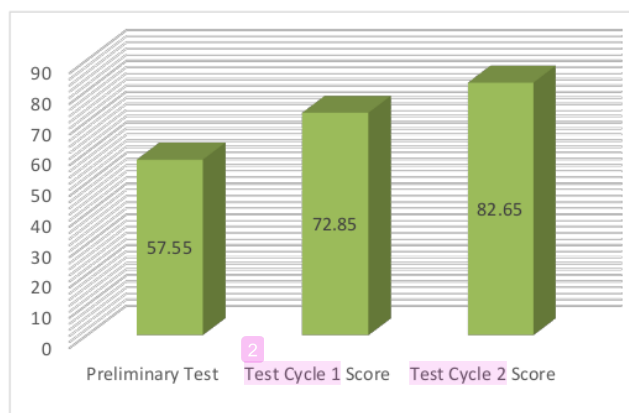


Figure 1: The students' Achievement in Writing Procedure Text

From the data presented in figure 3.1, we can see that the ECC students' writing achievement was improved significantly. In the preliminary test, the students' result was very

low if it compared with the students' minimum criterion mastery. In cycle one, the ³ mean score of the students was 57.55. From that result, only 6 students who passed the minimum criterion mastery (75.00), and most of them were not achieved the minimum criterion of success (44 students). After 1 cycle of the action, the students showed a good improvement. The mean score of the students improved to 72.85. 35 students passed the minimum criterion mastery and 15 students who failed because the score was under 75.00. From the result in cycle 1, the researchers continued the research to cycle 2. After the researchers changed the procedures in main activities and the way in giving the test in cycle 2 from test-based paper to test based on technology (Padlet), the ECC students' achievement was improved significantly. The students' mean score was 82.65. In cycle 2, all of the students passed the minimum criterion mastery (75.00).

The Results of Students' Questionnaire

To know the 50 ECC students of MAN Kota Blitar responses toward ¹⁸ the implementation of Padlet for teaching and learning ⁸ writing of procedure text, the researchers distributed the questionnaire on 29 November 2019. The questionnaire covered 15 statements and 5 options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The students' questionnaire result was presented as following:

Statement 1: I am eager to learn writing procedure text through Padlet, there were 4 (8%) students said strongly agree, 45 students (90%) stated Agree and 1 student (2%) chose neutral. It means that the students were very motivated and have a strong desire to learn writing procedure text through Padlet. Besides, the students of ECC MAN Kota Blitar were happy in learning procedure text by applying Padlet. It proved by the result of the Questionnaire of Statement 2: I am happy to learn procedure text through Padlet was responded positively, 10 students (20%) stated Strongly Agree, and 39 students (78%) stated Agree and only 1 student (2%) who said Neutral.

Moreover, related to statement number 3, 38 students of ECC MAN Kota Blitar (76%) strongly agree that learning procedure text using Padlet is interesting, 10 students (20%) stated agree, 2 students (4%) stated neutral to that statement. Besides, the students of ECC MAN Kota Blitar argued that learning procedure text by applying Padlet was not wasting their time. It proved by the result of Questionnaire of Statement 4: 7 Students (14%) stated Strongly disagree that learning procedure text through Padlet is wasting their time, 42 students (84%) stated

disagree that learning procedure text through Padlet wasting their time, and 1 Student (2%) chose neutral to that statement.

Furthermore, Statement 5: I feel comfortable to share my writing of procedure text in Padlet gained positive response from the students. 2 students (4%) stated strongly agree, 47 students (94%) stated agree and only 1 student (2%) stated neutrally. It means that the students of ECC Man Kota Blitar felt comfortable to share their work in Padlet. Besides, the students of ECC MAN Kota Blitar argued that learning procedure text in Padlet is not difficult. It proved by the students' result of questionnaire on statement 6: Learning writing procedure text in Padlet is difficult was responded negatively in which 42 students (84%) stated strongly disagree that learning writing procedure text in Padlet is difficult, 5 students (10%) Stated disagree, 2 students (4%) stated neutral, and only 1 student (2%) who stated agree to the statement in point 6

Statement on point 7: I am motivated to do my writing tasks in Padlet was responded positively, 39 students (78%) stated strongly agree, 10 students (20%) stated agree, and 1 student (2%) stated neutrally. It means that Padlet has motivated them to do their tasks. Besides, based on the result of the questionnaire of statement point 8, it was known that the ECC students of MAN Kota Blitar 10 students (20) % stated strongly disagree that learning procedure text in Padlet is costly, 33 students (66%) stated disagree, 5 students (10%) stated neutral, and 2 students (4%) stated agree. It means that most of the students of ECC MAN Kota Blitar argued that learning procedure text in Padlet is not expensive.

Furthermore, based on the result of questionnaire of statement on point 9: I got better achievement in writing procedure text after learning using Padlet, we can know that the students of ECC MAN Kota Blitar gave positive response to that statement in which 5 students (10%) stated strongly agree, 39 students (78%) argued agree, 5 (10%) students argued neutral, and 1 student (2%) stated disagree. Statement point 10: Padlet makes me able to collaborate with my friends also got a positive response, there were 4 students. (12%) stated strongly agree, 35 students (70%) stated Agree and 7 students (14%) students said neutral and 2 students (4%) chose to disagree. It means that the students could collaborate with their friends by applying Padlet.

Moreover, Statement point 11: I pay more attention to the procedure text presented in Padlet easily was responded positively by the students of ECC in MAN Kota Blitar in which 5 students (10) % stated strongly agree, 40 students (80%) stated agree, 3 students (6%) stated neutral, 1 student (2%) stated disagree, and 1 student (2%) stated strongly disagree. Statement

point 12: Padlet helps me to develop idea for writing procedure text also got positive response from the students, in this case, which 4 students (8%) stated strongly agree, 38 students (76%) stated agree, 6 students (12%) stated neutral, 1 student (2%) stated disagree, and 1 student (2%) stated strongly disagree.

Statement point 14: I like my teacher's feedback on my writing in Padlet, got a positive response from students of ECC MAN Kota Blitar. In this case, 4 students (8%) stated strongly agree, 35 students (70 %) stated agree, 8 students (16%) neutral, 2 students (4%) argued disagree, and 1 student (2%) stated strongly disagree. It means that the teacher's feedback on the students' Padlet is very important for the students. The last statement (point 15): I will use Padlet to write other topics in the future was responded positively in which, 5 students (10%) stated strongly agree, 39 students (78%) argued agree, 5 (10%) students argued neutral, and 1 student (2%) stated disagree. From that result, we can know that the students of ECC MAN Kota Blitar had a strong desire to use Padlet to write other topics for example recount text or narrative text.

DISCUSSION

Referring to the result presented previously, it can be concluded that the use of Padlet could improve the students' achievement. In this case, the students' achievement were increase after applying padlet because: padlet made the students eager to learn writing procedure text, made them happy to learn writing procedure text, made them interested to the lesson, made them feel comfortable to share their writing of procedure text in Padlet, and made them develop idea of writing easily. That result agrees with Stannard (2015) who said that padlet is very appropriate for students' activities such as brainstorming, debate and project work. t it is in line with Algraini (2014) who revealed that the use of Padlet could enhance the students of semester 1 writing performance in Saudi. Furthermore, it also agrees with Haris, et al. (2017) who reported that Padlet was effective to improve 30 students' Grammar performance in Islamic Universiti Sains Islam in Malaysia. Furthermore, the result of this research supported Awaludin, Karim & Saad (2017) who reported that Padlet worked well to improve students' writing at University level and helped them to express their idea in writing confidently. Besides, that, it is in line with Lestari and Kurniawan (2018) who proved that applying Padlet could increase the third-semester students ability to write descriptive text at English Department UNISKA Kediri. Moreover, it also supported Fadhilawati and Rinasari (2018) who stated that Padlet was effective to improve writing achievement of procedure text of the first semester students at State

Islamic University Maulana Ibrahim Malang. Besides, it also agrees with Taufikurohman (2018) who revealed that padlet was effective for teaching descriptive text for the tenth-grade students in a Senior High School in Ciamis, West Java.

Furthermore, from the result of questionnaire, we can know that padlet made the students eager to learn writing procedure text, made them happy to learn writing procedure text, made them interested to the lesson, made them feel comfortable to share their writing of procedure text in Padlet, and made them develop idea of writing easily. That result agrees with Stannard (2015) who said that padlet is very appropriate for students' activities such as brainstorming, debate and project work.

Furthermore, the students said that the padlet was not expensive; they could make comment to their friends' padlet and got feedback from the teacher directly in Padlet. Those statements are in line with Funch (2014) who said that Padlet provides a free, multimedia friendly wall that supports full-class participation and evaluation in real-time. Moreover, by applying Padlet, the students can collaborate with friends. It is in line with Weller (20013) who said that padlet is a product appropriate for students' collaboration.

CONCLUSIONS

Based on the results of the research discussed above, it can be summed up that applying Padlet in teaching and learning writing especially procedure text, could increase the students' writing achievement in ECC MAN Kota Blitar. The students' 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. Furthermore, the students of ECC MAN Kota Blitar also presented a positive attitude toward the application of Padlet in teaching learning process. From the results presented above, the researchers suggest the teacher use Padlet as one of the alternative media to create a creative and interesting teaching-learning process especially writing.

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