

CHAPTER I

INTRODUCTION

In this chapter, writer explained some points of introduction about this study, namely: Background of the Research, Research Problem, Objective of the Research, Significant of the Research and Hypothesis

1.1 Background of the Research

Writing is one of the language skills, listening, speaking and reading skills. The process of mastering writing skills is at the final level after someone has mastered listening, speaking and reading skills. Writing is a skill that can demonstrate a person's mastery of other aspects of language (Nurhadi, 2017).

In addition, writing is a communication activity in the form of providing written messages (information) to other parties using written language as a tool or medium. Writing activities involve several elements, namely: the author as the driver of the message, the content of the writing, the channel or media, and according to Dalman, (2015) writing skills are the ability to express ideas, opinions and feelings to other people. the other party through written language.

However, accuracy in expressing ideas and opinions must be supported by the accuracy of the language used, vocabulary and grammar as well as the use of spelling. According to Suhendra (2015) Writing skills are a person's skills in expressing ideas in writing. In writing activities, students must fulfill several aspects as a basis for assessing their writing results, namely content, organizational ideas, and use of vocabulary, grammar, and mechanics.

In other hand, one type of writing often used to improve writing skills is narrative text. Narrative according to the *Kamus Besar Bahasa Indonesia* (KBBI) online is "narrative in nature; or expounding (explaining and etc)". The definition of narrative according to Abbott (2010) is a story or generally means telling a story. Stories generally have an event or several events that proceed according to chronological time and the events are conveyed through several media. An event can qualify as a story if there is a change from the initial situation.

Another definition of narrative according to Nielsen (2008) narrative can be defined as a succession of events. Its basic components are: the chronological order of the events themselves (story), their verbal or visual representation (text), and the act of telling or writing (narration). although story and plot are technically elements of a narrative. Based on the definitions above, narrative is an event that can lead to different situations and is not limited to just one event but rather several of them occur chronologically or sequentially.

On the other hand, students at SMAN 9 face several issues that affect their writing abilities in narrative texts. One challenge they encounter regarding content is the difficulty in developing strong and relevant ideas in their writing. Additionally, organizing ideas poses a challenge, as some students struggle to structure information coherently within a paragraph. Another issue involves limited vocabulary and understanding of grammar, which can affect the clarity and accuracy of their written communication. Meanwhile, writing mechanics such as spelling and punctuation also often hinder the effective expression of ideas.

In facing this challenge, a researcher utilized technology-based learning media, such as Padlet, to address this deficiency at SMAN 9. By leveraging Padlet, students could engage in interactive writing activities and receive real-time feedback. Simply put, Padlet can be described as an online whiteboard that enables educators and students to convey and share ideas or thoughts in the form of text, photos, or videos (Alghozi et al., 2021).

Currently, there are many learning media being used today, one of which is Padlet. Padlet is a web-based learning platform and application that can be used by teachers and students in 2 versions, namely free and paid. This platform's learning model uses an internet system. Padlet allows teachers and students to carry out learning activities boldly using text and audio-visual media simultaneously. Padlet provides virtual walls and collaborative spaces that can be accessed from any device that supports internet access. (Fuch, 2014)

This media helps students' understanding of content, leads them to efficient organization of ideas, expands vocabulary, and perfects grammar skills and writing mechanics. Therefore, the application of Padlet as an educational tool is expected to provide the necessary assistance in overcoming the challenges of students' writing skills at SMAN 9. Many researchers have effectively used Padlet as a pedagogical tool to improve oral communication skills in educational environments, including secondary schools, schools and middle schools. Below are examples of researchers who have achieved success in using this media.

In addition, previous studies conducted by some researcher Musdir, (2018) with the title “The Use of Padlet Application (PA) to Enhance Students Writing

Ability at MAN 1 Makassar”. This research investigated whether the Padlet Application could improve students' writing ability using a pre-experimental design with pre-test, treatment, and post-test. The study aimed to analyze its effectiveness and involved 17 students from class XI MIPA 1 at MAN 1 Makassar in the 2018/2019 academic year. Using purposive sampling, the researcher measured improvements in writing content and organization. Results showed significant improvements: content scores increased from 54.70 to 82.35 and organization scores from 57.05 to 87.05, with t-test values greater than t-table. Thus, Padlet was found effective in enhancing students' writing skills.

Furthermore, research by Firnanda, (2021) with the title “The Use of Padlet Application to Improve Students’ Writing Skill”. This classroom action research at MAN 1 Pasuruan during the 2020/2021 academic year investigated how the Padlet application could improve eleventh-grade students' narrative writing skills. Chosen to boost interest and motivation in learning English, Padlet helped 36 (90%) of students achieve passing grades, showing significant improvement. The study concluded that Padlet effectively enhances students' narrative writing abilities.

Two previous studies have shown that the Padlet application is effective in improving students' writing skills. Musdir's research at MAN 1 Makassar used a pre-experimental design and found significant improvements in the content and organization of the writings of XI MIPA 1 students. Firnanda's research at MAN 1 Pasuruan used classroom action research and found that 90% of XI grade students passed with good results in narrative writing skills. My study, "The Use of Padlet Application in Improving Students’ Narrative Writing Skills in English for Grade

XI Senior High School Students," uses a quasi-experimental method with experimental and control classes, focusing on improving narrative writing skills. The quasi-experimental method has the advantage of allowing a more valid comparison between the groups that receive the treatment and those that do not, as well as better controlling external variables.

This study aims to provide a comprehensive evaluation of Padlet's effectiveness in enhancing narrative writing skills and to offer insights that can be generalized to broader educational contexts, ultimately contributing to the improvement of English writing instruction in senior high schools.

1.2 Research of Problem

Does the use of Padlet application to improve students' narrative writing skills in English for grade X senior high school students?

1.3 Objective of the Research

The aim of this research to know whether or not the use of Padlet application to improve students' narrative writing skill in English for grade X senior high school students?

1.4 Significance of the Research

This study contributes to the existing body of knowledge by providing deeper insights into the effectiveness of Padlet as a tool for enhancing narrative writing skills. It highlights the specific impact of Padlet on different aspects of writing, thereby offering a more nuanced understanding of its potential applications in educational settings.

The research aims to improve students' narrative writing skills by utilizing an interactive and engaging platform like Padlet. By enhancing their ability to develop ideas, organize information, expand vocabulary, and refine grammar and mechanics, students are likely to experience improved writing performance and greater confidence in their writing abilities.

Teachers can benefit from this research by gaining practical insights into how Padlet can be effectively integrated into their teaching strategies to enhance students' writing skills. The study provides evidence-based practices and methodologies that can be adopted to make writing instruction more interactive, collaborative, and effective, ultimately leading to better learning outcomes for students.

1.5 Hypothesis

Creswell (2015) suggests that a hypothesis is a statement in quantitative research whose research makes predictions or conjectures about the results of the relationship between special attributes or characteristics. Hypo means less than, while thesis means opinion. The hypothesis is an opinion or conclusion that is temporary. The hypothesis is a possible answer to the problem posed.

1. Null Hypothesis (H₀): There is no significant difference in the abilities of students who are taught narrative texts using Padlet media and those who are taught without using Padlet media in writing narrative texts.
2. Alternative Hypothesis (H₁): There is a significant difference in the abilities of students who are taught narrative texts using Padlet media compared to those who are taught without using Padlet media in writing narrative texts.

1.6 The Definition of Term

This is important for the researcher to make clear explanation to avoid misunderstanding and misinterpretation in this chapter, as the following:

1. Writing

writing is delivering messages (communication) using written language as media or tool. According to Sukirman (2020), writing represents the final form of language skills acquired by learners after mastering listening, speaking, and reading. This is because writing is a more difficult and complex skill as it involves mastery of various elements, both linguistic aspects and those beyond language itself. Written production skills are among the most challenging to adapt compared to other skills. Errors made in spoken language are often considered acceptable, as the communication message can sometimes still be understood. Conversely, errors in written language must be avoided, as they must always be expressed correctly. On the other hand, conveying ideas accurately and systematically in written form is not an easy task.

Writing is a language skill used to communicate with others indirectly, without face-to-face interaction. Writing is also described as a productive and expressive activity. This activity is beneficial for individuals, one of which is the motivation to maintain interest in writing. The motivation that arises from within a person is crucial to ensure continuous practice in writing. Writing skills can be honed and developed over time, as they are not innate abilities. Writing is an essential part of language skills that plays a significant role in human life, as the use of language is applied in daily life for both oral and written communication.

Through writing, individuals can convey ideas and thoughts to achieve specific goals. Additionally, writing serves as a means for individuals to express creativity and contribute to effective communication in various contexts.

2. Padlet Application

Padlet is an application created by Nitesh Goel in 2008 in the United States. The application allows users to store and copy files or documents, which can then be shared by teachers with their students. Padlet is utilized as a tool for collaboration and communication in learning contexts, enabling teachers to interact effectively with students. Through this e-learning-based platform, students can easily express their ideas and thoughts during the learning process (Qulub, 2020). Padlet serves as an internet-based learning medium that functions as a platform for sharing information, including text, photos, links, and videos, commonly referred to as a "wall." Teachers can use Padlet as an alternative to traditional classroom whiteboards (Lestari, 2016).

The functions of Padlet in education, as outlined by Handini et al. (2020), include:

1. Discussion Platform: Padlet facilitates group discussions where teachers and students can post their discussion results or materials on the Padlet wall.
2. Feedback Mechanism: Teachers can provide feedback to help students understand learning content by responding to their peers' work. Padlet accommodates comments from students and teachers alike.
3. Group Work: Teachers can use Padlet for group activities, where one group submits answers, and other groups review and provide feedback. This fosters a deeper understanding of different perspectives.

4. Student Portfolio Documentation: Padlet serves as a platform to compile students' work, showcasing their progress, skills, and efforts in one or more subject areas.

Padlet is a digital alternative for teachers and students to store learning outcomes. One key advantage of Padlet, as noted by Roshid et al. (2019) in Handini et al. (2020), is its effectiveness in improving students' essay writing skills by encouraging careful and creative writing. Additionally, its ease of use and free access (Sari, 2019) make it particularly appealing during times of financial constraints, such as the pandemic. Padlet supports active and independent learning, helping students develop their English skills, particularly in reading and writing.

Empirical research, including studies by Megat Mohd. Zainuddin et al. (2020), has demonstrated the success of Padlet in enhancing learning outcomes. Both domestic and international studies have confirmed its effectiveness, establishing Padlet as a relevant tool for facilitating the learning process. Consequently, technical guidance on Padlet usage highlights its numerous benefits and aligns with broader research findings on its impact on education.

3. Narrative

Narrative text is a type of text that tells a series of events sequentially and interconnectedly. This text often features imaginative or fictional stories aimed at entertaining the reader. Typically, narrative texts present a story that includes problems or conflicts designed to engage the reader's interest. In the ending, the author may conclude the story with either a happy or sad resolution. According to Sarwani (2015), narrative text is a flexible form of writing that can convey moral

messages, attitudes, and behaviors. Its primary purpose is to entertain or delight the reader or listener. Additionally, narrative text has a general structure comprising four elements: orientation, complication, resolution, and sometimes re-orientation. Therefore, the introduction of narrative texts can be enhanced by providing students with reading comprehension exercises on narrative texts, helping them better understand the structure and purpose of this type of writing.