

THE EFFECT OF PADLET APPLICATION ON STUDENTS' READING PROCEDURE TEXT

Indah Laras Dwi Septiyani¹, Yoga Prihatin², Anin Eka Sulistyawati³

{ indahlaras1106@gmail.com }

Abstract

From data of Programme for International Student Assessment (PISA) in 2018 revealed that Indonesia ranked in the bottom ten of the 79 participating nations, with 3.7 million fifteen-year-old respondents from grades seven through twelve. The average reading ability of Indonesian students is 80 points below the average Organization for Economic Co-Operation and Development (OECD). The aims of this study are to determine the implementation of Padlet application on students' procedure text reading, and to determine the effect of using Padlet application on students' procedure text reading

The writer used a quantitative approach with a quasi-experimental design. The population in this study were all students of class XI of SMK Al-Irsyad Tegal and divided into two groups, namely class XI TKJ for the experimental group of 25 students and class XI RPL as the control group of 25 students. There are two types of instruments used here, namely multiple choice and questionnaire.

The independent test results found a significant difference between the experimental group's post-test of 85 outperforming the control group of 72.8 and it is known that Sig. (2-tailed) of 0.000 which means <0.05 so that the research hypothesis is accepted. And the results of the questionnaire it is evident that most students chose Strongly Agree and Agree. This is in accordance with the question from the problem formulation regarding the implementation of Padlet for students' procedure text reading

The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Padlet has a good and significant effect on students' reading procedure text. So, the writer concludes that the use of Padlet has a significant positive effect on students' reading procedure text

Keywords: Padlet, Reading, Procedure text.

1 INTRODUCTION

Reading is a skill that students must master in English as a foreign language because it has become a part of our daily lives and reading is one of the skills that students must learn in English as a foreign language. Furthermore, through this activity, students can improve their language skills, gain experience, improve their reading skills, and change their minds. What they read and what they need to know provide them with information and ideas. Reading can also be seen as a way for us to express ourselves and others by expressing the meaning that is expressed or inferred by written symbols. (Tarigan, 2008). Reading is a cognitive process that involves reading and requires understanding to get the meaning of the reading (Yarmi & Widyastuti, 2014). Based on several opinions regarding the meaning of reading, it can be concluded that reading is an activity of reciting letters which is an interpretation of written symbols and symbols to achieve certain goals.

Data from the Programme for International Student Assessment (PISA) in 2018 revealed that Indonesia ranked in the bottom ten of the 79 participating nations, with 3.7 million fifteen-year-old respondents from grades seven through twelve. The average reading ability of Indonesian students is 80 points below the average Organization for Economic Co-Operation and Development (OECD). The ability of Indonesian students is also still below the achievement of students in other countries ASEAN. Furthermore, when it is reviewed further regarding the abilities of Indonesian students at PISA 2018, students' abilities can be divided into minimum level competence or more and underneath. In percentage terms, only 25% of Indonesian students have competence reading minimum level or above. Many factors affect the students' competence, including student internal factors for example self-motivation to learn, toughness or resilience, competitive nature, and so on. External factors such as the learning environment at school and at home, good teaching practices carried out by the teacher, the completeness of learning facilities, and so on. These factors in PISA 2018 was also reviewed through student questionnaires and school questionnaires by looking at the answer principals and student perceptions of these factors (Kementrian Pendidikan, 2021).

Based on the background above, the objectives of this research are to find out the implementation of Padlet application on students' reading procedure text to find out the effect of Padlet application on students' reading procedure text at SMK Al-Irsyad Kota Tegal.

The writers found that eleventh grade students still had difficulty understanding what they read. The reason the writers is going to do research at SMK Al-Irsyad Tegal is because the students still has a low interest in reading and this can be known from asking the English teacher at the school.

The writers used Padlet as the learning media in this study. Nitesh Goel developed the software Padlet in the United States in 2008. The application has the ability to copy and store files that may later be sent by the teacher to the students. (Susanto et al., 2021). A space where people can share knowledge in the form of text, photographs, links, and videos is a place called a wall in the operational internet-based learning tool called Padlet. Teachers can use this program in place of

blackboards in the classroom. One of the studies conducted by (Prasty, 2019) found that Padlet can improve students' reading comprehension. The importance of deep media facilitating learners, the presence of deep media in the learning process is very helpful for students better understand what is being learned. (Arsyad, 2015). There are several meanings of learning media according to experts. The role of learning media in learning and teaching processes are one unity that cannot separated from the world of education. Everything that can be used to communicate a message to a recipient and pique their interest in learning is considered to be a form of media learning. (Tafonao, 2018). Media in the narrow sense means materials and tool components in the learning system. In a broad sense, media means utilization maximum of all components systems and learning resources above to achieve learning objectives certain. Based on the type of learning media, learning media can be grouped into several sections, such as print media, exhibition media, audio, visual, multimedia, computers and networks.

One of the media that can be used for learning media is Padlet. Padlet is one of the basic learning media via the internet and its function is as a place or container to share information in the form notes, images, links, videos, etc. which are called walls. (Alghozi et al., 2021). According to the definition, teachers and students can post notes containing links, videos, pictures, and document files. When student posts respond to teacher posts, an email will be sent to the teacher's email as a notification. this app allows students and teachers to ask questions, convey answers, comment, and evaluate each other. Additionally, use Padlets in teaching and learning activities can make teachers collect student ideas easily. The reason is that every student in the Padlet discussion may participate by giving opinions anonymously. So, students will do more confidently in presenting arguments or opinion. In addition, this app can also work well in class tasks like discussions and homework.

There are some definition of reading according to experts. Reading is one of four language skills. Reading is a necessary skill for anyone who wants to learn something or get more knowledge because it increases one's knowledge bank. (Vebrianto, 2015). According to (Tarigan, 2008) reading is a process through which readers obtain the message that the writer wishes to impart through the medium of words or written language. According to some of the definitions given above, reading can be defined as the process of comprehending or appreciating texts that requires thinking, reasoning, and information processing. It also involves observing writing visually and using one's visual sense to gather information.

There are three major models of reading according of (Brown, 1998) the bottom-up, top-down, and interactive models. The bottom-up model of reading is a practise involving precise, specific, sequential sensations and identification of letters, words, spelling patterns, structure, and larger linguistic units in a book. In a top-down model, readers begin the reading comprehension process from their understanding, whereas in a bottom-up paradigm, readers begin the reading comprehension process from the text. By guessing or predicting, readers actively generate meaning from reading content. In an interactive strategy, the reader must concentrate on cognitive ability, identification and interpretation, as well as reader-text interaction.

Learning a language takes time, therefore reducing teaching hours gives students less exposure to hearing English in the classroom, which is critical for them in learning English. (Prihatin, 2019). Learning English in vocational schools can be said as English for Special Purposes (ESP). This is due to the orientation of learning English depending on the major the student is studying. (Putra & Nurfauziah, 2018) ESP learning is done by adapt to student needs and focuses on students as main consideration in learning. In other words, ESP must consider students' reasons for learning English. At the Vocational High School level mastery of English abilities and skills for communicate both orally and in writing at an intermediate level. Students can create straightforward texts on simple or personal issues at the intermediate level. Students can also talk about their experiences, as well as their goals, aspirations, and desires. (Prastiwi, 2021).

The main purpose of teaching reading in general is to develop students' reading skills so that they can access existing information and can follow technological development. (Triana, 2019). To achieve basic competence and standard competency in reading, many strategies can be applied by the teacher to maximize their role in class, but most of them are not trying to find different methods and any way to be more attractive.

Procedure text is one of the texts in genre-based approach. A process text in this study is a piece of writing that explains how to make or perform anything by giving us multiple steps or instructions. (Ameliah et al., 2019). (Yonas, 2022) reveals the structure of the procedure text is divided into 4 parts, namely 1) Goal, 2) Materials, 3) Steps. According (Priyatni, 2014) language features of procedure text are 1) Use Simple Present Tense, 2) Make use of command or imperative sentences. 3) Connecting one activity to the next using conjunctive or connecting words. 4) Using adverbs to provide information about time.

2 METHODOLOGY

In this study, the writers used quantitative research with quasy experimental and the form of research design that used by the writer is post test only design. The research pattern of the post test only design according to design (Sugiyono, 2013) as follows:

Table 1. Post test Only Design

| Group | Treatment | Post test |
|------------------------|-----------|----------------|
| Experimental Group (R) | X | O ₁ |
| Control Group (R) | - | O ₂ |

The population in this study were all students of class XI SMK Al-Irsyad Tegal which consisted of three departments and there was one class in each department, namely Class XI TKJ (Teknik Komputer dan Jaringan), XI RPL (Rekayasa Perangkat Lunak), and XI AK (Akutansi dan Keuangan Lembaga, with a total of the total students are 75 students. The sample in this study consisted of two classes, namely the TKJ and RPL classes which consisted of 25 students in each class. In this study there are two variables, namely the dependent variable and the

independent variable. Dependent variable is the students' reading Procedure Text and independent variable is the use of Padlet application.

Data collection techniques used post tests with multiple choices and questionnaires. Meanwhile, to obtain this data, the author used an instrument in the form of a student reading test after being given treatment. In addition, researchers gave the same post test to the control group and the experimental group. Before the test is given to respondents, the test has been tested first by calculating its validity and reliability. The data that has been collected is then analyzed with the help of the SPSS Statistics 22.0 program. The data analysis techniques used in this study are as follows: 1) Normality Test, 2) Homogeneity Test, 3) T-test. In this study the authors used an independent t-test to see the significance value between the post test results of the experimental class and the control class.

3 RESULTS

This study was held on 19 May - 9 June 2021. In this study, the writers conducted 6 meetings. 5 meetings for treatment and 1 meeting for post-test and questionnaire. In the experimental class using Padlet while in the control class without Padlet (using PPT).

Table 2. Result of Post test

| | Experimental Class | Control Class |
|--------------------|-----------------------|------------------|
| Score Total | 2125 | 1820 |
| Average | 85 | 72,8 |

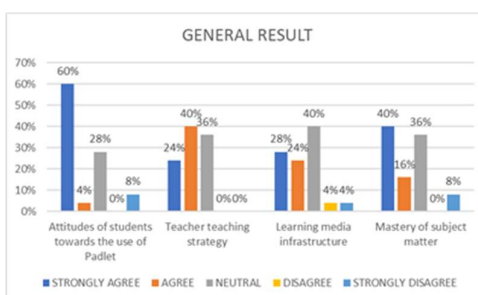
Based on the data above, the average post test score is greater in the experimental class than the control class, which is $85 > 72.8$.

The basis for independent t-test decision making if the significant value (2-tailed) < 0.05 , then there is a significant difference between the post test results in the experimental class and the control class. However, if the significant value (2-tailed) > 0.05 , then there is no significant difference between the post test results in the experimental class and the control class. The independent t-test has significant value (2-tailed) is 0.000 which means the value is < 0.05 so it can be concluded that there is significant difference between the post test results of the experimental class and the control class.

Based on the hypothesis testing that has been done, it shows that the use of Padlet learning media has a significant effect on the learning outcomes of students in class XI TKJ SMK Al-Irsyad Tegal. This is evidenced by the results of hypothesis testing with t-test at Sig. (2-tailed) < 0.05 with a result of 0.000 in the independent sample t-test, this means that Padlet has effectiveness as a learning media because there are significant post-test results between the experimental and control classes. This is supported by (Arsyad, 2015) theory which states that learning media really helps students better understand lessons. (Eliyah & Agustin, 2022) also found Padlet easy to use

as it is device-neutral and can be used on any internet-connected device. This means Padlet can be used in schools or on a variety of devices.

Picture 1. Questionnaire General Result (Bar Chart)



Based on the chart above, it can be concluded that 25 students have answered 12 questions. The first aspect is Attitudes of students towards the use of Padlet. 60% of students chose Strongly Agree. 4% chose Agree, 28% chose neutral, 0% chose disagree and 8% chose strongly disagree. This means that students feel more understanding, excited and more comfortable when learning procedure text using Padlet. This is also supported by the statement (Rachmadyanti, 2021) in journal that the use of this padlet makes students more enthusiastic about learning microteaching, even some students also conveyed in interviews that they were new to the Padlet application.

In the second aspect, namely Teacher teaching strategy. Students chose Strongly Agree as much as 24%. 40% chose Agree, 36% chose Neutral, 0% chose Disagree and 0% chose Strongly Disagree. This means that the teacher teaching strategy using Padlet has a positive effect on students' reading procedure text. This is in line with (Alghozi et al., 2021) who explains that Padlet enables teachers and students to carry out lecture tasks concurrently lectures at the same time and is simple because it can be accessed at any time and from any location whenever and wherever.

In the third aspect, namely Learning media infrastructure. Students chose Strongly Agree as much as 28%. 24% chose Agree, 40% chose neutral, 4% chose disagree and 4% chose strongly disagree. This means that the learning media infrastructure is good, although 40% of students choose neutral because there are still a few obstacles such as the school wifi network which if used by many people, the network will be increasingly slow. This is in line with (Andrizal & Arif, 2017) which explains that interactive media should be designed as simply as possible so that learners can easily use it.

In the fourth aspect, namely Mastery of subject matter. Students chose Strongly Agree as much as 40%. 16% chose Agree, 36% chose neutral, 0% chose disagree and 8% chose strongly disagree. This means that students understand and can remember the procedure text material because the teacher provides the material in order using Padlet. This is in line with (Aurora & Effendi, 2019) which explains that motivated learners will be happy to learn, diligently work on assignments and make time to repeat teaching material.

Despite the positive effect and significant value between the experimental and control classes, there are still shortcomings in the use of Padlet, such as students sometimes opening other applications while learning to use Padlet on smartphones, internet quota that suddenly runs out, and Wi-Fi signals that often disappear. This is certainly a challenge for the author when conducting treatment to the experimental class using Padlet. This has also been stated by (Elijah & Dwi Agustin, 2022) that Padlet is that it is very dependent on the internet network. When the internet network is not stable, it will interfere with the processing of using the application.

4 CONCLUSIONS

Based on the problem formulation and research results on The Effect of Padlet Application on Students' Reading Procedure Text of SMK Al-Irsyad Tegal in The Academic Year 2021/2022, it Can be concluded as follows:

First, the ability of grade XI TKJ students of SMK Al-Irsyad Tegal in the 2021/2022 academic year in reading procedure text using Padlet media is very good with an average score of 85, and is included in the very good category. The ability of students in class XI RPL SMK Al-Irsyad Tegal in the 2021/2022 academic year in reading procedure text by using conventional media is low with an average score of 72.8 and is included in the sufficient category. There is an effect of Padlet media on the ability to read procedure text of XI TKJ students of SMK Al-Iryad Tegal in the 2021/2022 academic year. It can be seen from the results of the research conducted, namely the results of the post-test and the results of the t-test, namely the values Sig. (2-tailed) < 0.05 , so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. alternative hypothesis (H_a) is accepted. Padlet has a good and significant effect on students' reading procedure text.

Second, based on the questionnaire collected from 25 respondents of class XI TKJ students of SMK Al-Irsyad Tegal, it is evident that for each item of the statement, 32% agree and 12% strongly agree. This is in accordance with the question of the formulation of the problem regarding the implementation of Padlet to read student procedure text. Therefore, the writers concludes that the use of Padlet has a significant positive effect on students' reading procedure text.

The results showed a significant difference in the scores of experimental and control class students. The researcher is given recommendations to apply learning media in the form of Padlet with procedure text learners as well as for further research. As a result, the researcher tried to give the following suggestions:

1. For the Students

By using Padlet learning media, students can improve their achievement in reading procedure text. Students are advised to be enthusiastic and active because Padlet helps students to be

active in learning English. It is expected that students can increase and improve their ability in reading procedure text.

2. For English teachers

Teachers must approach students in a way that will enable them to comprehend the content with ease if they are to be successful in their English lessons. According to the study's results, teaching reading procedure texts in vocational high school can be successfully accomplished by utilizing Padlet as a learning tool. This media has an impact on how teachers teach their students to read procedure texts, and the researcher advises other teachers to use Padlet as a learning tool to help their students comprehend the information.

3. For future researchers

Future researchers are advised to undertake additional research in the same subject, particularly with regard to employing Padlet media in teaching reading procedure text, as this study is not without flaws. This media is crucial since it will inform researchers and help them discover the advantages of incorporating Padlet into reading procedure text.

ACKNOWLEDGEMENTS

In the name of Allah SWT, the Generous and the Merciful. All praises be to Allah, the God of the Universe, who provides the researcher with direction and fortitude to complete this research project entitled "The Effect of Padlet Application on Students' Reading Procedure Text". Then peace and blessings be upon the Prophet Muhammad SAW, who led us out of darkness and into the light.

The researcher believes that the assistance and counsel of various parties will enable this research project to be completed. In light of this, the author would like to express her gratitude to Dr. Taufiqulloh, M.Hum, as the Rector of Pancasakti University Tegal, Dr. Yoga Prihatin, M.Pd, as the Dean of the Teacher Training and Education Faculty, Universitas Pancasakti Tegal and the first advisor for the advice, guidance, patience, correction, suggestion, and information from the beginning to completion on this research project, Mrs. Anin Eka Sulistyawati, M.Hum, as the second advisor who has given the guidance, correct grammar, and information in writing this research project. English teacher of SMK Al-Irsyad Tegal who has helped and gave permission to the author to conduct research at school.

REFERENCES

- Alghozi, A. A., Hanifah Salsabila, U., Sari, S. R., Astuti, R. T., & Sulistyowati, H. (2021). Penggunaan platform Padlet sebagai media pembelajaran daring pada perkuliahan teknologi pendidikan Islam di masa pandemi covid-19. *Ejournal.Yasin-Alsys.Org*, 1(1), 137–152. <https://ejournal.yasin-alsys.org/index.php/anwarul/article/view/52>
- Ameliah, M., Syam, U. K., Anugerawati, N., Sangkala, I., & Abduh, N. B. (2019). Using Picture Media To Enhance Writing Ability in Procedure Text. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 8(1), 48–59. <https://doi.org/10.26618/exposure.v8i1.2072>
- Andrizal, A., & Arif, A. (2017). Pengembangan Media Pembelajaran Interaktif Pada Sistem E-Learning Universitas Negeri Padang. *INVOTEK: Jurnal Inovasi Vokasional Dan Teknologi*,

17(2), 1–10. <https://doi.org/10.24036/invotek.v17i2.75>

- Arsyad, A. (2015). *Media Pembelajaran*. Raja Grafindo Persada. Jakarta.
- Aurora, A., & Effendi, H. (2019). Pengaruh Penggunaan Media Pembelajaran E-learning terhadap Motivasi Belajar Mahasiswa di Universitas Negeri Padang. *JTEV (Jurnal Teknik Elektro Dan Vokasional)*, 5(2), 11. <https://doi.org/10.24036/jtev.v5i2.105133>
- Brown, D. (1998). Physical Play and Cognitive Development: Integrating Activity, Cognition, and Education. *Child Development*, 69.
- Elijah, & Dwi Agustin. (2022). Mekanisme Aplikasi Padlet Sebagai Media Pembelajaran Berbasis Android Pada Masa COVID-19. *Widya Accarya*, 13(2), 120–126. <https://doi.org/10.46650/wa.13.2.1253.120-126>
- Kementrian Pendidikan. (2021). *PISA 2018: Akses Meluas, Saatnya Tingkatkan Kualitas*. https://puslitjakdikbud.kemdikbud.go.id/front_2021/produk/infografis/detail/3230/pisa-2018-akses-meluas-saatnya-tingkatkan-kualitas
- Prastiwi, M. (2021). *6 Tingkat Kemampuan Bahasa Inggris, Kamu di Level Mana?* Kompas.Com. <https://edukasi.kompas.com/read/2021/11/06/152553871/6-tingkat-kemampuan-bahasa-inggris-kamu-di-level-mana?page=all>
- Prastya, I. G. Y. (2019). The Effect of Mall Strategy Integrated with Padlet Towards Students' Reading Comprehension. *Jurnal Penelitian Dan Pengembangan Sains Dan Humaniora*, 3(2), 141. <https://doi.org/10.23887/jppsh.v3i2.21281>
- Prihatin, Y. (2019). The Practice of English Language Teaching in Indonesia. *National Seminar of PBI (English Language Education)*, 25–33.
- Priyatni, E. T. (2014). *Desain Pembelajaran Bahasa Indonesia dalam Kurikulum 2013*. Bumi Aksara.
- Putra, & Nurfauziah. (2018). P2M STKIP Siliwangi P2M STKIP Siliwangi. *Jurnal Ilmiah P2M STKIP Siliwangi P2M STKIP Siliwangi*, 5(2), 1–6.
- Rachmadyanti, P. (2021). Persepsi Mahasiswa PGSD tentang Penggunaan Padlet pada Pembelajaran Microteaching. *JP2SD (Jurnal Pemikiran Dan Pengembangan Sekolah Dasar)*, 9(2), 103–115. <https://ejournal.umm.ac.id/index.php/jp2sd/article/view/17105/9886>
- Susanto, F., Rahayu, E. M., Hidayat, R., Hertiki, & Nungki, A. (2021). Pemanfaatan Moda Aplikasi Padlet untuk Keterampilan Membaca dan Menulis bagi Guru-Guru SMA / K Se-Kabupaten Sidoarjo. *Kanigara: Jurnal Pengabdian Kepada Masyarakat*, 1(2), 84–95.
- Tafonao, T. (2018). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103. <https://doi.org/10.32585/jkp.v2i2.113>
- Tarigan, H. G. (2008). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Angkasa.
- Triana, N. (2019). Penerapan Metode Paired Reading/ Paired Summarizing Untuk Meningkatkan Kemampuan Pemahaman Membaca Teks Pada Siswa Smk Abdurrab Pekanbaru. *Inteligensi: Jurnal Ilmu Pendidikan*, 2(1), 33–38. <https://doi.org/10.33366/ilg.v2i1.1498>
- Vebrianto, S. S. (2015). Cooperative Learning make a match dalam pembelajaran reading comprehension di kelas IV sekolah dasar. *Jurnal Cakrawala Pendas*, 1(1), 55–64. <https://media.neliti.com/media/publications/266425-metode-bermain-peran-role-playing-untuk-3f4b0135.pdf>
- Yarmi, G., & Widyastuti, R. (2014). Permainan Komputer Pada Siswa Kelas I Di Sdn Kalibata 03 Pagi Jakarta Timur. *Profesi Pendidikan Dasar*, 2(1), 87–98.
- Yonas, A. R. (2022). *Pengertian Procedure Text, Struktur, Jenis & Contoh Bahasa Inggris Kelas 12*. Ruang Guru. <https://www.ruangguru.com/blog/aspek-procedure-text-dan-contohnya>