

**THE INFLUENCE OF USING PADLET TOWARDS STUDENTS'
DESCRIPTIVE TEXT WRITING ABILITY AT SMA NEGERI 1 GUNUNG
AGUNG**

A Thesis

Submitted as Partial Fulfillment of the Requirements for S-1 Degree

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ABSTRACT

In the process of learning English, students face various problems. The problems caused by students are difficulties in developing their ideas in writing descriptive text, lack of vocabulary, and still confused about the generic structure in descriptive text. In writing learning, the teacher did not use interesting media, therefore the padlet is a free website that can be used by teachers to give students free space to create and collaborate through interactive multimedia bulletin boards to share material and picture, this application is also very easy to use, customizable and has many features including creating timelines, and collages. The aim of the research is to find out is there any significant influence of using the padlet application towards students' descriptive text writing ability at SMA Negeri 1 Gunung Agung.

In this research, writer used quasi experimental design. The population of this research was the tenth grade students' of SMA Negeri 1 Gunung Agung. The sample was taken from two classes X 2 as experimental class X 4 as control class. In collecting the data, the writer used instruments pre test and post test. After giving the post test, the writer analyzed the data using hypothetical test counted by using SPSS (*Statistical Package for Social Science*).

From the anaysis, it was found that the result of sig. (2-tailed) of tyhe equal variance was 0.000 and $\alpha = 0.05$. H_a is ccepted if sig. (ρ_{value}) $< \alpha = 0.05$ and H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of using Padlet Application towards Students' Descriptive Text Writing Ability at the Tenth Grade Students' of SMA Negeri 1 Gunung Agung in the Academic Year of 2023/2024.

Keywords: *Padlet application, quasi experimental design, students' descriptive writing ability.*

DECLARATION

Hereby, i stated this thesis entitled “The Influence of Using Padlet Towards Students Descriptive Writing Text at SMA Negeri 1 Gunung Agung in the Academic Year of 2023/2024” is completely my own work. I am fully aware that i have quoted somestatements and theories from various sources and they are properly acknowledged in the next.

Bandar Lampung, 2 November 2023



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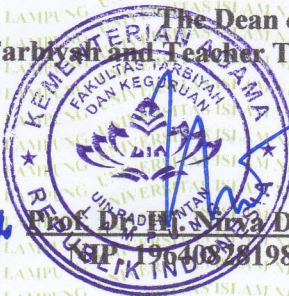
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MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَامٌ وَالْبَحْرُ يَمُدُّهُ مِنْ نَفْثَتِ كَلِمَاتُ اللَّهِ ۗ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ بِعَمْدِهِ
سَيَعْبَهُ أَبْحُرٍ مَا

“ And if all the trees upon the earth were pens and the sea (was ink), replenished there after by seen (more) seas, the words of Allah would not be exhausted (in the writing). Indeed, Allah is exalted in Might and Wise ” (Q.S. Luqman : 27)¹

¹ Abdullah Yusuf Ali, 2001 *The Meaning of Holy Qur'an* (Maryland: Amana Publications), p. 413.

DEDICATION

Bismillahirrahmanirrahim.

Praise and gratitude to Allah Subhanahu Wataalla for abundant blessing to me and from my deep of heart and great love, this thesis is dedicated to:

1. My beloved parents, Mr. Suyud, Mrs. Tri Wahyu Dyaningsih, and my beloved sister Kanza Hamidah, all my family who always pray for my success and give me inspiration, motivation, love, and support to always study hard. I loved them very much.
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3. My beloved friends, Nur Aisyah, Eli Fatmawati, and PBI G 19.
4. My beloved Almamater UIN Raden Intan Lampung.

CURRICULLUM VITAE

The writer's name is Saskia Regita. She was born on January 8th 2001, in Tunas Jaya. She is the first daughter of Mr. Suyud and Mrs. Tri Wahyu Dyaningsih. She has one sister, her name is Kanza Hamidah.

The writer started her study in Elementary School at SD Negeri 3 Tunas jaya in 2008 and graduated in 2013. Then, she continued her study at SMPN 1 Gunung Agung and graduated in 2016. After she finished her study in Junior high school, she continued her study in Senior High School at SMA Negeri 1 Gunung Agung and graduated in 2019. After she finishes her study at Senior High School, in the same year she continued her study at UIN Raden Intan Lampung as a student of the English Education Study Program of Tarbiyah and Teacher Training Faculty, and she has been teaching at SMK Negeri 1 Gunung Agung for 3 months in 2022.

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I have received invaluable help and supports from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways, they are :

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Aamiin Aamiin Allahuma Aamiin.

Bandar Lampung, 2 November 2023



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CHAPTER I

INTRODUCTION

This chapter consisted of title confirmation, background of the problem, identification and definition of the problem, formulation of the problem, objectives of the research, uses of the research, relevance studies, and writing system.

A. Title Confirmation

To get an overview in order to facilitate the process of making this thesis. Therefore, it is necessary to explain the terms associated with the title of this thesis. Thus, it is hoped that there has been no misunderstanding about the meaning of the title and some of the terms used in this thesis. In addition, at this step the process of pressing the problem to be discussed is carried out. Nowadays, all activities are carried out remotely and using technology, so we need a communication tool that can support all activities properly. Teachers also play a role in finding communication tools that can support student achievement in the process of student learning activities. One of the communication tools that can be used to support students' writing ability is a padlet. Thus, this thesis is entitled the influence of using padlet towards students' descriptive writing text at SMA Negeri 1 Gunung Agung.

Padlet is an application that teachers and students can use to write and share writing in class. In the padlet, the teacher can see the extent of students' ability and creativity in writing. Rashid said similar research on Padlet with a focus on workplace communication courses also researched that Padlet improves the relationship between students and teachers, increases motivation and self-confidence, and provides teachers with a new alternative to communicating with students outside the classroom.¹

Writing ability is the ability to express ideas, thoughts, and feelings to other parties through written language. Writing can be expressed as a form of action that forms symbols, then arranged into certain conventions, forming words, and words into sentences. Additionally, Harmer said "writing has its own mechanical component. This includes: handwriting, spelling, punctuation, and construction of sentences, paragraphs, and well-formed text."² It is clear that writing is a complex activity. Therefore, writing is a way of expressing the ideas, thoughts or feelings of the author in written form. Writing is more than just putting words together. It also requires several important aspects and must be considered by the writer such as: grammar, vocabulary, meaning or purpose of the written text.

Descriptive text is a text that is used to describe something, can be a plant, person, or anything that can be seen. According to Gerot, descriptive text is a type of text which is used by the writer or speaker to describe a particular thing, person, animal, place, and or event to the readers.³ A good descriptive text can make the reader imagine the object. The purpose of descriptive text is to describe, represent or reveal a person or an object, either abstract or concrete. Descriptive text has a function to describe something in detail to enable the readers to see, hear, feel, touch, it directly involves themselves in the event. The context of

¹ Munirah Haris, Melor Md. Yunus, Jamaludin Badusah. *The Effectiveness Of Using Padlet In Esl Classroom*. In International Journal of Advanced Research, Selangor:Malaysia. P.2. <http://dx.doi.org/10.21474/IJAR01/3214>

² Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.39.

³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Education Enterprises (AEE), 1994), p.165.

the text is the description of a particular thing, animal, person, or others for instance: our pets or people we know well.

Students writing ability in the descriptive text was the students can describe the specified object, then students can write it according to the generic structure and also language feature accurately. In addition, the students should not forget the use of components of writing in their writing, such as using proper vocabulary so that the readers can easily understand the meaning of the sentences. Besides that the important thing is not to forget to use proper punctuation in every sentence writing because if the placement of punctuation is not appropriate, it will make the reader difficult to understand.

Thus, by using a padlet, students can do assignments, and can also check the questions and material given by the teacher in one application. Of course, this will make it easier for students. Moreover, by using a padlet the students will easily describe the material on the padlet wall and feel more confident. They can write whatever is on their mind, because only the teacher can see the results of their writing, other students cannot see who was the sender. In addition, using padlet communication between teachers and students has been easier and learning will also continue to run well.

B. Background of The Problem

Writing is one aspect of language that has a major influence on the language learning process. Writing is not only used as a tool of language but makes writing activities as something that can lead to a good career for those who do it. Writing is an activity carried out by someone to share information with text readers. Writing activities can be used as a hobby by some people, because these activities express thoughts or ideas through visual and written forms. According to Hyland "writing is a way of expressing oneself and teaching in writing places more emphasis on the ability of individuals to create ideas and topics of their own".⁴ It can be interpreted that writing is part of grammar and communication, namely how to get information in written form on the topic under discussion. That way, writing is a form of communication or real writing.

However, writing requires a person to be able to come up with ideas about what they want to say so that they can compose a piece of writing. In educational programs, writing is considered a more difficult task than other aspects because one must be able to generate ideas from a certain topic which is usually predetermined. That's the problem with writing. Therefore, in the learning process, teachers are expected to have new methods and media to create a more lively and fun learning environment to support students in expressing ideas in writing. According to Nunan, "writing is a form of mental activity that can awaken mind ideas, thinking of ways to express them, and organizing them into statements and paragraphs that are clear to the reader."⁵ Not apart from global developments, writing has become something that is of great interest to writers who are very interested in various fields of writing. As a result, there are many things that must be considered in writing programs, and generating ideas regarding topics that must have appropriate content in the text, so that the writing results have been easy to understand.

⁴ Ken Hyland, *Second Language Writing* (1st Ed), (New York: Cambridge University Press, 2003), p. 9.

⁵ David Nunan. *Practical English Language Teaching*, (New York : Mc Graw Hill, 2003), p.4.

In writing, learning to write can provide training for someone to be able to come up with ideas that are in accordance with the subject matter or even make writing activities a hobby so that someone knows what is in it and is able to express it. It can be interpreted that writing is a difficult task, while in the process of conveying ideas one has to appropriate and be able to provide understanding to readers through several aspects when conveying information. According to Sarah "Text is not only seen as a structured form of communication but also as an important tool for learning".⁶ It can be concluded that writing is one of the abilities used to communicate in the form of work or practice. Writing consciously or unconsciously can train a person's ability to express their own ideas or thoughts in a more beautiful way and in a variety of words. Finally, writing is a complex task that anyone can do in the process of conveying information, which is related to feelings, thoughts, or as a task in the learning process.

In addition, Brown also believes that every product that results from writing is often the fruit of a process of thinking, compiling, and revising.⁷ When we write, we will start thinking from topic to topic until the final draft of the writing. Elbow also stated that writing has a two-step process. The first process is finding out the meaning first, then the second process is starting to put meaning into language.⁸ Writing is a representation of what people think. Students who are not used to writing down things in their minds often find it difficult to carry out writing activities. The students began to find difficulties when they started looking for several reasons to start writing and producing sentences in writing.

Many students often find difficulties in writing. By Westwood writing is said to be one of the most difficult abilities because students are expected to gain mastery with various linguistic, cognitive, and socio-cultural competencies.⁹ As seen, writing is a difficult thing to learn because they have to master various linguistic, cognitive competencies, and socio-cultural first. There are many reasons that strengthen why it is difficult for people to practice writing. Several problems were found, namely, students were not used to writing in English, always felt they had problems when the teacher asked them to disclose thoughts and ideas in written form. That is, writing is not an easy thing to do, let alone writing an essay based on one topic. One must be able to develop ideas and thoughts related to a particular topic to be written. Writing in English is known to be a second language for several countries, which makes it one of the problems in writing activities for students, namely the difficulty in creating ideas related to subject matter and topics.

Based on preliminary research on October 19th 2022, by interviewing English teacher of tenth grade at SMAN 1 Gunung Agung, Tulang Bawang Barat Regency, Ms. Upit Sarimana S.Pd said that most of tenth grade students still had difficulty developing ideas in writing, especially writing descriptive texts. In addition, most of them lack vocabulary and they are still confused about the writing system in descriptive text.¹⁰ This can be seen from the results of the writing ability scores given by the teacher to students in Table 1.1.

Based on the explanation, the writer concludes that writing is one ability the most difficult for students or learners. Writing is a basic language ability that must be mastered by high school students. Writing ability language which can be used to communicate and express with others in written form. Thus, it is a basic ability that is very important for students and must be mastered by students.

⁶ Sarah Cushing Weigle, *Textual Analysis* (New York: Cambridge University Press, 2002), p. 5.

⁷ H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p.335.

⁸ *Ibid*, p.336

⁹ Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties*, (Australia: Acer Press, 2008), p.56.

¹⁰ Upit Sarimana, S.Pd, Interview by the English Teacher, of SMAN 1 Gunung Agung, Tulang Bawang Barat, October 19th 2022.

Table 1.1
Students' Writing Score of Tenth Grade at SMA Negeri 1 Gunung Agung in the Academic Year of 2023/2024

NO	Class	KKM		Total of Students
		>70	<70	
1	X 1	12	18	30
2	X 2	13	17	30
3	X 3	11	21	32
4	X 4	10	20	30
5	X 5	7	20	27
Total		53	96	149
Percentage		36 %	64 %	100 %

Source: English Teacher at SMA Negeri 1 Gunung Agung, Kabupaten Tulang Bawang Barat

As shown in the table above it can be concluded that the 53 students scored more than 70. It means that students' writing abilities are still below average and are not in accordance with the KKM at school, KKM in the school is 70. It means that many students get scores below the standard set. There were 96 students who scored below 70. The writer found several problems that cause students' writing abilities to be low by interviewing students', such as: students had difficulty developing ideas, lack of vocabulary, and they are still confusing about the writing system in descriptive text.

From the problems of students, one of the media that can be used by teachers in teaching writing is the use of application media, namely Padlet. With this media it is hoped that it can help students in their problems such as difficulty in developing ideas, lack of vocabulary and confusing in writing system. Students can explore their creativity and ability to develop ideas in the process of learning to write which becomes more fun in free forums.

Based on explanation, the Padlet application can be used in teaching writing descriptive text as a media which could help the students to improve their writing abilities. It also helps the student to be more confident to share their ideas related to the topic in the class. According to Shield Padlet features an online wall web-based where ideas are collected via virtual posts from the users.¹¹ This tool offers enormous benefits to its users without the need to have an account. Users can create unlimited walls, invite others to collaborate on their walls, customize and set privacy on their Padlets merely by using a free account.¹² While the Padlet application was done correctly, students were encouraged to develop their own creativity, motivation, and resources. By adopting this media, the writer hoped that the students can easily generate the ideas in writing and will not feel bored and confused anymore about what things they should write.

The first previous research on Padlet media was conducted by Zurtia Musdir, "The Use of Padlet Application (PA) to Enhance Students' Writing Ability at MAN 1 Makassar". This research discussed about investigating how the use of Padlet application to improve writing abilities of students' of MAN 1 Makassar in the academic year of 2018/2019. This research is categorized into the type of Classroom Action Research (CAR). The result of treatment can be

¹¹ Shield, J. Virtual Toolkit. (Screen Education, 2014). p.92.

¹² Munirah Haris, Melor Md. Yunus, Jamaludin Badusah. *The Effectiveness Of Using Padlet In Esl Classroom.* In International Journal of Advanced Research, Selangor: Malaysia. P.2. <http://dx.doi.org/10.21474/IJAR01/3214>

compared with the situation before given treatment. CAR in essence, it is a series of research-action-research-action that is carried out cyclically, in solving problems, until the problem is solved.¹³

Second research is conducted by Muhammad Rony, “Students’ Perspectives of Padlet Application as Educational Tool in EFL Writing Classroom“ (A Case Study at the Twelfth Grade Students of SMAN 1 Parung in the Academic Year 2020/2021. In this case study belongs to the type of research that aims to find out and try to explain the views of students when they use the Padlet application as a medium that helps the learning process in their writing class, especially in this case in high school. The writer has concluded that students show a positive perspective of using the Padlet application as a media that helps education in the EFL writing class.

The third research is conducted by Rangga Maysa Putra, “Descriptive Study on the Implementation of Padlet Application in Writing Class at First Semester Students of English Language Education Study Program 2019/2020 Academic Year”. This Research discuss about how to describe the use of the Padlet Application in writing classes for first semester students of the English Education Study Program for the 2019/2020 Academic Year. The design of this research uses descriptive qualitative research. It is called descriptive research because there is a process of finding data, collecting data, classifying it, analyzing it, and drawing conclusions about the data.

There are similarities between previous research and this research, all writers use the same media in the learning process, namely the Padlet application. Then there are differences between previous studies and this research, the first previous research focused on increasing or changing the level of students' ability to write only. The second previous research focused on students' perspectives when using the padlet application in learning to write. The third previous study focused on elaborating the use of padlet applications for first semester students in writing classes.

This study focuses on how the padlet application influences students' ability to write descriptive texts. Using media to teach the learning process can be a new innovation that attracts students' interest in learning English, especially writing. To create active and interactive classrooms, teachers need innovative approaches to teaching and learning.

Based on some of the descriptions and conditions that have been described as above, this research will continue with the title " The Influence of Using Padlet Towards Students’ Descriptive Text Writing Ability at SMA N 1 Gunung Agung “.

C. Focus and Sub-Focus of the Research

After presenting the background of the problem above, the focus of this study is the influence of padlets on students' descriptive writing text abilities. Then, the research sub-focus is students' ability to write descriptive texts. After that, the writer also focuses on the structure and components of descriptive text, such as content, organization, vocabulary, language use, and mechanics.

¹³ Zurtia Musdir. *The Use of Padlet Application (PA) to Enhance Students Writing Ability at MAN 1 Makassar*. (Thesis, Universitas Muhammadiyah Makasar, 2018).

D. Identification and Limitation of the Problem Formulation

1. The Students had difficulties in developing their ideas in writing, especially in descriptive text.
2. The students had difficulties in arranging the sentences because they lacked of vocabulary.
3. The students still confused about the generic structure in descriptive text.

E. Formulation of the Problem

In this study, the formulation of the problem: "Is there any significant influence of the use of padlets towards students' descriptive text writing ability at SMA Negeri 1 Gunung Agung?"

F. Objective of the Research

Related to the formulation of the problem above, the purpose of this study is to find out is there any significant influence of using the padlet application towards students' descriptive text writing ability at SMA Negeri 1 Gunung Agung or not.

G. Uses of the Research

This study is intended for use in several areas of teaching English.

1. Theoretically

The results of this study can support previous theories about the influence of using the Padlet application on students' descriptive text writing ability at SMA Negeri 1 Gunung Agung.

2. Practical

a. For Teachers

This research is expected to provide more information and inspiration for teachers to be more creative in utilizing effective learning media, especially in learning descriptive text using Padlet application to improve students' writing descriptive text abilities.

b. For Students

This research is expected to help students in learning English, especially to write good descriptive texts using Padlet Application in the Classroom.

c. For Next Writer

At the end of this study have found out the ability and development of writing descriptive texts of students, especially by using the padlet application and next writer can carry out teaching and learning methods in the classroom in the different types of abilities, text genres or at different levels of students.

H. Relevance Studies

The title of this research is “The Influence of Using Padlet Towards Student’s Descriptive Text Writing ability at SMA N 1 Gunung Agung”. The research is inspiring by some previous research, entitled:

The first research is conducted by Muhammad Rony, Students’ Perspectives of Padlet Application as Educational Tool in EFL Writing Classroom“ (A Case Study at the Twelfth Grade Students of SMAN 1 Parung in the Academic Year 2020/2021. This research was carried out using a qualitative research type using a case study approach. Qualitative research was chosen because the approach in this case study belongs to the type of research that aims to find out and try to explain the views of students when they use the Padlet application as a medium that helps the learning process in their writing class, especially in this case in high school. The writer selected participants who had been taught with Padlet. Therefore, the target population of this study were students from class XII of 36 SMAN 1 Parung. The activities provided consisted of giving questionnaires to 3 classes of twelfth grade science majors, and interviews to 8 participants taken from 3 classes. The writer has concluded that students show a positive perspective of using the Padlet application as a media that helps education in the EFL writing class.

The second research is conducted by Zurtia Musdir, The Use of Padlet Application (PA) to Enhance Students Writing Ability at MAN 1 Makassar. This research discuss about investigating of how the use of Padlet Application to improve writing abilitys students’ of MAN 1 Makasar in the academic year of 2020/2021. This research is categorized into the type of experimental research. The design of this research was Classroom Action Research (CAR) method with one group pre test and post test design which involves pre-test (Y1), treatment (X), and tested post-test (Y2). The result of treatment can be compared with the situation before given treatment. Padlet Application is effective to improve the students’ writing ability in Terms of Content, it was shown by the mean score of content before and after giving treatment is 54.70 becomes 82.35 with the t test value of Content is greater than t-table ($16.58 > 2,11$) and the Sig (2-tailed) of Content is lower than level of Significance $.000 < 0.05$. It means that there is significance difference between before and after giving the treatment.

The third research is conducted by Rangga Maysa Putra, Descriptive Study on the Implementation of Padlet Application in Writing Class at First Semester Students of English Language Education Study Program 2019/2020 Academic Year. This Research discuss about how to describe the use of the Padlet Application in writing classes for first semester students of the English Education Study Program for the 2019/2020 Academic Year. The design of this research uses descriptive qualitative research. It is called descriptive research because there is a process of finding data, collecting data, classifying it, analyzing it, and drawing conclusions about the data.

I. Systematic of the Research

The systematic of writing in this proposal are organized as follows :

Chapter I introduction, this chapter consisted of title confirmation, background of the problem, identification and limitation of the problem, objective of the research, uses of the research, relevance studies, and writing system.

Chapter II review of related literature, This chapter consisted of frame of theory and hypothesis.

Chapter III research methodology, This chapter consisted of time and place of the research, approach and type of the research, population sample and data collection technique, operational, definition of a variable, instrument of the research, validity and reability of the data, prerequisite analysis of the data, and hypothesis testing.

Chapter IV findings and discussion, This Chapter consisted of data description and discussion.

Chapter V conclusion and recommendation, This chapter consisted of conclusion and recommendation.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter contains the conclusions from the results of this study, suggestions for teachers and students as well as future writers.

A. Conclusion

After conducting the research and analyzing from the data, the conclusion is formed as follows : there is significant influence of using Padlet Towards students descriptive text writing ability. Because from the data of the result calculation in previous chapter where null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that the writer concluded that there is a significant the influence of using padlet towards students descriptive text writing ability at SMA Negeri 1 Gunung Agung. It was supported by the score achieved by the students in which they got higher score after the researcher gave the treatment by using Padlet Application to teaching writing. The significant influence can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.000 it is lower than $\alpha = 0.05$ and it means (H_0) is rejected and (H_a) is accepted. It can be seen and proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestion

Based on the conclusions above, the writer has put forward the following suggestions:

1. Suggestion for Teachers

- a. English teacher used padlet application to improve students' writing descriptive text abilities and this media is recommended for English teachers. This media is one of the good online media for learning because it is illustrated as online whiteboard and is suitable for teachers to share material lessons, and easy to operate.
- b. English teacher used innovative media and interesting materials like padlet, in the learning process to encourage students' attention in learning English, especially in writing descriptive text for senior high school.

2. Suggestion for Students

- a. Students should harder and practice more often in writing English writing to improve their writing abilities, for example starting to write once a week and asking teachers or friends to give suggestions.
- b. Students should understand how to produce good written text using the Padlet Application, they also have to go through every step in learning using the Padlet Application including with friends, revising, editing, and discussing their writing in groups and among friends.
- c. Students should practice writing texts using the Padlet Application that they have studied with friends or their teacher, and make whiteboards as media for practicing writing and sharing suggestions and ideas with classmates.

3. Suggestion to the Next Writer

- a. Writer apply the Padlet Application to improve students' ability to write descriptive texts. Future writers can apply this media to more different types of abilitys or text genres.
- b. In this study, writer used the Padlet Application to help high school students. Future writers should choose to use this medium at different levels of students.

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