Research Article

The Use of Padlet Application in Improving the Ability to Write News Texts of Class VIII Students of SMP Muhammadiyah

Syekh Adiwijaya[1], Anin Asnidar[2], Nurhalisa Said[3*]

[1] Universitas Muhammadiyah Makassar, Indonesia 1; e-mail : adilatief@unismuh.ac.id
[2] Universitas Muhammadiyah Makassar, Indonesia 2; e-mail : aninasnidar@unismuh.ac.id
[3] Universitas Muhammadiyah Makassar, Indonesia 3; e-mail : nurhalisasaid358@gmail.com
[*] Corresponding Author : Nurhalisa Said

Abstract: This research is quantitative that aims to test the cause-and-effect relationship between variables by providing treatment. This method is used to measure the influence of using padlet applications in learning to write news texts. This research uses a Pre- Experimental design. In this study, researchers used Pre-Experimental Design with the One-Group Pretest-Posttest Design type, namely in this study there is a pretest before being treated. Based on the results of research and discussion, it was found that the ability to write student news texts before applying the padlet application is still in the category of inadequate and sufficient. This is because in the text structure indicator, students are still unclear, chaotic in the text structure, the text structure is not organised and there are some unclear parts. This research describes the ability of students to write news after applying the padlet application where on the indicators of text structure, content/idea development, language use, creativity, and the suitability of theme, the student's news writing ability, most students are already in the good and very good catego-ries.

Keywords: Padlet Aplication; News Text; Digital Learning.

1. Introduction

The development of technology in the world of education provides many opportunities to improve the quality of learning. Technology can be used to create innovative, effective, and fun learning methods. One of the challenges in learning Indonesian is teaching writing, especially writing news texts. News text writing skills require an understanding of text structure, jour-nalistic language, and the ability to convey information clearly and objectively. However, many students have difficulty mastering this skill. According to (Sukirman,2019:45), difficulty in writing is often caused by low student motivation and lack of interesting learning media.

The use of technology-based media, such as padlet applications, is an alternative to overcome these obstacles. Padlet is a collaborative application that can be used as a virtual whiteboard. In writing learning, Padlet allows students to share ideas, draft writing, and get feedback from teachers and peers. According to Arsyad (2020:78), technology-based media has great potential to increase student motivation and improve learning outcomes, especially in project-based learning.

The Padlet application offers solutions that can help students understand and practice news writing skills. With features such as real-time collaboration, media uploads, and comments, this application allows students to learn creatively and effectively. According to (Harahap,2021:66), padlet not only supports writing skills, but also trains students in digital literacy and collabo-ration.

The use of padlet is also relevant in the context of 21st century skill development. Students are not only required to master writing skills but also be able to think critically, work together, and utilise technology productively. This is in accordance with the view of Trilling

and Fadel (2019:34), which emphasises the importance of technology integration in education to prepare students to face global challenges.

This research aims to examine how the use of the padlet application can improve the ability to write news texts of students at Muhammadiyah 5 Mariso Junior High School. In addition, this research also focusses on analysing the effectiveness of Padlet as a learning medium, its impact on student motivation, and the obstacles faced in its implementation.

The padlet application can be implemented as an online writing practice at any time that makes students' abilities improve, the padlet wall situation can stimulate students to explore ideas because they can upload videos, recordings, or images that are appropriate to the topic that can support their writing, not only in the classroom but also outside the classroom (Lestari, S. 2017:1) so that they will have plenty of time to practice. Padlet can help teaching activities become more interesting and interesting. With this application, teachers can control lessons even if they are not in the classroom. Teachers can post their orders, give praise and opinions, and share subject matter easily so that students will be more confident in making arguments or opinions.

Moreover, this setting activity is like brainstorming, discussion and project work. Teachers are expected to be able to provide more interesting innovations so that the process of learning to write in Indonesian becomes more effective by utilising current technological developments. Technology can change the way people learn, work, interact with each other and be able to utilise free time, adding padlets as a suitable medium for teaching text writing. Meanwhile, the study noted various social media topics of Padlet in teaching English. Padlet can be a solution to overcome the problem. (Lestarian, S. 2017:16)

Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education must be oriented towards the development of student potential (Article 3). This is in line with the use of technology in learning. Innovation in learning is a must to face today's educational challenges. Pase 10 of Law Number 14 of 2005 concerning Teachers and Lecturers also emphasises the importance of developing teacher professionalism in using technology.

Several studies show that the use of technology can improve student learning outcomes. According to (Fitriani,2021:95), students who use digital applications in writing show a significant improvement in their writing skills. This shows the great potential of using Padlet, the use of Padlet in learning to write gives many advantages.

2. Preliminaries or Related Work or Literature Review

In the context of research on Padlet application in learning to write news texts, research on the use of Padlet application in learning to write has been carried out by several researchers. Monika (2020) conducted a research with the title "Improving Students' Writing Ability Through Padlet Applications" using a qualitative method with Class Action Research (PTK). The results show a problem that makes students have difficulty in writing the language. Meanwhile, Yeni Fitriani (2020) conducted a research with the title "The Use of Padlet Application in Learning to Write

Regarding the use of Padlet learning media has been carried out by Fitrah Wahyuni (2024) with the title "The Effect of the Use of Padlet Learning Media on Students' Interest in Biology Subjects at SMAN 7 Sinjai" and Shafira Fitri Azzahra (2022) with the title "The Effect of Padlet Application for Writing Skills on Creative Thinking of Elementary School Students". These two studies use quantitative methods and discuss the influence of using learning media. However, there are differences in research focus and design. Fitrah Wahyuni's research fo-cusses on Biology subjects with Pree Experiment design, while Shafira Fitri Azzahra's research uses Pre Experiment design with Only Post-test Group Control sample technique and focusses on writing skills. This research is different from the two, focussing on Indonesian subjects and using experimental methods.

3. Proposed Method

This research is quantitative that aims to test Cause-and-effect relationship between variables by giving treatment. This method is used to measure the influence of using padlet applications in learning to write news texts. This research uses a Pre-Experimental design. In this study, researchers used Pre-Experimental Design with One-Group Pretest- Posttest Design type, namely in this study there is a pretest before being treated. The location of this research is the location where the author will conduct a series of research in the framework

of the preparation of this thesis proposal. The research location is located in Muhammadiyah Mariso Junior High School in Makassar City.

4. Results and Discussion

The research results obtained by the researcher are described in detail for each variable. The discussion of variables is carried out using quantitative data, which means that data is processed in the form of numbers or scores which are then interpreted descriptively. Variable data is described in this research, namely (1) free variable data (variable X) which is the use of padlet application (2) bound variable data (variable Y) which is the ability to write news text.

4.1. Description of Research Results

4.1.1. Pretest Score Results for Class VIII Students

The implementation of the pretest aims to know the description of students' news writing ability before being given news writing activities using the paddlet application. The research results on the ability to write student news before the Paddlet application is applied, there is a smallest value of 1 and the largest score of 4 with a total of 5 questions so that the smallest score (smallest score x many questions = 1 x 5) is equal to 5 and the largest score of 4 (the largest score x many questions = 4 x 5) is 20, fully presented in the following table.

Table 1. Pretest Score of News Text Writing Ability

No	Nama Siswa	Total Skor Pretest	Kategori
1	RA	75	Tuntas
2	AS	40	Tidak Tuntas
3	AM	35	Tidak Tuntas
4	UN	30	Tidak Tuntas
5	FH	35	Tidak Tuntas
6	NM	80	Tuntas
7	NA	50	Tidak Tuntas
8	FFD	50	Tidak Tuntas
9	RM	75	Tuntas
10	AC	40	Tidak Tuntas
11	IC	50	Tidak Tuntas
12	AL	45	Tidak Tuntas
13	AS	45	Tidak Tuntas
14	HA	50	Tidak Tuntas

Source : Results of Research Data Processing in Class VIII of Muhammadiyah Junior High School 5 Mariso Makassar Cit

Based on table 1, it can be known that the conversion value from the results of the analysis of writing the news text is obtained with the lowest value of 30 with the incomplete category. While and the highest score is 80 with the complete category. There are 11 students who are in the incomplete category and there are 3 students who are in the complete category.

Table 2. Pretest Score of News Text Writing Ability

No	Nilai	Frekuensi	Presentase (%)
1.	30	1	7%
2.	35	2	14%
3.	40	2	14%
4.	45	2	14%
5.	50	4	29%
6.	75	2	14%
7.	80	1	7%
Jumlah		**14**	**100%**

Based on table 4.2 shows that the student's presentation in the pretest is that there is 1 student who gets a score of 30 with a 7% presentation rate, there are 2 students who get a score of 35 with a presentation of 14%, there are 2 students who get a score of 40 with a presentation of 14%, there are 2 students who get a score of 45 with a presentation rate of 14%, there are 4 students who get a score of 50 with a presentation of 29%, there are 2 students who get a score of 75 with a presentation of 14%, there is 1 student who gets a score of 80 with a presentation of 7%.

4.1.2. Posttest Score Results for Class VIII Students

The implementation of the posttest aims to know the picture Student's ability to write news texts after being given news text writing activities using the paddlet application.

Table 3. Student Writing Ability Posttest Score

No	Nama Siswa	Total Skor Posttest	Kategori
1	RA	100	Tuntas
2	AS	90	Tuntas
3	AM	85	Tuntas
4	UN	60	Tidak Tuntas
5	FH	90	Tuntas
6	NM	95	Tuntas
7	NA	95	Tuntas
8	FFD	100	Tuntas
9	RM	100	Tuntas
10	AC	85	Tuntas
11	IC	85	Tuntas
12	AL	85	Tuntas
13	AS	85	Tuntas
14	HA	60	Tidak Tuntas

Based on table 4.3, it can be known that the conversion value from the results of the analysis of writing news texts is obtained with the lowest value of 60 with the incomplete category. While and the highest score is 100 with a complete category. There are 2 students who are in the incomplete category and there are 12 students who are in the complete category

Table 4. Post-Tess Learning Result Data

No	Nilai	Frekuensi	Presentase (%)
1.	60	2	14%
2.	85	5	36%
3.	90	2	14%
4.	95	2	14%
5.	100	3	21%
Jumlah		**14**	**100%**

Based on table 4.4 shows that the student presentation rate in the posttest is that there are 2 students who get a score of 60 with a presentation rate of 14%, there are 5 students who get a score of 85 with a presentation rate of 36%, there are 2 children who get a score of 90 with a presentation rate of 14%, there are 2 students who get a score of 95 with a presentation rate of 14%, there are 3 students who get a score of 100 with a presentation of 21%.

Pretest and posttest value results for the use of the padlet application in Improving the ability to write news texts of class VIII students can be seen in table 5 as follows:

Table 5 Pretest and Posttest score result

Jenis Perlakuan	Jumlah Siswa	Nilai Minimum	Nilai Maksimum	Rata-rata
Pretest	14	35	80	50
Posttest	14	60	100	86,78

Based on table 4.3 above, it can be seen that the score of the ability to write news texts of class VIII students before applying the padlet application obtained a minimum pretest score of 35, a maximum score of 80 and an average score of 50. After applying the padlet application, a minimum posttest score of 85, a maximum score of 100 and an average score of 86.78 were obtained.

4.2. Nonparametric Statistical Analysis

Based on the research results obtained from the beginning of the observation to the end of the observation, it can be said that the activity of writing news using the padlet application has an influence on the ability to write news texts of students in class VIII of SMP 5 Muhammadiyah Mariso Makassar City. This can be proven after conducting a hypothesis test with the analysis of the wilcoxon test using the SPSS application. In Decision making if the Sig. (2-tailed) value > 0.05 then H0 is accepted and H1 is rejected, which means that there is no effect of the padlet application on the ability to write news texts in class VIII students of SMP 5 Muhammadiyah Mariso Makassar City. If the Sig. (2-tailed) value is < 0.05 then H0 is rejected and H1 is accepted, which means that there is an effect of the padlet application on the ability to write news texts in class VIII students of SMP 5 Muhammadiyah Mariso Makassar City.

5. Comparison

5.1. Pretest Score for Writing News Text

Based on the results of the pretest conducted by researchers in class VIII of Muhammadiyah Mariso Makassar Junior High School, there are assessment results that show that there are 11 students in the incomplete category of students in the in-complete category and 3 students in the completed category with the lowest score of 35 and the highest score of 80. This is because in the text structure indicator, students are still unclear, chaotic in their text structure, irregular text structure and there are some unclear parts. On the content indicator/idea development, the student's main idea is not clear and not developed properly. On the language usage indicator, there are still many student mistakes in grammar and spelling. In the creativity indicator, student creativity is still lacking, some parts of the text used by students seem mo-notonous.

5.2. Posttest Score of News Writing Text Ability

Based on the results of the posttest conducted by the researcher at keals VIII SMP 5 Muhammadiyah Mariso Makassar, there are assessment results that show that the student's ability to write news has 2 students who are in the incomplete category and 12 students who are in the complete category with the lowest score of 60 and the highest score of 100. This is because it has been given treatment or treatment con-tinuously and regularly so that it can practice the ability to write student news texts.

5.3. The Effect of Padlet Application on the Ability to Write News Text

Based on the results of the wilcoxon signed ranks test using the SPSS application, namely the Asymp Sig (2-tailed) value obtained $0.005 < 0.05$, then H0 is rejected and H1 is accepted, which means that there is an influence on the activity of writing news texts using the Padlet application on improving the ability to write news texts of students in grade VIII SMP 5 Muhammadiyah Marisso Makassar City. This shows that there is a difference in the ability to write news texts before and after being treated with the padlet application. From the results of the research on the ability to write student news, it shows that the use of the padlet application is very effective in de-veloping the ability to write student news texts. The Padlet application has a significant influence on improving students' news writing skills, especially because of its ability to support collaboration, communication, and direct interaction. Here are some of the main influences of using Padlet in improving students' news writing skills. Padlet allows students to share ideas, writing results, and feedback directly. Padlet provides various templates that can be used to create and organise news writing. This template can help students in understanding the steps in writing good news, such as writing an attractive title, making effective leads, and organising the news body with a clear flow and Structured. Students can use Padlet to collect various sources of information needed in writing news, such as articles, videos, and pictures. Padlet allows students to organise these resources in one easily accessible place. That way, students can learn how to choose and use relevant and valid information sources in news writing. This research is supported by a research that has been conducted by Monika (2020) con-ducting a research with the title "Improving Students' Writing Ability Through Padlet Applications" using qualitative methods with Class Action Research (PTK). The results show a problem that makes students have difficulty in writing the language.

Another research conducted by Yeni Fitriani (2020) with the title "The Use of Padlet Applications in Learning to Write Exposition Texts" using the experimental method at SMA 2 Cianjur. Although different in research methods, both have similarities in the use of Padlet applications. The main difference between these two studies lies in the research method and research location.

6. Conclusions

It can be concluded that the description of the student's ability to write news texts before applying the padlet application is still in the inadequate and sufficient category. This is because in the text structure indicator, students are still unclear, chaotic in the text structure, the text structure is not organised and there are some unclear parts. On the content indicator/idea development, the student's main idea is not clear and not developed properly. On the language usage indicator, there are still many student mistakes in grammar and spelling. In

the creativity indicator, student creativity is still lacking, some parts of the text used by students seem monotonous.

Based on the results of the wilcoxon signed ranks test using the SPSS application, the results were obtained that there was an effect of the padlet application on improving the ability to write news texts of students. From the results of the research on the ability to write students news, it shows that the use of padlet applications is very effective in developing the ability to write student news texts.

In the future for teachers, in writing news texts with padlet applications optimised in the next semester as an effective activity in developing the improvement of students' news writing skills, in addition, creating fun and innovative learning situations for students so that students have learning motivation. And also researchers can then use the padlet application to develop students' writing skills.

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