

Padlet-Assisted Descriptive Text Writing: How did Indonesian Efl Senior High School Students' Experience?

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Abstrak

Dalam konteks praktik pedagogis, keterampilan menulis memegang peranan penting untuk mendukung prestasi siswa. Tujuan penelitian ini adalah untuk mengetahui bagaimana siswa terlibat dalam menulis teks deskriptif berbantuan Padlet dan untuk mendeskripsikan persepsi siswa tentang penggunaan Padlet sebagai media pembelajaran dalam teks deskriptif. Peneliti menggunakan penelitian kualitatif dan studi kasus sebagai desain penelitian. Partisipan penelitian ini adalah tiga siswa kelas XI salah satu SMA di Karawang, Indonesia. Teknik pengumpulan data dilakukan dengan wawancara semi terstruktur. Peneliti menggunakan reduksi, display data, dan verifikasi untuk menganalisis data. Temuan dari penelitian ini adalah penggunaan Padlet dalam pembelajaran dapat digunakan untuk menulis teks deskriptif secara kolaboratif sehingga dapat meningkatkan siswa dapat menghasilkan hasil menulis kolaborasi dan dapat mengembangkan siswa lebih bebas menulis teks deskriptif menulis lebih bebas dalam mengekspresikan ide-ide mereka, serta menggali pengetahuan dan pengalaman siswa dalam menulis teks deskriptif. Namun aspek yang perlu diperhatikan saat menggunakan Padlet adalah koneksi internet yang tidak stabil. Selain itu, Peneliti menemukan bahwa siswa memiliki tanggapan positif tentang penggunaan Padlet dalam pembelajaran menulis teks deskriptif. Secara keseluruhan, dapat disimpulkan bahwa penggunaan Padlet dalam pembelajaran menulis teks deskriptif berpengaruh positif dalam membuat siswa lebih mudah mengungkapkan pikiran dan membantu selama proses pembelajaran menulis teks deskriptif. Untuk penelitian lain, peneliti menyarankan untuk mendeskripsikan strategi dan persepsi guru dalam menggunakan Padlet sebagai media pembelajaran dalam menulis teks deskriptif dalam kegiatan belajar mengajar.

Kata kunci: *Menulis, teks deskriptif, Padlet, pengalaman siswa*

Abstract

In the context of pedagogical practice, writing skill hold important role to support students' achievement. The purpose of the research is to investigate how the students engage in Padlet-assisted descriptive text writing and to describe the students' perception of the use of Padlet as learning media in descriptive text. The researchers used qualitative research and case study as the research design. The participant of the research were three students of eleventh-grade at one of the Senior High School in Karawang, Indonesia. Data collection techniques were carried out by using semi-structured interviews. The researchers used reduction, data display, and verification to analyze the data. The finding of this research is the use of Padlet can be used to collaboratively write descriptive texts so that it the student could produce writing result and the students freely write their ideas, explore knowledge and experience in the texts. However, the problem emerged when using Padlet was an unstable internet connection. Moreover, it was found that the students had positive responses about the use of Padlet in descriptive writing practice. Overall, it can be concluded that the use of Padlet in learning to write descriptive texts has a positive effect on making students find it easier to express their thoughts and helping during the learning process of writing descriptive texts. For other studies, the researchers suggest to describe

the strategies and perceptions of teachers in using Padlet as a learning media in writing descriptive texts in teaching and learning activities.

Keywords : *Writing, descriptive text, Padlet, students' experiences*

INTRODUCTION

Students' writing skill hold important role to support their achievement. It is an important skill that must be mastered by students. Harmer (2004) maintained that writing is the only skill that can produce substantial products, which can be touched, read, and stored for a long time. The main purpose of writing is as a communication tool that people use to share information. In other words, writing functions as a way of constructing written text used to communicate. Therefore, good writing skills are one of the abilities that must be improved by students to meet their academic scores, then the students understand how to communicate in written texts and how to organize texts so that they can be structured properly and logically.

In fact, in terms of language learning, learning to write is not an easy thing for students. There are many factors that can affect the level of students' ability in writing descriptive texts, such as internal factors and external factors. The internal factors consist of interests, motivations, language elements, personality, etc. The external factors consist of the ability of teachers, school facilities, learning media including learning strategies. However, the students have different language learning abilities that support them to focus on important information and ideas.

In the English curriculum applied in high school, there are twelve genres of text that students must learn, descriptive text is one type of text that students will learn. Some students have difficulty writing in English and think that learning English is very complicated. This was found by the researchers because the students were still confused with various types of texts and their structures, such as when students were asked to make descriptive texts but some students made recount texts and report texts. Noprianto (2017) in his research showed that the main problems of students in writing descriptive texts lie in three aspects: the inability to adjust the social function of the text, the difficulty in writing descriptive text with a chronological schema structure, and the difficulty in filling in the text with appropriate language features. Therefore, certain teaching strategies are needed to overcome the difficulties faced by students.

To help the problem above, teachers need to create fun learning that can stimulate students in the process of developing English skills. However, with the spread of the COVID-19 pandemic throughout the world, including Indonesia, learning is done online, and this has an impact on the use of media in the teaching and learning process. Hamid, Sentryo, & Hasan (2020) stated that this condition forces educational institutions to make breakthroughs related to learning methods and learning models that must be chosen so that learning continues even though it is done online. Nowadays technology has become part of life in almost all circles of society, including in the world of education. As the result, students rely more on technology than anything else to make their lives easier. In the other hand, in utilizing technology in teaching and learning process, the teachers use various learning platforms to facilitate online writing learning. However, the teachers must be creative in choosing which learning platform is most suitable for the material to be taught. Currently, there are many media that can be used to run online writing learning. To bridge to the online writing application, the teacher might use Padlet as the learning media.

Regarding to the issues, there are several previous studies about Padlet application in writing. Taufikurohman (2018) researched the contribution of the Padlet to the mastery of writing descriptive texts for class X students in Indonesia. The research portrayed that there is a significant difference on the students' ability to Padlet-assisted descriptive texts writing than others. The other research showed that the use of Padlet as a medium in teaching writing is effective Ismawardani and Sulistyanto (2019). In addition, Fadhilawati, Rachmawati, and Mansur (2020) in their research found that the application of Padlet in

writing learning, especially procedural texts, can improve students' writing achievement at ECC MAN Kota Blitar, and ECC MAN Kota Blitar students are also present positive attitude towards the application of Padlet in the teaching and learning process.

To complete with the researches, this research focused on different sides namely students' perceptions about the use of Padlet as learning media in writing descriptive text which can be used as evaluation material and for further research on online learning. The researchers is interested in exploring students' perceptions after experiencing the descriptive learning process through the Padlet. By knowing students' perceptions, teachers can understand students better. In addition, the result of this research could contribute to the choosing of future writing descriptive text. To fill the gap, the researchers conducted research with the title "Padlet-Assisted Descriptive Text Writing: Indonesia EFL Senior High School Students' Experiences". The purpose of this research is to investigate how the students engage in Padlet-assisted descriptive text writing and to describe the students' perception of the use of Padlet as learning media in descriptive text.

METHODS

This research used a qualitative approach and used case study as the research design. The researchers used this research design to investigate how the students engage in Padlet-assisted descriptive text writing and to describe the students' perception of the use of Padlet as learning media in descriptive text.

Site and Participant

The research conducted at one of the Senior High School in Karawang, Indonesia. However, due to the COVID-19 pandemic where the students studied online and were not allowed to go to school. The researchers chose this site because there were still some difficulties faced by students in learning descriptive text writing.

The participant in this research were eleventh-grade students of Senior High School. The reason why the researchers chose these participants was because students at the high school level had more vocabulary than students at the junior high school level. In addition, grade 11 students have already studied descriptive text writing so they have sufficient opinions to give opinions and can be more actively invited to participate in research, and on the recommendation of the English subject teacher. The researchers used a purposive sampling technique and selected three students to be interviewed. The reason for using this technique is to get accurate data.

Data Collection Techniques

In this research, the data collected through interview. The researchers used this interview to find out data about students' perceptions about the use of padlet application as learning media in writing descriptive text. An interview is a conversation between two or more people and takes place between the interviewee and the interviewee where the purpose of the interview is to obtain accurate information and ensure that the data is truly valid. In conducted interviews, the selected participants were tenth grade students as many as 3 students who had participated in descriptive text learning using the padlet application.

In this research, the researchers used semi-structured interview. The purpose of this type of interview is to find problems more openly, where the interviewee is asked for his opinion and ideas. In conducted interviews, the researchers need to listen carefully and record what the informants say.

There were several steps that researchers took when conducting interviews. First, the researchers made several interview questions. Second, the researchers conducted interviews with selected participants both face-to-face and online. Third, the researchers documented the interview process. After conducting interviews with the participants, the researchers copied the answers from the interview, and the last step was the researchers analyzed the interview transcripts.

Data Analysis Techniques

Data analysis techniques in this study refer to Miles and Huberman (2014) model analysis techniques consisting of three stages, namely: reduction, data display, and drawing conclusions and verification.

In the first stage of analyzing the data, the researchers conducted data reduction. Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns, and discarding the unnecessary. In this case the researchers needs to take careful and detailed notes to analyze the data because the data obtained from the field has a lot of data, describing the data obtained by the researchers from the research participants, namely students' perceptions of the use of Padlet application as learning media in descriptive texts. Thus, the reduced data provides a clearer picture, and makes it easier for researchers to collect further data and look for it when needed. The researchers reduced the data with several steps. The first, after obtaining data from observations in the field, the researchers edited the data results. In this step, the researchers select data that is relevant to the research. Second, after editing the data results, the researchers segmented all the data. Then the researchers summarized the data in the notes. Finally, the researchers chose important words related to the dominant expressive illocutionary done.

The second step is data displays. Data displays organized, compressed and assembled information. In this case, after doing data reduction, the researchers present the data obtained from the research location as well as a description of students' perceptions about the use of padlet application as learning media in descriptive texts. In presenting the data there are several steps, the first, collecting the results of data reduction. Second, compiling data relevant to the research. The researchers processed the data and after the data is processed, the data was displayed because the data is clear, and makes it easier for researchers to collect data. And the third, Make a short description. The researchers provided all notes during the interview in the form of narrative text.

The third step in analyzing qualitative data according to Miles and Huberman is drawing conclusions and verification. The initial conclusions presented were tentative, and change if no strong evidence is found to support them at the next stage of data collection. But if the conclusions presented at the beginning are supported by valid and consistent evidence when the researchers return to the field to collect data, then the conclusions presented are credible conclusions. In this case, the researchers analyzed further from data reduction, and draws conclusions from the data obtained by researchers from research participants, namely students' perceptions of the use of padlet application as learning media in descriptive texts to answer the research question formulated from the beginning.

FINDING

How do the students engage in Padlet-assisted descriptive text writing?

Discuss the activities of writing descriptive text using a Padlet.

The researchers as a teacher conveyed material about descriptive text. The material explained by the teacher is about the definition, purpose, language features, structures, and examples of descriptive text. The following is a quote from a student who said that learning to write descriptive text using Padlet can improve their collaboration. This is explained by a student excerpt who said that:

"Melakukan pembelajaran secara kolaboratif, kita bias berdiskusi dengan teman-teman, bisa juga saling menanggapi hasil jawaban teman, berbagi link, postingan, dan lain-lain. Menurut saya ini bagus sih karena dapat meningkatkan kolaborasi saya dengan teman-teman."

[Doing collaborative learning, we can discuss with friends, can also respond to each other's answers, share links, posts, and others. I think this is good because it can improve my collaboration with friends.]

Based on the interview above, in descriptive text learning activities using Padlet can improve student collaboration, students are easier to understand descriptive texts because they can discuss with friends.

Process of writing descriptive text on Padlet to generate ideas

In the process of writing descriptive text using a Padlet, students were required to be able to generate their ideas to write descriptive text. This media is a means for students to come up with their ideas to be able to make the results of their descriptive text writing better. This media gave students freedom to come up with their ideas as broadly and widely as possible. At this stage the researchers asked students to think of a description of the image that had been displayed on Padlet and asked students to make a descriptive text. Here, a student excerpt said that using Padlet in the learning process of writing descriptive text can make it easier for them to make descriptive text. She said that:

“Jika di pembelajaran kedua ketika mendeskripsikan kucing dan ir. soekarno, pertama-tama pencet titik 3 lalu dihubungkan tanda panahnya di gambar yang akan dipilih, lalu deskripsikan ciri-ciri gambar tersebut. sedangkan di pembelajaran ketiga ketika mendeskripsikan tempat wisata, saya tambahkan untuk menulis teks baru, lalu saya tambahkan foto tempat wisata tersebut, kemudian saya rangkai identifikasi dan deskripsinya tempat wisata tersebut untuk menjadi sebuah teks dekriptif. Ketika melihat gambar itu memudahkan saya mendapat ide saat proses penulisan.”

[If in the second lesson when describing cats and Ir. Soekarno, first press point 3 and then connect the arrows to the image to be selected, then describe the characteristics of the image. while in the third lesson when describing tourist attractions, I added it to write a new text, then I added a photo of the tourist spot, then I assembled the identification and description of the tourist spot to become a descriptive text. when I saw the picture, it made it easier for me to get ideas during the writing process.]

In other words, they say that using this Padlet can be easily understood by them and helps them find the widest possible ideas when writing.

The advantages of using Padlet

When students used Padlet in learning to write descriptive text, they got the advantages of using Padlet in descriptive text learning such as being a place for discussion, and increasing their vocabulary. This is explained by a student excerpt who said that:

“Menurut saya kelebihan Padlet dapat berkomunikasi atau berdiskusi dengan teman dalam jarak jauh, terus juga kelebihannya dapat meningkatkan kosa kata saya, karena disana saya dapat melihat postingan dari teman dan dari situ saya membaca dan mencari tau atau bertanya kepada teman saya yang ditulis teman saya ini artinya apaya. dan dapat mengunduh atau melihat kembali materi-materi. Dan menurut saya padlet ini sangat menarik karena dalam satu halaman bias terdapat postingan, gambar, video, link.”

[I think the advantages of Padlet are being able to communicate or discuss with friends over long distances, and also the advantages are that it can increase my vocabulary, because there I can see posts from friends and from there I read and find out or ask my friends what my friend wrote what does it mean? and can download or review materials. And I think this padlet is very interesting because on one page there can be posts, pictures, videos, links]

Based on the excerpt above, it can be concluded that Padlet has advantages that can help students in learning descriptive text, such as its flexible use that makes it easier for students to learn without space restrictions, namely learning at a distance, besides that the Padlet features support students for learning. The use of Padlet allows students to view material repeatedly, and gives students access to share ideas with each other, even helping them to add new vocabulary. Padlet are also an interesting medium for students because they can share material in the form of images or videos.

The challenges of using Padlet faced by students

The challenges that students faced is internet connection. Padlet require a stable connection to operate. Students stated that the obstacle in using Padlet is the network. This is explained by a student excerpt who said that:

“Kelemahannya sebagian besar merasa bermasalah dengan jaringan internet ketika mengakses Padlet, lalu untuk beberapa orang mungkin kurang paham fitur di Padlet.”

[The weakness is that most of them feel they have problems with the internet network when accessing the padlet, then for some people they may not understand the features in the padlet.]

Therefore, the results of the interviews showed that the obstacle faced by students when using Padlet was an unstable internet connection. This challenge should be the attention of the teacher, which is needed to reduce obstacles in learning activities.

How are the students' perceptions of the use of Padlet as learning media in descriptive text?

The students are able to write effectively

The students gave positive responses regarding the use of Padlet in learning to write descriptive text. According to them, using the Padlet in learning to write descriptive text is more effective. This is explained by a student excerpt who said that:

“Menurut saya aplikasi Padlet ini sangat efektif, karena lebih mudah dimengerti dan lebih asik untuk dipelajari. Sehingga tidak akan cepat mengantuk dalam menjalani proses pembelajaran. Dan dapat membuat siswa lebih bebas berkreasi. Padlet juga tidak terlalu banyak menghabiskan kuota, tidak seperti google meet. Jadi menurutku aplikasi Padlet lebih efektif digunakan untuk pembelajaran daring.”

[I think this Padlet application is very effective, because it is easier to understand and more fun to learn, so that you will not get sleepy in the learning process. And can make students freer to be creative. Padlet also doesn't consume too much quota, unlike Google Meet. So, I think Padlet application is more effective for online learning.]

Based on the excerpt above, it can be concluded that the use of the Padlet in learning to write descriptive text is effective for use as a learning media.

Students actively participate in the descriptive text writing learning process

According to students' opinion, the use of Padlet in learning descriptive text writing made the learning atmosphere more comfortable, because they can be free to be creative in expressing their ideas when describing something well without feeling tense to convey something. That is explained by student, she said that:

“Iya, membantu saya menjadi lebih aktif, karena dengan aplikasi ini kita bebas berkreasi dalam pembelajaran writing descriptive text.

[Yes, it helps me to be more active, because with this application we are free to be creative in learning to write descriptive text.]

Based on the interview above, it can be concluded that the use of the Padlet in the learning process of writing descriptive text can motivate students to develop their writing. When they are active in being creative, they express the ideas that they think it will help them in writing and creating new ideas to develop their writing.

The students felt happy to write descriptive text

According to the students' opinion when they learn descriptive text using Padlet they felt happy. this is evidenced by the results of student interviews who said:

“Ya, Saya merasa senang karena aplikasi Padlet ini lebih seru dibandingkan aplikasi lainnya yang terkadang membuat jenuh. dan juga karena fitur-fitur di aplikasi padlet lengkap dan menarik, dalam membuat deskriptive text kita bias menambahkan gambar, jadi kita bisa mendapat gambaran deskripsi dalam gambar tersebut.

[Yes, I feel happy because this padlet application is more fun than other applications which sometimes make it boring and also because the features in the Padlet application are complete and attractive, in making descriptive text we can add images, so we can get an overview of the description in the image.]

Based on the results of the interviews above, it can be concluded that students feel happy and interested when the teacher does descriptive text learning using Padlet media. They have a positive response, this is what leads them to learn descriptive text easily by using Padlet.

The students were easier to accept and understand the material.

Students had a positive response in using Padlet in descriptive text learning. the use of Padlet can help students become easier to accept and understand writing descriptive text material. Here, student quotes say that using Padlet learning media can make them easier to accept and understand the material. she said:

"Iya. Karena saya termasuk orang yang sulit menerima materi jika saya sudah merasa malas dengan suatu pembelajaran/aplikasi, tetapi dengan Padlet saya tidak merasa jenuh sehingga sangat mudah untuk menerima materinya karena tampilan yang menarik dan kita bias berbagi dan berdiskusi dengan guru dan teman.

[Yes. because I am one of those people who find it difficult to receive material if I feel lazy with a lesson/application, but with Padlet I do not feel bored so it is very easy to receive the material because of the attractive appearance and we can share and discuss with teachers and friends.]

The conclusion is that Padlet can help students in learning descriptive text, such as an attractive display that can make students unsaturated which can help students easily accept and understand the material.

The students easily solve the problems faced by students.

Based on the opinions of students, using Padlet in learning to write descriptive texts can solve the problems faced by students in learning to write descriptive texts. This is explained by a student excerpt who said that:

"Ya, karena saya termasuk orang yang terkadang ragu ragu dalam memberikan jawaban dan dengan Padlet ini kita bias saling membandingkan dan menanggapi hasil tulisan kita dengan teman, dengan begitu kita bias memperbaikinya lagi hasil tulisan kita di waktu pembelajaran selanjutnya. Dengan begitu saya dapat mengembangkan keterampilan menulis saya untuk membuat tulisan yang baik.

[Yes, because I am one of those people who sometimes hesitate in giving answers and with this Padlet we can compare and respond to each other's writings with friends, that way we can improve our writings again at the time of the next study. that way I can develop my writing skills to make good writing.]

Based on these results, it can be concluded that the use of Padlet in writing descriptive texts is very helpful for students in solving the problems they faced when writing descriptive texts. In addition, students need other suggestions to develop their writing skills, therefore suggestions and feedback from teachers and other friends are very important to solve their writing problems.

DISCUSSION

How do the students engage in Padlet-assisted descriptive text writing?

The researchers as teacher used the right way in teaching writing in descriptive texts. The researchers used Padlet as a media for learning to write descriptive text because in teaching and learning activities to help deliver and explain material so that it can be understood by students, teachers need media. Appropriate learning media such as Padlet help and increase students' enthusiasm in learning to write descriptive texts. This fact was obtained from the results of observations and interviews with three students. The use of Padlet application in descriptive text learning aims to help students develop their writing,

especially about writing descriptive text. Here, students' involvement in learning descriptive text assisted by Padlet.

First, learning activities to write descriptive text using Padlet. The researchers conveyed descriptive text material starting from the meaning of descriptive text, purpose of descriptive, general structure, language features in descriptive text, and examples of descriptive text. then the teacher gives pictures and instructions to them for each student to give 1 characteristic of the picture, then they arrange the sentences that have been given by all their friends into a descriptive text. and then the students were asked to make a descriptive text about the places they had visited. with this form of learning can improve student collaboration. This explanation is supported by Awaludin et al (2017) Their collaboration increases because, in Padlet, they need to collaborate, receive and give feedback, check for errors in their posts, and exchange information with their friends.

Second, Process of writing descriptive text on Padlet to generate ideas. Through this theme, the researchers as the teacher asked the students to think of a description of the image that had been displayed on Padlet and asked the students to make a descriptive text. in other word students brainstorm or branch out using words for the topic. The brainstorming phase is equipped with students to have ideas for writing. Thus, students can make drafts after brainstorming. In addition, students begin to construct descriptive texts. In the process of writing descriptive texts, students are required to be able to come up with ideas to write descriptive texts. by using this media can make it easier for students to come up with their ideas to be able to make the results of their descriptive text writing better. In other words, they say that using this Padlet can be easily understood by them and helps them find the widest possible ideas when writing. This explanation is supported by Nugroho, and Nurhamidah (2019) who stated that students showed a positive response because with Padlet, they could better express their ideas, and saw Padlet as an application that had an attractive appearance and features.

Third, when students use Padlet in learning to write descriptive texts, they get the advantage of using the Padlet application in descriptive text learning such as being a place for discussion, and increasing their vocabulary. This explanation is supported by Hamid, Rosli, and Yunus (2019) As a tool used to discuss, give assignments, and receive material, Padlet can also be used to develop students' vocabulary. This happens because students are curious to know the meaning of words and structures in the post.

Fourth, the obstacle faced by students is internet connection. Padlet require a stable connection to operate. Students stated that the obstacle in using Padlet is the network. Finally, every educational tool has challenged that student will eventually face when using it. In using the Padlet application, the challenge faced by students is that the internet connection is not good. This explanation is supported by Deni and Zainal (2015) where Padlet is not effective for students who have internal problems such as self-confidence and anxiety, and other problems such as connections, hardware, and the material presented. Therefore, teachers need to pay attention to these challenges to be able to provide a clear explanation of the material and create a good environment for communication between teachers and students.

How are the students' perceptions of the use of Padlet as learning media in descriptive text?

Based on the results of the interviews described above. The researchers as a teacher conducted interviews with three students to get more in-depth information about this research. The results showed that students' perceptions of the use of Padlet applications in descriptive text learning were positive. the use of Padlet in learning to write descriptive texts is more effective. This explanation is supported by Ismawardani dan Sulistyanto (2019) Padlet as Media is effective to be used in language teaching specifically in teaching writing.

The use of Padlet applications in learning to write descriptive texts can motivate students to develop their writing. When they are actively creative, they express ideas that they think will help them in writing and create new ideas to develop their writing. This

explanation is supported by Deni and Zainal (2015) in their research where the participants agreed that Padlet can support student learning, increase student engagement, and create a good learning environment.

Students feel happy and interested when the teacher does descriptive text learning using Padlet media. They have a positive response, this is what encourages them to learn descriptive text easily by using Padlet. This explanation is supported by Munsir (2019), the interesting features in the Padlet make students enjoy learning even more. These features include message writing activity features, discussion features, and speech features.

The use of Padlet can help students become more receptive and understand the material for writing descriptive texts. The following is an excerpt from students who say that using Padlet as learning media can make it easier for them to receive and understand the material. Padlet in writing descriptive text is very helpful for students in solving the problems they faced when writing descriptive texts. In addition, students need other suggestions to develop their writing skills, therefore suggestions and feedback from teachers and other friends are very important to solve their writing problems. This explanation is supported by Jaganathan (2016) states that Padlet helps in giving students experience writing that enriches through. Padlet provides a platform for students to share their writing with teachers and peers.

CONCLUSION

Based on the findings and discussion above, the researchers concluded that when students are involved in learning to write descriptive texts assisted by Padlet, the use of Padlet can increase student cooperation and can develop descriptive text writing because students are more flexible in expressing their ideas and also explore students' knowledge and experience in writing descriptive texts. write descriptive text. The challenges faced by students when using the padlet application are internet network problems. In answering the second research question, the researchers concluded that students had positive responses about the use of Padlet in learning to write descriptive texts. The response can be concluded that the use of Padlet in learning to write descriptive texts has a positive effect on making students easier to express their thoughts and helping during the learning process of writing descriptive texts.

The pedagogical implication taken from this research is that the use of Padlet can improve students' skills in writing descriptive texts. This is because the use of Padlet in writing materials and descriptive text exercises can generate ideas, increase student collaboration, and can encourage students to be creative. Padlet has many interesting features that can make students not bored when studying. This implies that English teachers need to use Padlets to improve students' writing skills.

In this research, the researchers limited the problem mainly to find out how students were involved in learning descriptive text by using Padlet and exploring students' perceptions of using Padlet as a learning media in descriptive text.

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