ENHANCING WRITING REPORT TEXTS USING PADLET WEBSITE: THE PERCEPTIONS

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Article Info	Abstract
Article History Received: June 2023 Revised: August 2023 Published: October 2023 **Keywords** *Padlet website;* *Report texts;* *Writing Skills;*	*There are several technology-based solutions available to help students with disabilities related to compose something. However, merely providing access to technology is insufficient. It is important to utilized technology because the impelentation of using technology have an impact on students' outcomes. The aim of this study is to investigate the perceptions in utilizing Padlet as a learning medium in writing report texts. Descriptive qualitative method was employed using questionnaire and interview. They were distributed through 36 sample of grade X and one teacher. 78% of the participants had positive perceptions; 19% neutral and 3% negative. It assumed that most of the students found that using Padlet website provided a more engaging and interactive writing experience. It was also revealed that the students who gave feedback negative and neutral perceptions had another argument that there are more learning media instead of Padlet which can increase his writing skill. The teacher supported the findings and provide nine description on how she perceived Padlet as learning media. Overall, using Padlet as a collaborative writing approach has the potential to connect and develop students' writing skills. This study is useful for writing teachers since the benefits of Padlet can make the writing process more effective and engaging, which relates to 21st Century Teaching and Learning.*

INTRODUCTION

The success of *Merdeka Belajar*, the most recent curriculum in Indonesia, is determined by the teachers' ability to use technology-based programs (Bunga, 2019). The development of integrating technology in learning process has had an influence on instructional activities in the process of education, transformed the way students learn, and had an impact on education as a physical space for learning. In fact, Haaparanta (2008) argues that teachers are lack sufficient expertise about employing technology in education in a pedagogically based approach. It leads to the issues of the online learning system grow increasingly complicated and resulted on the lack of students' experiences in using technology in the learning process (Churiyah, 2020; Pozdnyakova & Pozdnyakova, 2017). Teachers are essential actors in this process, thus it is critical to examine how they are adapting to the technological and pedagogical reform demands offered by curriculum and educational theorists. Currently, it appears that theory and practice do not always match; investigations demonstrate a gap between the ideal and reality.

The conception and explosion of technology has had an effect on all industries, including the fields of information technology (IT), communication, education, and so on. Technology has transformed from teacher-centered into student-centered which directs technology needs into more personal needs such as social media. For schools that have chosen to use social media, it has been shown that it may be a great tool to promote knowledge exchange among individuals.

Social media has presented significant barriers and exciting potential for enterprise learning (Oktoma et al., 2023). Moreover, Zhang et al. (2014) defined two fundamental advantages of knowledge exchange have been recognized in the global virtual classroom: a) Self-efficacy: when participants provide relevant information, they gain confidence; and b) Enjoyment: when participants' contributions are judged useful and even accepted by others, they gain satisfaction. Teachers can use social media or websites to aid knowledge by encouraging individuals to foster collaborative learning behaviors such as e-learning and social learning.

The teaching and learning process in today's higher education system combines mobile and online applications, which have increased among students and teachers while allowing learning to spread beyond classroom walls. Incorporating these elements into the classroom increases motivation, makes learning more enjoyable, and makes learning more successful. Combining face-to-face and technology-based activities can make learning more enjoyable and help students become more motivated. (Klimova & Polakova, 2020). Therefore, educators around the world are taking advantage of various digital programs and platforms, including Facebook, Edmodo, and WhatsApp. According to Akrim (2018), learning media comes from two terms: learning and media. Media can be thought of as a tool or anything that can transfer information from source to receiver. According to Hamalik (2003), learning is the act of conveying or transferring knowledge involving people, facilities, equipment, materials, and integrated communication methods to achieve goals. Meanwhile, Anwariningsih & Ernawati (2013), stated that learning media is a vehicle for providing or transmitting information and ideas with the aim of educating or teaching. According to his explanation, the researchers concluded that learning media are media or instruments used to facilitate the exchange of knowledge connected with educational purposes.

Today, learning media can be found in almost every aspect of life, including the field of education. As a result, students rely on technology to make their lives easier than anything else (Kaid & Rashad, 2019). When compared to less technology-focused events, learning media-rich activities can maintain high levels of student engagement and peer cooperation. Educators must find out how to use mobile platforms for instructional purposes and to improve educational learning (West, 2013). Teachers, on the other hand, incorporate technology into the teaching and learning process by using various learning platforms to improve online writing learning, as well as they need to be innovative in choosing the ideal learning platform for the topic at hand. There are several media options available now for attending online writing classes. One of them is Padlet which can be used as a learning tool by instructors to connect to online writing software.

In addition to memorizing difficult concepts in English, teachers were also obliged to master the formulas and purposes of these complex terms in a literary work. As a result, we need methods, techniques, or media that teachers can use to help students understand information from the classroom, especially in the English Classroom. In fact, students can access a variety of online resources for learning and teaching. Padlet is one of them. According to Fageeh (2011), learning tools, especially Padlet, have the potential to improve students' writing skills. They are comfortable with utilizing Padlet in their learning process. Yunus and Salehi (2012) stated that learning devices have expanded learning practices beyond school walls Previous research has shown that learning devices seem to be an important factor in encouraging active learning, increase student creativity, solve problems (Yunus & Salehi, 2012; Mahdiyah et al., 2020), and positively influence student achievement (Sivin-Kachala & Bialo, 2000). The use of Padlet as a learning tool is a fantastic technique for learning languages. Language acquisition, such as writing, can be achieved by incorporating Padlet into classroom activities.

There has been a lot of research done on how collaboration can aid in learning. Wells (2000) proved that when learners communicate to achieve their goals together, new information is created on top of current knowledge. Furthermore, Swain & Lapkin (2000) describe collaborative conversation as "a construction of linguistic knowledge in which learners are

given the opportunity to use language and reflect on their own language use." Peer participation has been found to increase motivation and pleasure in completing group tasks. Writing is a means to convey words visually. The writing system uses sets of symbols to represent speech sounds, as well as symbols for punctuation marks and numbers. Writing, according to Lado (1964), is a partial representation of a unit of linguistic expression. Students are often asked to define important words and phrases in academic work to show their instructors that they understand these concepts well. Students frequently struggle to perfect their writing skills (Mahdiyah et al., 2020). In addition, Writing is more than just creating letters and then putting them together to form phrases and phrases into sentences; It is also a challenge to build the right sentence so that the reader understands exactly what the author is trying to express through his writing. However, academic writers usually define terminology so that their readers understand exactly what they mean when certain important terms are used. Misinterpretation can occur when key terms are not fully understood.

Report text is one type of text that students must master in the high school English curriculum. Some students struggle to write in English and believe that learning English is difficult. The author discovered this phenomenon while working as a pre-service teacher at SMA N 10 Semarang. He found that students continued to be confused by different types and contexts of texts, such as when they were directed to write report texts but instead produced descriptive writing because the texts looked similar but were not. Students have difficulty using the right tenses. In writing their reports, they use simple present tense, but they also use simple past tense (Pestaria et al., 2014). As a result, certain teaching methods are needed to help learners overcome their obstacles.

Teachers should build engaging learning experiences that involve students in the process of improving English writing skills to overcome the difficulties described earlier. Online learning, on the other hand, has an influence on the use of learning media in the teaching and learning process. According to Rulandari (2020), most educational institutions have been effective in developing online learning in a short time, and they continue to carry out the teaching and learning process online using various media.

According to Akrim (2018), learning media comes from two terms: learning and media. Media can be thought of as a tool or anything that can transfer information from source to receiver. According to Hamalik (2003), learning is the act of conveying or transferring knowledge involving people, facilities, equipment, materials, and integrated communication methods to achieve goals. Meanwhile, Anwariningsih & Ernawati (2013), stated that learning media is a vehicle for providing or transmitting information and ideas with the aim of educating or teaching. According to his explanation, the researchers concluded that learning media are media or instruments used to facilitate the exchange of knowledge connected with educational purposes.

Padlet is a free web-based program that primarily functions as an online discussion board. Padlet allows students and teachers to take comments on shared pages and collaborate on them. Links, videos, images, and document files can be included in notes from professors and students. When you sign up with Padlet, you have the option of creating as many "walls" or online boards for discussion as the author prefers. These boards can be public or private, with different privacy settings for everyone. According to Fiester & Green (2016), Padlet allows students to actively engage in lessons when they may be distracted. Teachers can also use Padlet as a tool. On the other hand, it can be used as a bulletin board for students to post their thoughts, questions, and responses. Padlet has the following qualities and advantages: easy and intuitive; universal and inclusive; mastering the art of collaboration; supports (almost) every file type; apps for (almost) every device; private and secure; flexible and adaptable; seeking knowledge and inspiration; and amazing support.

Media technologies such as Padlet have the ability to help support EFL students' classroom learning; One innovation that might be used in a writing class is Padlet's website. Padlet is an app that allows students to create, interact, share, and collaborate on paragraphs or essays with classmates. Using this platform, teachers can directly observe, rate, and evaluate student posts, and then provide feedback and explanations. Certain researchers have used Padlet as an educational tool. These studies, however, focused on other difficulties, such as non-English education. In line with that statement, Fadhilawati et al., (2020) claimed that Padlet is a type of media that is commonly used by instructors to produce and share things with their pupils in a simple, creative, and fascinating way. As a result, current research concentrated on using Padlet as a teaching tool to construct English texts, specifically report texts, and then attempt to correlate perceptions and motivations following Padlet's use in writing report texts. To fill this gap, the researchers conducted a study to determine the impression of using Padlet as a learning medium in report writing.

Based on the above, this study focuses on various things, including students' perceptions in utilizing Padlet as a learning medium in writing report texts to be used as assessment materials and additional research on online learning. However, in this study, students and group members used online platforms to perform collaborative tasks in the classroom. The author wants to know what students think after going through the report learning process with Padlet. Teachers can better understand students if they are aware of their perceptions. In addition, the conclusion of the study may have an impact on the recruitment of authors of future report texts. To fill this gap, researchers conducted a study to determine the impression of students using Padlet as a learning medium in report writing.

RESEARCH METHOD
Research Design
The research design for this study is a qualitative descriptive technique. The qualitative approach was chosen because the main objective of this study was to investigate how students perceive the use of Padlet as learning material in report writing. The qualitative approach allows researchers to explore and understand the experiences of research subjects in detail, as well as explore various factors that influence students' perceptions. The study was conducted in a high school in Semarang. Researchers chose this location because students still have difficulty mastering writing report texts. The selection of qualitative methods is based on an overview by Cresswell (2013) which provides a comprehensive picture of qualitative approaches that can be used in research. Cresswell goes into detail about the approaches, designs, and data collection techniques that can be used in qualitative research.

Population and Sample
The students in this study were from SMA N 10 Semarang, the participant selection process will be carried out by purposive sampling, namely by selecting students who have experience in using Padlet's website and have diverse report writing skills. The number of participants to be involved will be determined based on the need to gain a diversity of views and experiences. In this case, researchers took a sample of tenth grade students, namely those in grade X of high school. High school students had larger vocabularies than junior high school students, so the researchers chose them. Students in tenth grade have studied the written form of the report text, so they have a lot of fresh thinking to contribute and may be more actively encouraged to continue research based on advice from English subjects. The researchers used deliberate sampling to select a tenth student in response. The purpose of applying this method is to obtain the correct data.

Instruments

To Ensure the validity of the study, measures such as data triangulation will be carried out. This will involve collecting data from a variety of sources, such as data collection with questionnaires. Researchers used this questionnaire to gather information about students' attitudes towards using the Padlet application as a learning tool when compiling prose reports. Some researchers (Priyadarshani & Jesuiya, 2021; Dewitt et al., 2023) were also used to modify an open questionnaire used to collect data on reflection. The survey included ten questions about the conduct of the basic writing class and how influential it was in their writing skills, as well as their perspectives on using Padlet to improve the learning process of the basic writing class. In addition, data mining steps will be carried out repeatedly to ensure consistency and accuracy of findings. In terms of reliability, efforts will be made to ensure consistency and reliability of findings by double-checking by other researchers or using methods such as peer analysis.

Data Analysis

In this study using qualitative methods, statistical methods are not generally used to analyze data. This is because the qualitative approach focuses more on in-depth and interpretive understanding of the data obtained with emphasis on description, thematic findings and contextual explanations. Implementation Data analysis based on this with a questionnaire sent to tenth graders via WhatsApp in June. Students are required to fill out a questionnaire and send it to the teacher's email within one week. Student survey responses are used to obtain data on student perceptions. In this study, the data analysis procedure related to the analysis techniques of the Miles and Huberman Model (1994) is divided into three stages: reduction, data display, and conclusion making and verification. During the first phase of data analysis, the researchers performed data reduction. Data reduction consists of summarizing, focusing on the most important aspects, looking for themes and patterns, and removing extraneous information.

In this case, researchers must take careful and thorough notes in order to evaluate the data because the data collected in the field contains a lot of knowledge, describing the data collected by researchers from research participants, namely students' perceptions of the use of the Padlet application as a learning medium in the report text. The initial stage is for researchers to modify the data collected in the field using questionnaires. At this stage it is processed through a process of coding and categorization. In this step, the researcher selects data relevant to the investigation. Second, after modifying the data results, the researchers separated all the data. The researchers then summarized the findings in their notes, presented the findings narratively, described variations in student perceptions, and provided examples of relevant citations from qualitative data.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

The aim of the research was to study how was the view using Padlet as a learning tool when creating report texts. By delivering questions via questionnaire and interview, the researchers were able to reveal the research objective. The research findings were presented and discussed on the following section. Mostly there were 1 (one) participant who had negative perception about Padlet website as the learning tool to help them doing better in writing report texts. The statements were on "I receive more and better writing ideas from materials shared by my group on Padlet"; "While exploring Padlet, I can acquire a lot of helpful information and expertise"; "After taking part in Padlet activities, I find it simpler to finish my writing especially in learning report text."

Meanwhile, there were 7 (seven) participants who had neutral perception about Padlet website as the learning tool to help them having better competency in writing report texts. The statements were on "Padlet helps me to learn new vocabulary"; "While utilizing Padlet, I can broaden my writing ideas." Further, there were 28 (twenty-eight) participants who had positive

perception about Padlet website as the learning tool to help them having better competency in writing report texts. The statements were on "Padlet has taught me now to improve my writing abilities"; "I can better organize my thoughts by adding related visuals to Padlet before writing report texts"; "I uncover new ideas linked to the report text on Padlet"; "After utilizing Padlet, I recall the things to add in my writing better"; "In contrast to traditional instruction in writing, I can stay more focused when utilizing Padlet"; "Padlet has taught me how to improve my writing abilities." The described findings were presented in the following chart in the form of percentages yet those were used to support the data in the current research.
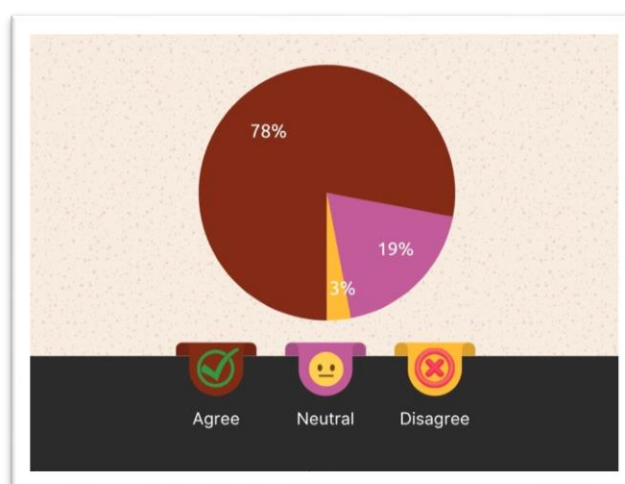

Figure 1. The Perception of Using Padlet as Learning Media in Writing Report Texts

Chart 1 displayed the questionnaire findings which were 78% of the participants had positive perceptions that Padlet website can help them improving their writing skill especially report texts. Another perception was neutral which got 19% of the participants. The last was the negative perceptions which got 3% of the participants.

On the other hand, Table 1 is the description of how the teacher perceived Padlet in the classroom.

Table 1
Teachers' Perception of Padlet Website

Items	Teachers' Perception
Engagement	The teacher found that Padlet enhances student engagement. It provided a visually appealing and interactive way for students to share ideas, collaborate on projects, and interact with each other. This can be especially useful for remote or hybrid learning environments
Versatility	The teacher appreciated the versatility of Padlet. It can be used for various purposes, such as brainstorming, discussion boards, collaborative note-taking, and sharing multimedia content. This flexibility allows teachers to adapt it to different subjects and teaching styles.
Easy to Use	The teacher gave comment on how user-friendly Padlet is, both for themselves and their students. Setting up a Padlet board and adding content is relatively simple, which reduces the learning curve for both teachers and students.
Organization	Padlet provided a structured way to organize and display information. The teacher can use different layouts, such as grids or columns, to present content in an organized manner. This helps students navigate and access information easily
Assessment	The teacher used Padlet for formative assessment purposes. She can create quizzes, polls, or interactive activities to gauge student understanding and provide real-time feedback.

Items	Teachers' Perception
Collaboration	Padlet promoted collaborative learning. The teacher found it valuable for group projects and collaborative discussions, as students can contribute their thoughts and ideas in real time. This fosters a sense of community and teamwork.
Accessibility	The teacher appreciated that Padlet is accessible on various devices, including smartphones and tablets. This accessibility ensures that students can participate in activities regardless of their technology resources.
Integration	Padlet can integrate with other educational tools and platforms, such as Google Workspace and learning management systems. This integration streamlines the workflow for teachers and students.
Cost	While Padlet offers a free version, there are limitations in terms of the number of boards and storage space. The teacher may have concerns about the cost if they require more advanced features, such as increased storage or premium layouts.

DISCUSSION

How students perceive the use of Padlet website in writing the text of the report in this study can be discussed about some of the existing findings. Regarding students' perceptions of the use of Padlet website in writing report texts, it was generally positive even though 1 (one) student had negative perception and 7 (seven) students got neutral. It was assumed that most of the students found that using Padlet website provided a more engaging and interactive writing experience. Then it can expand the ability of student collaboration. In Padlet's context, students can work together online, share resources, provide feedback and motivate each other in the writing process, reflecting the importance of collaborative learning in improving students' writing skills. It was revealed that the students who gave feedback negative and neutral perceptions had another argument that there are more learning media instead of Padlet which can increase his writing skill.

The findings of this study underscore the critical necessity of providing robust support to students in their efforts to comprehend and proficiently employ the Padlet website. Within this educational context, it is incumbent upon educators to furnish students with well-tailored guidance and comprehensive training, thereby ensuring their aptitude to harness the Padlet website's full array of features when composing report texts. This imperative extends beyond the immediate classroom setting and carries significant implications for the evolution of a more progressive approach to teaching report-writing (Astiantih & Affan, 2023; Dari et al., 2022). In light of the aforementioned, it is evident that the integration of technology, exemplified by the Padlet website, presents an auspicious opportunity for the enhancement of pedagogical strategies that accentuate student collaboration, creativity, and critical thinking.

The amalgamation of these pivotal elements promises to facilitate a substantial refinement in the report-writing learning paradigm, yielding superior outcomes, augmented student motivation, and heightened levels of participation (Dwigustini et al., 2021; Hadi et al., 2021). Due this, the empirical evidence presented herein underscores the indispensable role of providing students with the requisite skills and knowledge to effectively utilize the Padlet website for report writing. The implications of this research extend beyond the immediate realm of classroom instruction, signaling a transformative potential in the broader pedagogical landscape, with technology-driven strategies fostering collaboration, creativity, and critical thinking among students, ultimately culminating in a more enriched report-writing learning experience characterized by superior results and heightened engagement (Ismiati & Fitria, 2021; Susilawati, 2023).

In line with this study, as an outcome of the results of the student perception in this study, it can be demonstrated that Padlet are extremely important for the development of meaningful learning both in writing lessons and other topics such as prior research, and they can also form a person's expertise (Suryani & Daulay, 2022; Wismanto et al., 2022). This condition correlates

with earlier research that show students' opinions of Padlet as learning medium are quite favorable, implying that students are satisfied if Padlet are employed in the learning process. As stated by Suryani & Daulay (2022), who analyzed students' perceptions on writing activities by using Padlet application, the outcome revealed that the use of Padlet in writing class enhanced student motivation and resulted in positive outcomes for students.

According to the findings, the majority of students claimed that utilizing Padlet as a learning medium improved their writing abilities and provided them the courage to write. However, less than 12% of students claimed they still lacked writing confidence. This void has prompted the researcher to do more investigation. Despite the fact that previous research has demonstrated the influences of Padlet in the learning process, further research into students' perceptions of using Padlet in writing activities is required to fulfill the new empirical of the applications' effectiveness and influence in the learning process, particularly in English writing activities in senior high school point of view. The findings were also consistent with a recent study by Arif (2020), which showed that using technology and innovation in the classroom can help students remember important information. This is further supported by Mahmud (2019). Students say that using Padlet as a learning tool gives them new facts and ideas through practice, sharing opinions with classmates, working together, and interacting with friends. It can be shown here that the use of Padlet successfully attracts the attention of students and makes them interested and devoted to their writing process.

The concepts, objectives, language aspects, structure, and examples of report writing are all thoroughly explained by the researchers. According to one particular student, learning to create report content using Padlet can improve their collaboration. Following the general percentage of answers collected from students, the researcher will describe the results of student answers narratively in this section by categorizing the data depending on the number of those answers into a given question. This shows that Padlet not only improved students' writing skills, but also their vocabulary and knowledge. Padlet has a "web search" function that allows children to get information while participating in an activity, allowing them to learn new things. encourage self-learning and learner independence. According to the findings of the investigation, students' writing increased after Padlet's incorporation. Text length is the most noticeable increase. Padlet assists learners in generating ideas and writing longer and more complete sentences, thereby increasing the length of the text. This finding is consistent with research conducted by Wibowo (2022) which states that possible problems with academic writing, including concentrating on content, structure, vocabulary, grammar, and mechanics.

CONCLUSION

Collaborative writing is a critical stage in generating ideas and producing quality construction texts, especially report texts, when English is taught as a Foreign Language in Indonesian schools. It is possible to conclude that there is a considerable difference in descriptive text writing abilities between students who are taught using Padlet. In response to the research question, the researchers found that students' perceptions of the use of Padlet in improving students' descriptive text writing ability were influenced by their perceptions of the use of Padlet in growing students' descriptive text writing ability. The study concluded that incorporating Padlet into classroom writing teaching was a significant benefit. In this case, it gets a generally positive response from students which provides a more interesting and interactive writing experience. As a result, teachers can incorporate technology like Padlet into their classrooms. It also encourages learning to learn the language and develop personally. In terms of developing a report-writing learning approach, technology integrations such as the Padlet website can provide significant benefits in increasing student motivation, participation and skills in writing. Incorporating innovation and technology into courses is also consistent with 21st century teaching, as well as further research on online learning, learning approaches can be improved to achieve good results.

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