

DEVELOPMENT OF PADLET-BASED ENGLISH LEARNING MEDIA ON RECOUNT TEXT MATERIAL

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Abstract: This research is aimed at producing a product in the form of material content developed in a web format in the form of a material page and assignment page to make students easily in the learning process. This study used the Research and Development (R&D) method with the 4D model as a guide for developing an effective product. The research procedure is to determine the learning requirements, design the required learning media, developed the learning media that had been designed, and disseminate the result of the product developed to students. The research results obtained in this study were the Padlet media feasibility test which scored 92.30% in the “Very Eligible” category for media validation and 93% in the “Very Eligible” category for material development. This development research showed that this Padlet media could involve students actively in the learning process.

Keywords: Learning Media; Padlet; Recount Text

INTRODUCTION

English is an international language used by all countries to interact with other countries around the world. The citizens get more points because mastering English makes them competent and knowledgeable. That is why the Indonesian government has made English a subject in schools for the Indonesian generation can compete internationally through mastery of a foreign language.

Learning English in Indonesia has been around for a long time. The government has developed curricula and learning methods to improve the quality of learning, especially in mastering English subject. However, it is difficult for Indonesian students to learn English. This is because the status of the English language in Indonesia is considered a foreign language or EFL (English as a Foreign Language). In the EFL context, students only use English in the classroom, which is rare for students to use English in their daily activities in their environment.

There are four skills that students must master in learning English that are Listening, Speaking, Reading, and Writing. Listening and Reading are receptive skills in which students passively absorb and process information. Meanwhile Speaking and Writing are productive skills that enable students to produce something.

Each skill has difficulties for students to master. According to Fauziati (2010: 45) the most difficult skill for students is writing skill. This is because students must arrange ideas with

the right choice of vocabulary, sentence structure, and paragraphs, and then put ideas into written form for others to read. Another reason is the difficulty for students to change their ideas from the Indonesian language to the English language.

In this study, the researchers only focused on writing skill. Writing is important skill of English because it is a way of communicating with other people through written language. Writing can increase attention, which for example facilitates everyday communication and effective explanation. Therefore, the students must master this skill. In this case, Recount Text material is one of the English subject matter that is included in writing skills.

Saepuloh & Salsabila (2020) described that writing difficulties appear to be caused not just by a lack of grammar and structural understanding, but also by a lack of desire, a lack of organization, and spelling errors. Purwanto (2020) emphasized that students may utilize their writing talents to communicate their ideas, feelings, and thoughts to others in a somewhat permanent manner.

The problems faced by the students in mastering writing skill according to Setiyono & Anggraeni (2019) are 1) the lack of students in mastering vocabularies; 2) the lack of students in understanding punctuation; 3) the lack of students in mastering sentence structure and grammar; 4) the students have not been able to express their thoughts in good written form; and 5) the lack of students who like English subject. Because of these problems, the teacher must reform English learning methods to make them more efficient and effective.

Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system emphasizes that education is a conscious and planned effort to create an atmosphere and learning process in such a way that students actively develop their potential in the form of religious spiritual activities, self-discipline, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. Therefore, to create such an atmosphere and learning process must be supported by learning technology.

English learning methods must be fun so that students can be more motivated to learn and practice English actively. One of fun learning method can be the use of information technology. The use of information technology in learning activities is needed at this time because technology is needed in the education sector. Rodliyah (2018) said that the use of technology in classroom learning is the result of 21st century learning. Currently the development of information technology and the internet in the world of education is growing rapidly which causes an abundance of digital information sources (Kurnianingsih et al, 2017). With the rapid development of information technology in the world of education, there are many platforms or digital learning media such as this Padlet application.

Jong & Tan (2021) said that the digital revolution depicts rapid changes in human beings' daily lives, particularly in communication with one another, as a result of technological breakthroughs. Similarly, technology is becoming more significant in the classroom teaching and learning processes.

According to Alghozi et al (2021), Padlet is a virtual whiteboard and collaboration space accessible from any device with an internet connection. Padlet is a very simple and easy application. Padlet are intended to be a place to help students write ideas. This encouraged students to develop their creativity. This Padlet could help the students increased their interest in English. Padlet could improve students' writing skills in an innovative way (Qulub & Renhoat. 2020).

Padlet is like virtual whiteboard because teachers and students can write anything on Padlet. Several studies have shown the benefits of using Padlet for language learning, one of which is the benefit of increasing student learning motivation. Therefore, Padlet is an application that can stimulate students' interest and motivation learn writing skill. Padlet allows you to bring people and ideas together in person or virtually, synchronously or asynchronously Shuker & Burton (2021). Its simplicity of usage in a complicated instructional setting makes it a valuable tool for student and teacher involvement.

According to Fitriani (2021) using Padlet made students feel happy, enthusiastic, excited, active, interactive, and responsive in the learning process. The selection of the right media can help students in a good learning process. Therefore, the Padlet application can be used as an alternative solution for learning to write Recount Text because this media is suitable for learning writing skill.

In recent years, a growing number of teachers have identified Padlet as a beneficial tool for improving collaborative learning. Beltrán-Martín (2019) explained some of its benefits which include: a) ease of use, b) instant collaboration (any student can see when another student uploads anything to the wall), c) multimedia (nearly anything can be posted on the Padlet), and d) mobility (it can function on a various devices).

Fadhilawati et al. (2022) explained that using Padlet in classroom writing learning activities, particularly personal recount composition, can improve participants' writing abilities and expressed a favorable attitude toward using Padlet for studying writing, particularly recount text related to personal experience. As a result, experts advise educators to use Padlet as an extra tool for presenting topics and creating new and enjoyable classroom education, particularly in writing. Additionally, they may utilize this application to assess the students' assignments promptly.

METHOD

In this study, the method used is Research and Development (R&D). This method is also known as the development method used to make a particular product and test its effectiveness. The Research and Development is an expansion or deepening of existing knowledge (Hanafi, 2017). This research method aimed to develop and produce product and validate product effectiveness (Dwitiyanti et al, 2020: 126). The Research and Development is a type of research that aims to create a learning product by prioritizing the needs and characteristics of students and testing the effectiveness of the product to evaluate it so that it can be adapted to learning objectives (Purnama, 2016: 20).

In this study, the researchers used a 4D development model designed by Thiagarajan et al (1974). As the name implies, this 4D development research model has four main stages, namely: Define, Design, Develop, and Disseminate, which is explained by Mulyatiningsih (2014: 195-199) as follows:

1. Define, the first step of this 4D model is to determine the learning requirements.
Before developing a product, in this step the researchers determined the subject, learning topic, study time, study location, learning objectives for class X AKL semester 2 of the 2022/2023 academic year at SMK Islam Daarul Falah Cilegon.
2. Design, in this second step the process of designing learning media is carried out.
In this step, the researchers arranged learning materials that are tailored to the students' criteria. Then, the researchers chose learning media that was appropriate to the material and characteristics of the students. At this step, the researchers chose to develop Padlet media for Recount Text material. Then, the researchers designed the Padlet media based on the learning needs described by flowchart or user interface design.
3. Develop, in this step the product development is carried out through expert validation and product trial.
In this step, the developed media is tested for validity and revision which is validated by media expert and material expert to test the feasibility of this Padlet development product.
4. Disseminate, this final step is to distribute product development.
In this distribution step, the product development can be distributed to teachers and students. Padlet media resulting from this development can be used by teachers for

classroom learning by holding socialization in advance to students of SMK Islam Daarul Falah Cilegon so that it can be used optimally when learning takes place.

FINDING AND DISCUSSION

The result of this study is in the form of English learning media in the form of web links. This research is intended to developed Padlet-based learning media by testing the feasibility of the development product for learning English for Recount Text material for class X AKL SMK Islam Daarul Falah Cilegon. Testing the feasibility of the Padlet media was carried out by validators, namely media expert and material expert from Postgraduate lecturers at Universitas Sultan Ageng Tirtayasa Banten. The purpose of the validation is to determine the effectiveness of the media developed for use to the students in classroom learning. The development Padlet media was validated based on the validation instrument prepared by the researchers which was distributed to media expert to validate the eligibility of the media and material expert to validate the eligibility pf the material according to learning objectives contained in the syllabus for class X English subject.

Table 1. Media Validation Instrument Grid

No	Assessment Aspects	Indicator	Number of Item
1	Technical quality	Font color, size, and type	2
		Appropriateness used in the image	2
2	Media Aspects	Visible	2
		Interesting	2
		Simple	3
		Useful	2

Table 2. Material Validation Instrument Grid

No	Assessment Aspects	Indicator	Number of Item
1	Media Aspect	Accurate	3
		Legitimacy	2
		Structured	3
2	Material Suitability	Appropriateness in the use of language	2
		Suitability of the material with the	2

		learning implementation plan	
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This validation sheets are in the form of a questionnaire that is distributed to each validators. The results of the assessment of the validator are then assessed using a Likert scale. The data obtained is then processed in the form of a percentage which is described as follows:

$$EligibilityPercentage(\%) = \frac{Scorobtained}{Expectedscor} \times 100\%$$

The result of the media validation carried out by the media validator was 92.30%. While, the result of material validation by the material validator was 93%. The percentage results are then converted into tabular form for ease of reading for the readers, which is formulated by Arikunto (2002: 245) as follows:

Percentage of Achievement	Value Scale	Interpretation
76% ≤ skor ≤ 100%	4	Very Eligible
51% ≤ skor ≤ 75%	3	Eligible
26% ≤ skor ≤ 50%	2	Eligible Enough
0% ≤ skor ≤ 25%	1	Less Eligible

From the table above, the media validation result is interpreted in the “ Very Eligible” category. While, the result of material validation is interpreted in the “Very Eligible” category.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that this research;

- a. produces a development product, namely Padlet-based learning media in English subject in Recount Text material for Class X AKL SMK Islam Daarul Falah Cilegon
- b. gained a media validation value of 92.30% with the Very Eligible category
- c. gained material validation value of 93% with the Very Eligible category

Therefore, the development of this Padlet media can be used for learning in the classroom. This research produced a media product which very useful for facilitating the process of learning English in Recount Text material for class X AKL students at SMK Islam Daarul Falah Cilegon. Padlet application is very simple for students to use. This Padlet is a link that can be accessed by all devices, such as cellphones, laptops, tablets, computers, etc. This made it easier for students to access the media without having to creating an account.

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