The Correlation between Students' Perception of Padlet Use and Students' English Writing Score

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ABSTRACT : Writing is one of the skills that must be learned when studying English. This writing skill is more challenging than other skills, such as reading, listening, and speaking. It was caused by the demands of complex language mastery, which begin with understanding vocabulary, language structure, writing mechanisms, and organizing ideas. These complexities create new obstacles for English teachers in developing students' writing skills, particularly at the junior high school level. This research aims to analyze the use of learning media, specifically Padlets in English writing class from the point of view of students' perceptions of Padlet use and students' English writing scores. This study used a quantitative research design. Specifically, this study examined the correlation between students' perceptions of Padlet use and students' English writing scores. This correlation measurement used the Pearson Product Moment. The results show a correlation between variables students' perception of Padlet use and students' English writing score with a value of r = 0.688, and the effective contribution of students' positive perceptions is 47%. This result means a reasonably strong correlation between students' perceptions of Padlet usage in the English class and students' English writing scores**.**

KEYWORDS - Writing Skills, Padlet, Perception, English Writing Score.

I.   INTRODUCTION

One of the most important abilities in learning English is writing. Writing helps students acquire language more quickly because it allows them to practice using words, phrases, and other writing components to express themselves clearly and to reinforce the grammar and vocabulary they have acquired in class [1]. This writing activity is not only a means of communication in which students can share their views and thoughts. It is a prerequisite to mastering other language skills. There are several benefits in writing, such as encouraging students to concentrate on using formal language, writing assist as a tool for reinforcing previously thought-out wording, it could record what they have learned during the learning process, it could help students to prepare another activity, and it could assemble the essential components of a larger activity with a major emphasis on other skills, such as speaking, acting or language practice [2]. The writers found 5 skills that must be mastered in writing, there are content, organization, vocabulary, grammar, and mechanics [3]. Writing cannot be done instantly since there 4 steps that must be followed: planning, drafting, revising, and editing [4].

Writing in a second language is typically more tense, complex, and ineffective than writing in the first language. One of the difficulties in teaching writing occur when the process of instruction needs to demonstrate the teaching of such a talent, such as when the teacher does not use suitable dictation, does not use the correct syntax, and uses some random words to arrange the idea [5]. Generally, problems in writing can be classified into three categories. The first is the linguistic difficulty that covers some aspects such as grammar, vocabulary, language use, and choice of sentences. The second one is the psychological difficulty, which focuses more on the writer's difficulty in developing written material or content of the composition. The third is the cognitive difficulty that covers spelling, punctuation, capitalization, and paragraphing. The common problem encountered by students at junior high school is the difficulty of correctly expressing ideas in writing using English [6] (Haider, 2012). This phenomenon occurred because English acts as a second language, and not a few of them are still unfamiliar with the vocabulary and structure of using English sentences. Writing is a productive ability, which implies that it requires producing rather than receiving meaning [7]. The process of developing this skill cannot be done instantly. Teachers could choose one or more writing performance categories including imitative or writing down, intense or controlled, self-writing, present writing, or authentic writing [8]. Teachers also need to provide every function that can engage students in writing English. Meixiu Zhang suggests collaborative writing is frequently utilized in second language schools to provide engaging learning experiences [9]. Collaborative writing allows

learners to practice literature reviews and scholarly Writing and stimulate reflection, knowledge sharing, and critical thinking [10]. It results in increased text complexity, grammatical clarity, and fulfillment [11]. Besides, this method also benefited learners by helping L2 learners to improve their vocabulary, organization, and content [12]. In addition, teachers also need to encourage students' motivation in learning writing. Students' motivation is considered the force that drives individuals to engage in learning activities, maintains the continuity of the learning process, and offers control over the learning process so that learning goals are fulfilled [13]. One of the essential things in building students' motivation is providing exciting learning media. Media is everything that can be utilized to transmit messages from senders to recipients to stimulate students' thoughts, feelings, concerns, interests, and attention [14]. One of the technological tools that can be applied in writing class is Padlet. Padlet is a platform where virtual walls can be created [15]. A virtual wall functions like a notice or a whiteboard where one can 'pin' multiple and different types of files (word documents, images, audio files, videos). This platform allowed the participants to share their ideas or response by sending written text, photos, and audio or video files.

English teacher can utilize this platform in writing class by asking students to write something related to the picture or video that the teacher has uploaded before. This activity can assist teachers in answering questions about psychological difficulties because it facilitates teachers engaging in various fun learning activities that supports the collaborative learning activity. Students are urged to use the information gained in this exercise by replying to the shortcomings detected in their peers' replies, which might increase their enthusiasm to study. Furthermore, this technique could help students solve their cognitive difficulties because, through the activity, they could apply their understanding of organizing a good idea through appropriate paragraphing and communicating it effectively. This process could also help students solve their linguistic difficulties because they will learn from their mistakes, starting with their vocabulary and grammatical errors. Based on these reasons, his learning media looks appropriate to be used in an English writing class. Conducting this research, the researcher aimed to analyze the use of Padlet as a learning media in English writing class in terms of students' perceptions of the learning media and students' writing scores. The reason for choosing those variables for study is that students' evaluations of their own learning outcomes offer more information that helps teachers comprehend students' viewpoints and identify which learning objectives are met and which ones might be raised [16]. The learning media was used to encourage students' motivation in learning by building a good perception in learning writing. Perception is the way people notice things, particularly through their senses.

Hereafter, perception is a notion, a belief, or a picture that people have as a result of how they view or understand things [17]. There are 3 main factors that influence someone's perceptions. It consists of the perceiver, the situation, and the target [18]. The way people try to interpret the target and the situation, they will use what they perceive after looking forward at the object. What they feel are also influenced by several factors: attitude, motive, interest, experience, and expectation. According to these reasons, the researchers had an interest to analyse about the correlation between students' perception of using Padlet and the learning achievement in English writing class. The researcher focused on finding the answer to the question "What are the students' perceptions of Padlet used as the learning media in English writing class" and "Is there any correlation between students' perceptions of using Padlet as the learning media and students' English writing scores".

The study about the correlation between students' perceptions of Padlet use and students' achievements in English writing classes has been investigated in numerous studies. The first study found out the positive perceptions about the use of Padlet in writing class because e it is easy, fun, and enjoyable, and it also can help students to improve their writing skills [19]. Another study found out that students also responded positively about this learning media, and it can be concluded that Padlet can be used as a tool in writing class [20]. Even though those studies also discussed students' perceptions and the correlation with learning achievement, but this study has a different purpose. This study not only discussed students' perceptions but also analyzed the correlation between students' perception and their learning achievement, specifically about students' English writing scores after using Padlet as a medium to learn English writing. As aforementioned, the researcher focused on answering two research questions: (1) What are the students' perceptions of using Padlet as a learning media in English writing classes? (2) Is there a correlation between students' perceptions of using Padlet and students' English writing scores?

II.   METHOD

Research method : This research used a descriptive quantitative method to identify the findings. Quantitative research is the process of collecting, analyzing, interpreting, and reporting findings from a research study [21]. Quantitative research explains phenomena by collecting numerical data and analyzing it using mathematically

based approaches (specifically statistics) [22]. The goal of this method is interpreting the finding from the numerical data to the descriptive analysis. Then, this study used correlational research to achieve its purpose. Correlational research is a study that accumulates data to determine whether there is a correlation between two or more variables and the significance of that relationship [23].

Variables : The two variables were measured in this research. The first variable was the students' perception of using Padlet as a learning medium in English Writing Class. The second variable was students' learning achievement in the English Writing Test. In the process of collecting data, the researchers used instruments of writing test about personal narrative experience and questionnaire assessing whether the Padlet is able to influence students' attitude, interest, experience, and expectation in learning English writing. In the writing test, the writer used two instruments: The Scoring Rubric and The Assessment Criteria. Then, the researchers also used questionnaire statements, The Likert Scale Rating, and The Assessment Criteria of Students' Perceptions.

Research setting : The research was conducted at Kanisius Panembahan Senopati Junior High School. The researcher used cluster random sampling to decide the sample. This method is a strategy for determining the sample when the item to be researched or the data sources are numerous [24]. Then the researcher selected the 8th grade, which consists of 40 students, as the sample of this research. The researcher did several processes to find the data. Firstly, the researcher tried to be an English teacher and taught narrative text by using collaborative learning activities through vocabulary games, discussion, and collaborative writing. All the activities conducted with a concern to encourage students understanding in writing a text narrative. In the end, the researcher conducted a writing test by asking students to create one narrative text according to their personal experience. After getting the score, the researcher did a survey by asking the students to fulfil the questionnaire.

Data analysis : The data from this study were divided into two parts. The first data were the calculation of the questionnaire results about students' perceptions, and the second were students' English writing scores. In analyzing the data, the researchers used several techniques starting from finding the result of hypothesis testing, normality testing, linearity testing, and calculating the correlation scores by using SPSS-26.

III. FINDING AND DISCUSSION

This research consisted of three research processes. The first study included face-to-face meetings in class to introduce the Padlet application in English writing class. Padlet provides an online "wall" feature that fulfill this requirement that allows the user to publish thoughts, photographs, and even videos that anybody can access using an online link [25]. This media can also support students' collaborative work in small and large groups [26]. After that, the writer conducted a writing test in the second process to measure students' abilities after using Padlet media. In the last stage, the writer distributed questionnaires regarding students' perceptions of the Padlet application that had been used before. All these activities focused on conducting the writing practice. Writing is viewed as a product that shows the writer's skills in mastering grammar and lexical knowledge [27]. Writing is a productive ability, which requires producing language [7]. In the data collection section, the researcher held three face-to-face meetings.

The material raised was about a narrative text of personal experience. This lesson aimed to write a a narrative text of personal experience in short paragraphs using appropriate linguistic structures and elements. The determination of this was adjusted to the series of materials provided by the English teacher from the school. From this specific, the writer can measure one of the students' writing performances delivered on Brown's theory about authentic writing through the test results of students' ability to write a personal experience narrative test. The activities consist of several steps. Firstly, the researcher displayed several examples of narrative personal experience texts and invited students to analyze the linguistic elements and structure. From this activity, students can answer that narrative text have linguistic characteristics using the past tense. They can also answer that narrative text has three main structures: orientation, events, and reorientation. At the end of the lesson, the researcher asked the students to do a mini game in groups and compete to write past vocabulary from the given text. The group that can answer correctly and quickly will be declared the winner. This collaboration was carried out to provide student learning experiences [9].

Secondly, the researcher asked students to recall the previous lesson at the next meeting. Then the researcher asked students individually to return to using the Padlet by trying to write a sentence using one of the vocabularies from the previous game. After that, the teacher asked students to give feedback on their classmates' writing based on the understanding gained from the previous meeting. Students were also allowed to revise their answers. After the activity, the researcher asked students to remember past events and then appointed two students to tell them about memorable events to serve as tangible examples. Afterward, the teacher invited students to tell their stories using the Padlet

Application until learning was over. At the last minute, the teacher reminded again about the linguistic characteristics of narrative. In the third meeting, the researcher divided the students into pairs, then asked students to give Feedback to each other on the results of their friends' writing orally. In this activity, the researcher allows students to revise their work. After the discussion, the researcher returned to give Feedback to each student verbally and allowed students to do the last revision of their work. After that, the teacher makes the later writing as an assessment. This strategy could allow students to improve their vocabulary, organization, and content [12]. It also could increase text complexity [11]. All these benefits were influenced by some activities in collaborative writing that encourage students to share their knowledge and reflection to practice literature reviews and scholarly Writing and stimulate reflection, knowledge sharing, and critical thinking [10].

In this case, the researcher theory to assess the students' writing by considering the content, organization ideas, vocabulary use, grammar, mechanics aspect. [3]. In this step, the researcher applied the Seow theory to do revising and editing steps using the Feedback from the researcher and their classmates [4]. All these writing activities drive the students to get some of the writing benefits [28] [29]. The writing process gave the students experiences demonstrating their personalities through their authentic stories; it also encouraged them to communicate their ideas through writing and publishing them in Padlet. The activity of giving Feedback also helped them to build up their criticism by cultivating their cognitive abilities and their creativity in writing. Other than that, giving Feedback also helped them properly create rational and convincing arguments. All these benefits were affected by using excellent institutional media [14]. The positive responses from students showed that no feeling of pressure interfered with learning because students could learn the material by practicing the theory in an authentic context.

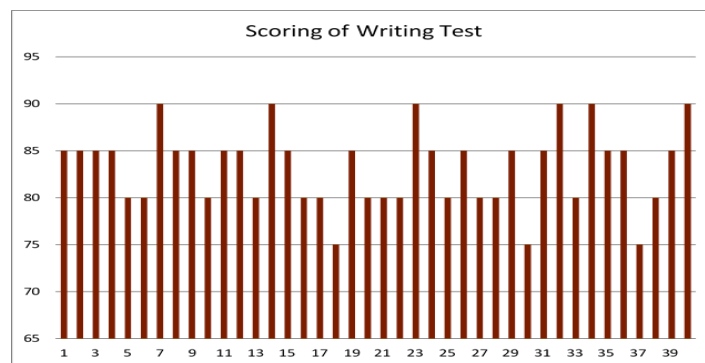In the end of the class, the researcher did a writing test that presented by the result below:

Figure 1: Writing Test Score

That data shows the average score for students' learning achievements in the English writing test was 83.25 out of 100, with 75,00 as the minimum score and 90,00 as the maximum score. In other hands, the researcher also did a survey by using questionnaire about what are students' perception of Padlet use. The result of that survey is written below:
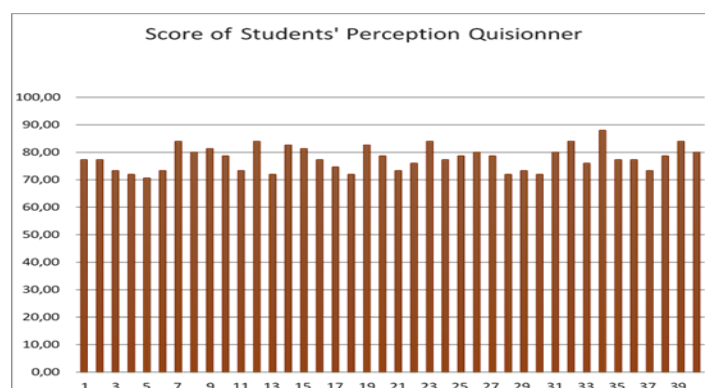

Figure 2: Score of Students' Perception

The average score for students' perception of the use of Padlet as the learning media in english writing class was 77,77 out of 100, with 70,67 as the minimum score and 88,00 as the maximum score. Based on that data, the researcher continued to use SPSS-26 in calculating the normality test, linearity test, hypothesis test, and correlation value. Then, the researchers found out that the significance value of normality test is 0, 183, which means it is more than 0,05. It can be concluded that the data has a normal distribution. Then, the result of linearity test was FINV (0,05;10;28) = 2,190044, while the F value obtained was a value of 1,443. It means the variables of the data were linear and had a relationship. In cultivating the correlation, the researcher used Correlation Product Moment or Pearson Correlation by using SPSS-26. Besides, the researcher also used r table data in Table 3.6 to determine the category of the result value by looking at the N and the value from significance 0,01 data. The data could be determined to correlate if the value of Pearson correlation > 0.403. The result is written bellow:

Table 1: Correlation Result from SPSS-26

		Perception	Achievement
Perception	Pearson	1	.688**
	Sig. (2-tailed)		.000
	N	40	40
Achievement	Pearson	.688**	1
	Sig. (2-tailed)	.000	
	N	40	40

** Correlation is significant at the 0.01 level (2-tailed)

From that data, it can be seen that the Pearson Correlation value of the data is 6.68, where 6.68> 4.03. The H0 was rejected because the data showed a positive correlation value of those variables. According to the category of interpretation correlation in Table 3.7 [24], the value was in the fourth position in the range of 0.600 - 0.799, where it can be concluded that the two variables have a strong correlation. According to that result, the researcher discovered the significant impact of contribution values. The significant impact value was obtained from the results of the squared correlation coefficient. Hence, a significant value of impact contribution can be obtained: 0,688 x 0,688 = 0,473 (47%).

The problem that was answered in this study is whether there was a significant relationship between students' perceptions of using Padlet in English writing class and students' English writing scores. According to the research data analysis, the significant correlation value was 0.00, which means sig. Value < sig 1% (0,01), or there was a significant positive relationship between students' perceptions of using Padlet in English writing class and students' learning achievements in the English Writing Test among students at Kanisius Panembahan Senopati Tirtomoyo Middle School. In addition, the correlation value can also be seen from the calculated value of r. count. The result of the correlation study between students' perceptions of using Padlet in English writing class and students' learning achievements in the English writing test revealed a result of r. count > r table or 0,668 > 0,403. It means those variables have a positive correlation of 0.668 with a significance level of 1%. The value of the correlation coefficient was in the high correlation category, specifically 0,600- 0,799 [24]. Based on the correlation results, the higher the positive perception of students about using Padlet as a learning medium in English writing class, the higher the student learning outcomes in the English writing test. The r value was 0.664, p = 0.000 (p 0.05).

Based on the results of the correlation analysis between students' perceptions of using Padlet in English writing class and students' learning achievement in English writing tests, it was indicated that there was a significant positive relationship between students' perceptions of using Padlet in English writing class and students' learning achievement in English writing tests. It means H0 was rejected, which means there was no correlation between students' perceptions of using Padlet in English writing class and students' learning achievement in the English writing test. H1 was accepted, which represents a positive correlation between students' perceptions of using Padlet in English writing class and students' learning achievement in English writing tests. The research found that the score of students' perceptions about using Padlet as the learning medium in English writing class was 77% out of 100%. The assessment of the average results of this perception covered five aspects, starting with the value of students' attitudes, motives, interests, experiences, and expectations. This research found that the

average number of attitudes was 70.75. This score defined by the amount of students' emotional feelings when using media [8]. The average of motives that shows influence the students' contribution in classroom activities [30] was 80.25. The average of interests was 77.75. Interest is a feeling of excitement that motivates students to learn more about something [18]. In the learning class, interest also captures the desire to engage in learning activities [32]. The average of experiences was 79. Experience refers to events that students had and could shape their understanding [18]. A high number of this score means some students got a good meaningful learning experience [32]. The average of expectations was 87.5. Expectation is a student's hope for exploring more the learning media that was used [18]. Based on that score, it means there were some students who had curiosity about the learning media. All this value shows a relatively high result. It could give a significance value of 47% for impact contribution in the amount of 47%. It meansall the perception aspects could influence student learning results in the writing test significantly, as much as 47%. The existence of these reasonably high values could be affected by the features on Padlet. This is because Padlet contains valuable features for writing tasks [20]. It also provides several learning options. Padlet contributes positively to education. Padlet has some features that fulfill students' learning needs.

In the data collection variable 2, which measured the results of students' test scores in the English writing test of 8th-grade students at Kanisius Panembahan Senopati Middle School, the result showed the average student score after using Padlet media was at number 83.25. This result has exceeded the minimum completeness standard set by the school. The school set a score of 75 for the standard minimum assessment of English subjects, where this average was > 75. This measurement covered the calculation score of content, vocabulary, grammar, mechanism, and the organization's abilities. In this case, the researcher found the averages value of the content assessment of 40 participants was 3.75 out of 4; vocabulary mastery ability was 3.48 out of 4; grammatical ability was 2.88 out of 4; mechanism ability was 2.83 out of 4; and organization ability was 3.73 out of 4. It can be concluded that the value of all aspects has exceeded the 50% maximum score. This study was different from previous study by Dhiu [33]. That study stated that there is no correlation between perception and learning achievement. This difference occurred due to differences in treatment for students accompanied by learning media that are considered supportive. The result of this findings can be interpreted that there were many students who have positive perceptions of Padlet use. Apart from that, this research also found that the students' English writing scores were quite high. The existence of media that could support the building of the students' positive perception can be one of the teaching strategies that affect students' learning outcomes. Other study that states if the teacher's strategy has an essential role in students' perception. It helped the students to build their skills, one of which was their English writing ability [34].

IV.   CONCLUSION

This conclusion in a correlation research could be read as indicating that there were a large number of students in this study who had a good attitude regarding using Padlet. Students with this viewpoint have been shown to do well on English writing assessments. The researcher also concluded that this study indicates a high possibility correlation within building student's positive perception by using learning media and the learning outcomes. Furthermore, it is suggested that future researchers conduct more studies on the correlation between students' perceptions of Padlet use as a learning media in English writing class and students' English writing score in order to discover detailed data and information related to it. This research has limitations, including: the number of samples is limited to only one class, the duration of the research is relatively short, and it cannot control all other factors that can influence students' writing skills, such as motivation, interest, or previous writing experience.

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Gregorius Punto Aji earned the S.Pd. (Bachelor in Education) in English Language Education from Sanata Dharma University, Yogyakarta, Indonesia in 1998; the M.Hum. (Master in Humanistic Studies) in English language studies, concentrating in English language teaching from Sanata Dharma University in 2007; He is currently a lecturer in English Language Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta. His research interests include language teaching methodology, autonomous learning, and critical thinking development.