

CHAPTER I

INTRODUCTION

This chapter presents the background, describes the situation, and describes the significance of this study. Some aspects that will be described include writing skills for EFL students, the challenges faced in teaching writing, and the role of technology, especially the use of Padlet, in supporting the learning process of writing recount texts.

A. Background of the Study

English is a compulsory subject in schools and is recognized as an international language due to its widespread use around the world. This view is supported by Sari (2016), who states that, as a global language, English holds a crucial role in educational settings and should be taught effectively in schools. In countries where English is not the first language, mastering English is regarded as a valuable skill for academic and professional advancement. In the field of English language education, there are four essential language skills that must be acquired: listening, reading, speaking, and writing. Proficiency in English contributes to the development of students' critical thinking, creativity, openness, and communication skills. Therefore, in the Indonesian educational context, learning English is considered necessary to equip students with competencies that may open up broader opportunities in the future. In learning English, there are four main skills that students must master: listening, reading, speaking, and writing. Among these four skills, writing is a complex yet

crucial skill to develop. According to Toba et al. (2019), writing skills play a significant role in written and academic communication, such as writing letters, essays, papers, articles, journals, project reports, and theses. Therefore, for students studying English as a foreign language (EFL) in Indonesia, good writing skills are essential. This view is also supported by Wahyuni (2023), who stated that in an educational context, writing skills are crucial because they enable students to convey ideas and thoughts systematically and organized. Through writing activities, students not only develop language skills but also train critical thinking, creativity, and self-reflection. Writing activities can be a means to express ideas, opinions, and feelings in writing, while also training students in constructing appropriate text structures and using appropriate linguistic elements. Thus, writing skills contribute significantly to improving overall English language competence.

In writing activities, students often face various obstacles that hinder their ability to produce good texts. These difficulties are caused by several factors, including limited vocabulary, a weak understanding of grammar, and a lack of opportunities or habits to practice writing regularly. In addition to linguistic factors, environmental factors also influence students' writing abilities, such as a lack of understanding of the learning methods used and low motivation to develop independent writing skills. These findings align with research conducted by Sa'adah (2020), which showed that students experience difficulties in finding relevant references to support their writing, choosing appropriate diction, arranging words into effective sentences, composing sentences into coherent

paragraphs, and developing ideas logically and systematically. Lack of mastery of these skills directly impacts students' ability to complete academic tasks independently. If students are unable to convey ideas clearly and in writing, this can impact their overall academic performance, including aspects of learning evaluation that require writing skills. Therefore, appropriate learning approaches and strategies are needed to overcome these obstacles and improve students' writing skills overall.

In English language learning materials, there are various types of texts that are important components in the learning process, one of which is the recount text. Each type of text has different linguistic characteristics, both in terms of text structure, use of grammar, and vocabulary used. Students' understanding of these various types of texts helps them practice their writing skills, as well as encourages critical thinking skills in identifying the structure and function of texts, so they can produce coherent and organized writing. Mastery of these types of texts, especially recount texts, is important for students so they understand how to structure texts in accordance with communicative purposes and applicable linguistic rules. In this study, the focus of learning is directed at recount texts, namely texts that contain events or experiences that occurred in the past. In accordance with the opinion of Chandra et al. (2024), recount text is a type of text that reconstructs the author's past experiences, which are conveyed again in written form. Through learning recount texts, students not only understand the structure and linguistic elements but also have the opportunity to develop writing skills based on personal experiences, which can

increase their emotional involvement and learning motivation. Therefore, mastery of recount text has an important role in supporting the development of students' writing skills in the context of learning English as a foreign language.

Furthermore, the role of teachers is crucial in the process of teaching students to write. Teachers are responsible for selecting and implementing learning methods that are appropriate to the characteristics and needs of their students. Inappropriate learning methods can cause students to struggle to understand the material, which ultimately hinders the development of their writing skills. In such situations, students tend to feel bored, lose interest in writing activities, and lose motivation to improve their skills. Research conducted by Fareed et al. (2016) shows that one of the causes of low student writing skills is teachers' failure to use appropriate pedagogical approaches, including providing timely and useful feedback. Furthermore, many teachers fail to inspire students to be motivated to write. Therefore, teachers need to take an active role in identifying and addressing the difficulties faced by students, as well as continuously assisting them in their writing practice so that their skills can develop optimally. As technology advances, teachers are also required to continually update the writing learning methods and techniques they use. This updating is essential to ensure the approach remains relevant, innovative, and able to meet the challenges and learning needs of students in today's digital age.

In today's educational era, technological developments are occurring at a rapid pace. This development has transformed the traditional classroom learning paradigm into a more dynamic and digital-based one, opening up new

opportunities for educators and students. In the 21st century, the increased use of technology in education has been driven by widespread internet access and the availability of various digital devices such as laptops, smartphones, and tablets. These devices facilitate user access to important information and can increase student participation and engagement in the learning process, particularly in creating collaborative learning environments.

This aligns with the statement by Musdir et al. (2018), who stated that in the 21st century, technology has had a significant impact on education, particularly in the teaching and learning process. In fact, in today's modern classroom context, students' need for internet access has become crucial to support their learning activities. However, the application of technology in education also presents unique challenges for educators. Teachers are required to adapt their teaching strategies to effectively integrate technology-based learning tools and resources into the learning materials they deliver.

One of the educational media that will be used in this research is Padlet. Padlet is an online writing board that can be used to channel content ideas and written works. In the opinion of Musdir et al. (2018), who argue that Padlet is a virtual tool where students can create, discuss, collaborate, and exchange sticky notes with their classmates, Padlet is a virtual tool where students can create, discuss, collaborate, and exchange sticky notes with their classmates. This application can train students' writing skills because it is easy to use, and the interactive features allow students to upload text, images, and other content. For teachers, this media is beneficial to be taught as a medium to train students'

writing skills; on the other hand, students can collaborate with each other. According to Mahmud (2019), who argues that Padlet is an effective language learning tool, using it in classroom activities can help students who are learning languages, such as writing. So, it can be expected that this Padlet can help students who have limitations in their writing skills.

There are several studies with the use of Padlet media for writing skills. First, conducted by Musdir et al. (2018), in the study “The Use of Padlet Application (PA) To Enhance Students' Writing Ability: An Experimental Research.” The subject of the study was the XI grade students of MAN 1 Makassar, which focused on English writing skills regarding formal and informal invitation letters using Padlet. Then the study showed significant results regarding the use of Padlet. Padlet significantly improved the writing ability of students of class XI MAN 1 Makassar in terms of content, from the average value of 54.70 to 82.35, and writing organization, from the average value of 57.05 to 87.05. In addition, questionnaire data showed that 79.11% of students rated the use of Padlet favorably. This shows evidence that the Padlet app is effective and can be used to improve students' English writing skills in class XI MAN 1 Makassar.

The second study was conducted by Ismawardani & Sulistyanto (2019) on the research “The Effectiveness of Teaching Writing by Using Padlet as the Media.” The subjects of this study were X IIS students at MAN 4 Kediri who focused on the effectiveness of Padlet in teaching recount text to students. The study results show that Padlet can significantly improve students' writing. Then the average score for the content aspect, the score of students' writing ability,

increased from 54.70 to 82.35, and for the organizational aspect, from 57.05 to 87.05. In addition, the questionnaire results showed that Padlet proved to be useful and effective in improving students' writing skills and increasing their interest in learning English. 79.11% of students expressed positive interest in using Padlet in learning to write, which was categorized as good.

Based on the results of two previous studies, it is known that the first study focused on English writing skills related to writing formal and non-formal invitation letters using Padlet media. Meanwhile, the second study emphasized the effectiveness of using Padlet in teaching recount texts to students. Both studies used experimental quantitative methods with pre-test and post-test designs to measure the learning outcomes obtained by students. Based on the findings and approaches in both studies, the researcher is interested in conducting a similar study but with a more specific focus, namely on the use of Padlet in teaching recount text writing for grade 10 students at the senior high school (SMA) level. This study will provide a different contribution because it uses a qualitative approach and aims to explore in depth the process of using Padlet in the context of writing learning in the classroom, as well as teacher and student perceptions of the media's effectiveness.

Based on the description above, the researcher focuses on teaching writing, especially recount text in English, by using Padlet media. Reviewing previous research related to the use of Padlet media as a teaching medium conducted by Wahyuni (2023), with the title "The Effectiveness of Padlet as an Instructional Media to Improve Students' Performance in Writing Descriptive Text." This

study found that the use of Padlet as an instructional medium for writing proved to be effective. Padlet deserves to be used as a learning medium in teaching English, especially in writing skills. The previous researcher, Wahyuni (2023), recommended to the next researcher to conduct further research by using different participants and different research methods. Therefore, in this study, the researcher combines the research title by using different research methods and participants with the title The Use of Padlet in Teaching Recount Text Writing to Class X Students at SMAN 6 Madiun.

B. Delimitation of The Research

Based on the background of the study, the researcher provides research boundaries. Given the limitations of the researcher, the researcher only focuses on the use of Padlet to teach writing recount texts to tenth-grade students at SMAN 6 Madiun.

C. Research Problems

Based on the problem previously described, the research questions are formulated as follows:

1. How is Padlet used to teach recount text writing for the tenth-grade students' SMAN 6 Madiun?
2. What are obstacles found in using a Padlet to teach writing recount text in teaching recount text for the tenth-grade students at SMAN 6 Madiun??
3. What are solutions for using a Padlet to teach recount text for the tenth-grade students' SMAN 6 Madiun?

D. Purpose of the Study

Based on the researcher, the main objectives achieved from the research above are as follows:

1. To describe how the use of Padlet in the learning method of recount text writing.
2. To describe how the obstacles in learning to write recount text using Padlet.
3. To find out the solution to the ability to write recount text.

E. Significant of The Study

Based on the researcher, this research contributes to the following institutions:

1. For Teacher

This research is expected to benefit all English teachers at SMAN 6 Madiun and provide new learning techniques that can keep students engaged and motivated in writing activities, as well as provide alternative methods that encourage collaboration and active participation that support important aspects of English writing such as understanding grammar, vocabulary, structure and punctuation. Through the application of this research, it is hoped that this research will enable a more effective and enjoyable writing learning process, as well as assist students in the development of better writing skills.

2. For Student

This research involves students in the use of Padlet application, in order to develop students' writing skills. Through Padlet App it can help students channel their ideas, receive feedback, and cooperate with classmates. This makes the writing process more fun and less daunting. With this student can

increase their confidence in their ability to write in English by practicing writing in a more interactively. This can improve their overall writing ability and their critical thinking skills.

3. For Future Researcher

The results of this study are expected to benefits for the researcher in broadening insights and experiences in teaching writing skills using Padlet application. By understanding how the Padlet app functions, researchers can find the best methods and approaches to implement in schools to improve the quality of student learning. By analysing how Padlet functions in the teaching process, researchers can determine the best methods and approaches that can be applied.

F. Definition of Key Terms

To enhance clarity and prevent misunderstanding, this section offers operational definitions of key terminology used in this study. The following is an explanation:

1. Teaching

Teaching can be defined as a purposeful and organized activity where an educator takes on the role of facilitating learning. This facilitation includes delivering subject knowledge, demonstrating essential skills, and providing structured guidance to students through a variety of instructional strategies. The process of teaching is not spontaneous but requires careful planning, effective implementation of teaching methods, and continuous assessment of student progress. All of these components work together with the ultimate

aim of helping students reach specific educational objectives and learning outcomes.

2. Writing

Writing is an activity of pouring ideas or ideas into written form that uses symbols, letters, and punctuation to convey information ideas and feelings in written form.

3. Padlet

Padlet is a website-based online whiteboard that allows users to collaborate to share information, ideas, and content in the form of text videos and images.

4. Recount Text

Recount text is an event or incident that has occurred in the past. Its primary purpose is to inform or entertain by reconstructing past experiences through a sequence of events. This genre typically includes an orientation, a series of events, and a reorientation or conclusion.