

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the literature review which contains some theories relevant to the problems in this study. Some theories will be elaborated with writing skills for EFL students, teaching writing for EFL students, and the use of Padlet in teaching writing procedural texts.

A. Writing for EFL Students

Writing is widely recognized as one of the most complex language skills for learners of English as a Foreign Language (EFL). This skill requires the integration of several linguistic competencies, including grammar mastery, comprehension of text structures, organization of ideas, and the ability to develop those ideas into coherent written discourse. According to Husna (2017), writing is often considered the most challenging language skill to learn, as it demands proficiency in multiple aspects of language learning such as reading, speaking, vocabulary, and grammar. EFL students frequently encounter difficulties in writing, not only because they must master the mechanics of the target language, but also because they are required to express their thoughts in a structured and systematic manner. This complexity places writing as a cognitively demanding task. Similarly, Wahyuni (2023) emphasizes that writing proficiency is one of the essential skills that students must continuously improve in order to achieve their desired academic achievement. Therefore, enhancing

students' writing competence remains a crucial focus in EFL instruction, particularly in formal educational contexts.

Therefore, for EFL students need their writing skills. The role of the teacher is also considered important to encourage and motivate students to have satisfactory work. Therefore, more innovative and successful learning approaches are needed to help students overcome these challenges and improve their writing skills. Students are expected to engage with various types of texts, such as recount, descriptive, and narrative texts, in order to understand their generic structures and language features. One of the important text types introduced at the secondary school level is the recount text. Students are expected not only to read and comprehend this type of text but also to produce it accurately by mastering its structure and linguistic elements. This is in line with the view expressed by Yuliana (2018), who explains that recount text is a type of writing that retells past events, typically in chronological order. The main purpose of this text is to inform the audience about what happened and when it occurred, essentially serving as a reconstruction of personal or factual experiences from the past.

However, despite being introduced to the structural elements of various texts, students often face challenges in understanding and producing recount texts effectively. These difficulties are frequently related to a lack of engaging learning methods, low student interest, and insufficient support from teachers during the learning process. This condition is supported by findings from a study conducted by Sani (2021), which reported that one of the key issues in learning

English is the lack of motivation from teachers to actively encourage students. Moreover, many students perceive English as a difficult subject due to its status as a foreign language. The study also found that the absence of supportive pedagogical approaches further contributes to students' reluctance and low motivation in developing their English language skills, particularly in writing.

B. Teaching Writing skill for EFL Students

Teaching is a complex and demanding task that requires teachers to apply appropriate methods and techniques to facilitate effective learning. This is in line with the view of Hasani et al. (2024), who state that teaching is the process of imparting knowledge, skills, values, and information to students with the objective of helping them learn and comprehend the material being delivered. In the context of English as a Foreign Language (EFL) instruction, teachers are not only expected to master pedagogical approaches but also to adapt to technological advancements that increasingly influence the teaching and learning process. Moreover, the current curriculum emphasizes the importance of developing students' literacy skills, particularly in writing and reading comprehension. EFL teachers, therefore, must be equipped with the ability to design and implement learning activities that align with curriculum demands while also integrating appropriate technological tools to support student engagement and achievement. The integration of these components is essential to improve both the quality of teaching and the learning outcomes of students in EFL classrooms.

In developing writing skills, it is important for teachers to provide theories and strategies when EFL students learn to write. There are several aspects that must be considered when EFL students practice writing. This is in line with Sa'adah research (2020), which states that the writing process consists of four main components, namely; (1) Writing planning, writers must consider three main issues when planning. They must consider where they are writing first because this will affect the type of text they want, the language they use, and the information they enter. (2) Drafting, the first attempt to turn ideas into writing is drafting. (3) Editing, editing on the text includes punctuation structure and grammar, (4) Final writing process, writers create a final version after editing their draft and making any changes.

One of the main challenges faced by teachers in teaching English as a Foreign Language (EFL) students is related to students' limited proficiency in basic language skills, particularly in writing. EFL students in Indonesia, who primarily use Bahasa Indonesia as their mother tongue, are required to develop their competence in English as a foreign language. This transition often presents difficulties, especially in written communication. Vocabulary mastery is one of the key factors influencing students' writing ability. Since EFL students are more accustomed to using their native language, they frequently encounter obstacles in expressing ideas fluently and accurately in English writing tasks. According to Sani (2021), there are several problems commonly found in EFL classrooms. First, many students show a lack of interest in learning English, primarily because they perceive the language as difficult and unfamiliar. This perception

is rooted in the fact that English is not their first language, which creates a psychological barrier to learning. Second, the study also found that teachers often fail to provide sufficient motivation or encouragement to support students in overcoming these difficulties. A lack of positive reinforcement and adaptive teaching strategies may contribute to students' low engagement and poor writing performance. Therefore, it is essential for teachers to adopt responsive and supportive approaches that address students' linguistic challenges and foster a more engaging learning environment.

Therefore, to teach writing skills to EFL students, it requires appropriate methods, supportive strategies, and attention to issues such as language ability limitations and students' desires. The writing process, which includes planning, drafting, editing and finalizing texts, requires teacher support and a learning environment that encourages student interest.

C. Using Padlet to Teaching Writing for EFL Students

Padlet is an interactive web-based platform that offers a variety of engaging features and can be utilized as a digital space for writing, expressing ideas, and fostering collaboration. Writing activities can be enhanced through the use of such digital media, as they help increase student engagement and motivation during the writing process. This perspective is supported by Ismawardani and Sulistyanto (2019), who state that Padlet is an innovative tool for learning English writing that deserves further development. Although it is not a formal learning management system, Padlet contributes positively to improving students' English writing proficiency.

In the context of writing instruction, teachers are required to adapt to advances in educational technology, including platforms like Padlet. This aligns with the findings of Wahyuni (2019), who emphasizes that Padlet is one of many digital learning tools that can be effectively used to enhance the quality of education. It not only enables students to express their ideas but also allows teachers to organize and manage collaborative writing activities efficiently.

In stage 1:

1. Planning

- a. Develop a lesson plan (RPP).
- b. Preparing materials about recount text in Padlet application.
- c. Preparing learning tools.
- d. Making post-test questions
- e. Preparing the assessment rubric
- f. Determining the assessment success indicators (minimum score 75, class average ≥ 75).

2. Implementation (Acting):

- a. The teacher greeted and said hello to the students
- b. The teacher asks the students triggering questions related to the text recount material.
- c. The teacher explains today's learning objectives to the students.
- d. The teacher introduces Padlet application to the students, then the students are asked to login.

- e. Students are asked to access the recount text material through the Padlet link provided by the teacher.
- f. After that, the teacher and students discuss the recount text material on Padlet.
- g. The teacher and students conclude the lesson learned that day.

3. In Stage 2:

- a. The teacher gives greetings and greets the students.
- b. The teacher asks about the material that has been delivered previously.
- c. The teacher explains the learning objectives for the day.
- d. Then the teacher asked the students to log in to Padlet.
- e. The teacher asks the students to learn the tense, structure, writing and examples of recount text in Padlet.
- f. Students are asked to find examples of recount text from the internet in groups (4-5 people), and analyse the generic structure and linguistic elements of the text.
- g. The teacher asks students to come forward to discuss each group's work.
- h. The teacher concludes the day's lesson.

4. In Stage 3:

- a. The teacher greets the students and asks about the previous material.
- b. The teacher conveys today's learning objectives.
- c. Students are asked to log in to the Padlet application.
- d. The teacher asks students to write a personal recount text themed “My Holiday” individually on Padlet.

- e. Students comment on their friends' writing.
- f. The teacher gives feedback on students' writing directly on Padlet.
- g. Teacher and students conclude the day's learning.

In the second research procedure conducted by Musdir et al. (2018), using Padlet in improving students' writing skills;

1. The teacher prepares an information board that students can see in the Padlet, the teacher should make it as creative as possible.
2. Teacher sets up a wall of work in the Padlet for students to work together on a specific topic by building a wall. Allows students to collaborate by sharing text or files.
3. The instructor sets up a wall of work for students to provide feedback during the lecture. The instructor can organize the student work wall to keep it active so that students can ask questions and answers about the material covered.
4. Then students create groups and collaborate together to write.
5. The instructor asks students to create a unique presentation using the Padlet to channel their creative ideas.

Padlet provides an interactive learning experience that is relevant to the advancement of educational technology with its features, such as account creation, template settings, collaboration, and the ability to upload media. In both procedures for using Padlet in teaching writing, I chose the procedure carried out by Fadhilawati et al. (2020), who used Padlet in teaching writing recount texts. Because the procedure is very detailed and goes through three stages in teaching

students so that students understand and comprehend the procedure for using Padlet,

D. Writing Assessments

In English language learning, assessment plays a crucial role in evaluating students' abilities, particularly in writing as a component of English as a Foreign Language (EFL) instruction. In addition to their role in teaching writing skills, teachers must be capable of assessing students' writing accurately and objectively. Writing poses unique challenges for EFL learners, as each student possesses different levels of language proficiency, which directly affects their writing performance. These variations often stem from limitations in vocabulary, grammar, organization, and coherence.

Therefore, it is essential to apply appropriate theoretical frameworks when assessing students' writing to ensure that the evaluation reflects the quality, structure, and clarity of the written work. Brown (2004) proposes a comprehensive framework for assessing writing, which includes several key components: (1) organization, which refers to the structure of the text, including the introduction, body, and conclusion; (2) logical development of ideas or content; (3) grammatical accuracy; (4) punctuation, spelling, and mechanics; (5) style; and (6) the overall quality of communication. By considering these aspects, teachers can provide more meaningful feedback and support students in improving their writing systematically.

According to Brown (2004), in assessing writing there are several assessments that must be considered when assessing writing skills, these aspects

include; Organization consisting of (introduction, content, conclusion), logical development of ideas / content, grammar, punctuation, spelling and mechanics, style, and communication quality. To get a good score, the assessment consists of content by 30%, Organization by 20%, Vocabulary by 20%, Sentence structure or syntax by 25%, Mechanics by 5%, which when summed up to a total score 100%, which reflects a comprehensive assessment of student writing when they learn EFL.

The overall assessment according to Brown's (2004) theory makes it easy to design and assess effective writing skills for EFL students. By applying the principles of these assessment principals, teachers can create an assessment system that is appropriate and accurate, and supports students to develop English writing skills. Therefore, a well-designed assessment can be used as an evaluation but also as new learning for students to encourage students to be more critical and expressive in English.

E. Theoretical Framework

Writing is one of the difficult skills for students. Writing requires an understanding of language structure, vocabulary, and punctuation. In addition, students also have difficulty understanding a second language due to limited vocabulary understanding. This is the reason teachers teach English writing skills in class. In this study, researchers used Padlet as a teaching medium for procedural texts because Padlet function as a medium for student writing which contains interesting features to develop students' writing skills. So, from the process of teaching writing procedural texts, Padlet is expected to increase

students' interest in writing. Then the relationship between the two variables in this study, researchers want to examine the use of Padlet in teaching writing procedural texts as a medium for teaching students to write. Several previous studies have shown that Padlet has a good impact on students' writing skills. The impact of using Padlet in class can help teachers to increase students' interest in writing skills.

In conclusion, Padlet is a learning medium that can be used by teachers in training students' writing skills. This Padlet media can be used in various groups of school students including high school students, in grade ten. The teacher hopes that with Padlet, students can write various types of texts including procedural texts and encourage students' motivation to write.