

ABSTRAK

Vevilia Nabila Putri Prasetya. 2025. *The Use of Padlet in Teaching Recount Text Writing to Tenth Grade Students at SMAN 6 Madiun*. Thesis. Faculty of Teacher Training and Education, UNIVERSITAS PGRI MADIUN. Advisor: Dr. H. Sumani, M.M., M.Hum., Co-Advisor: Dr. Erlik Widyani Styati, S.Pd., M.Pd.

Kata Kunci: Mengajar, Menulis, Menceritakan Teks Ulang, Padlet.

Penelitian ini menyelidiki penggunaan Padlet sebagai platform pembelajaran digital untuk mendukung pengajaran penulisan teks recount di kelas kelas sepuluh English as a Foreign Language (EFL) di SMAN 6 Madiun. Menekankan peran sentral guru, penelitian ini mengeksplorasi bagaimana Padlet diimplementasikan secara pedagogis, hambatan yang dihadapi selama proses pembelajaran, dan strategi yang digunakan oleh guru untuk mengatasi tantangan tersebut. Penelitian ini mengadopsi desain penelitian kualitatif deskriptif. Data dikumpulkan melalui observasi kelas, wawancara mendalam dengan satu guru bahasa Inggris dan lima siswa terpilih, serta analisis dokumentasi yang relevan, termasuk rencana pelajaran, tulisan siswa, dan foto kegiatan kelas. Data dianalisis menggunakan model Miles, Huberman, dan Saldaña, yang mencakup kondensasi data, tampilan data, dan penggambaran/verifikasi kesimpulan. Temuan ini menunjukkan bahwa guru memainkan peran penting tidak hanya dalam memperkenalkan dan membimbing penggunaan Padlet tetapi juga dalam pengembangan penulisan siswa perancah. Ini termasuk menjelaskan struktur teks, memodelkan penggunaan bahasa, dan memberikan umpan balik yang konsisten tentang draf siswa melalui Padlet. Fasilitasi guru sangat penting dalam membantu siswa menavigasi tantangan linguistik, seperti keterbatasan kosakata dan kompetensi tata bahasa, dan kesulitan teknis, terutama konektivitas internet yang buruk. Siswa mengungkapkan peningkatan motivasi dan keterlibatan dalam menulis teks penceritaan ulang, karena Padlet memungkinkan mereka untuk memposting tulisan mereka, melihat karya rekan kerja, dan menerima umpan balik dalam lingkungan digital kolaboratif. Guru mencatat peningkatan dalam struktur penulisan siswa, penggunaan kosakata, dan kepercayaan diri. Meskipun ada beberapa kendala, proses pengajaran tetap efektif karena strategi proaktif guru dan semangat siswa untuk beradaptasi. Studi ini menyimpulkan bahwa Padlet adalah alat pedagogis yang cocok untuk meningkatkan kompetensi menulis siswa, terutama ketika diintegrasikan melalui praktik pengajaran reflektif dan responsif. Implementasinya mendukung pedagogi penulisan berbasis proses dengan memungkinkan pembelajaran yang berpusat pada siswa dan mempromosikan partisipasi aktif. Oleh karena itu, keberhasilan pengajaran berbantuan teknologi di kelas menulis EFL tidak hanya ditentukan oleh platform itu sendiri tetapi oleh kualitas integrasi pedagogisnya, dengan guru bertindak sebagai agen kunci dalam memastikan efektivitasnya. Integrasi platform digital seperti Padlet, didukung oleh praktik pengajaran reflektif, berpotensi meningkatkan hasil belajar siswa dan memperkaya pedagogi menulis dalam konteks pendidikan menengah.

ABSTRACT

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Key Terms: Teaching, Writing, Recount text, Padlet.

This study investigates the use of Padlet as a digital learning platform to support recount text writing instruction in a tenth-grade English as a Foreign Language (EFL) classroom at SMAN 6 Madiun. Emphasizing the central role of the teacher, the research explores how Padlet was implemented pedagogically, the obstacles encountered during the learning process, and the strategies employed by the teacher to overcome those challenges. The study adopts a descriptive qualitative research design. Data were collected through classroom observations, in-depth interviews with one English teacher and five selected students, as well as analysis of relevant documentation, including lesson plans, student writing, and photos of classroom activities. The data were analyzed using the Miles, Huberman, and Saldaña model, which includes data condensation, data display, and conclusion drawing/verification. The findings indicate that the teacher played a crucial role not only in introducing and guiding the use of Padlet but also in scaffolding students' writing development. This included explaining text structures, modeling language use, and giving consistent feedback on students' drafts via Padlet. Teacher facilitation was essential in helping students navigate both linguistic challenges, such as limited vocabulary and grammar competence, and technical difficulties, particularly poor internet connectivity. Students expressed increased motivation and engagement in writing recount texts, as Padlet allowed them to post their writing, view peers' work, and receive feedback in a collaborative digital environment. Teachers noted improvements in students' writing structure, vocabulary use, and self-confidence. Despite several obstacles, the instructional process remained effective due to the teacher's proactive strategies and the students' enthusiasm to adapt. The study concludes that Padlet is a suitable pedagogical tool for enhancing students' writing competence, particularly when integrated through reflective and responsive teaching practices. Its implementation supports process-based writing pedagogy by enabling student-centered learning and promoting active participation. Therefore, the success of technology-assisted instruction in EFL writing classes is not determined merely by the platform itself but by the quality of its pedagogical integration, with the teacher acting as a key agent in ensuring its effectiveness. The integration of digital platforms like Padlet, supported by reflective teaching practices, has the potential to improve student learning outcomes and enrich writing pedagogy in the context of secondary education.