# THE EFFECTIVENESS OF PADLET AS AN INSTRUCTIONAL MEDIA TO IMPROVE STUDENTS' PERFORMANCE IN WRITING DESCRIPTIVE TEXT

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**Abstrak**

Menulis adalah keterampilan yang sulit dalam belajar bahasa Inggris. Untuk membantu siswa dalam meningkatkan kinerjanya dalam keterampilan menulis, guru harus kreatif dan inovatif. Dalam pembelajaran abad 21, melibatkan teknologi dapat mendukung proses pembelajaran. Salah satu jenis teknologi yang dapat dimanfaatkan untuk membantu proses pembelajaran adalah Padlet. Penelitian ini berfokus pada keefektifan Padlet sebagai media instruksional untuk membantu siswa dalam meningkatkan kemampuan mereka saat menulis teks diskripsi. Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan Padlet sebagai media instruksional terhadap peningkatan kinerja siswa dalam menulis teks deskriptif. Penelitian ini dilakukan di salah satu Sekolah Menengah Pertama yang ada di kota Surabaya. Sebanyak 60 siswa dari kelas 7 dipilih oleh peniliti sebagai subject penelitian ini. Penelitian ini adalah penelitian kuantitaif eksperimental. Ada dua kelas yang akan diteliti: kelas 7H sebagai kelas kontrol dan kelas 7G sebagai kelas eksperimen, setiap kelas terdiri dari 30 siswa. Kelompok eksperimen akan diajar menggunakan media Padlet, sedangkan kelompok kontrol akan diajar menggunakan media konvensional. Penelitian ini menggunakan alat ukur penelitian berupa pre-test dan post-test. Data dari penelitian ini akan dianalisis menggunakan SPSS dengan rumus *Independent Sample T-Test*. Hasil penelitian menunjukkan bahwa Padlet efektif dalam meningkatkan kinerja siswa dalam menulis teks deikripsi.
**Kata Kunci:** Media Instruksional, Padlet, Teks Deskripsi


**Abstract**

Writing is a difficult skill in learning English. To assist students in improving their performance in writing skills, teachers must be creative and innovative. In 21st-century learning, involving technology can support the learning process. One type of technology that can assist the learning process is Padlet. This study focuses on the effectiveness of Padlet as an instructional media to assist students in improving their abilities when writing descriptive texts. This study aims to determine the effectiveness of using Padlet as an instructional media to improve student performance in writing descriptive texts. This research was conducted in one of the junior high schools in Surabaya. The researcher chose 60 students from grade 7 as the subject of this research. This research is an experimental quantitative research. There are two classes to be studied: class 7H as the control class and class 7G as the experimental class, each class consists of 30 students. The experimental group was taught using Padlet media, while the control group was taught using conventional media. This study uses research measuring instruments in the form of pre-test and post-test. The data from this study was analyzed using SPSS with the Independent Sample T-Test formula. The results showed that Padlet effectively improved students' performance in writing descriptive text.
**Keywords**: Instructional Media, Padlet, Descriptive Text

## INTRODUCTION

We all know that English is recognized as an international language globally. It is because many countries have adopted English as their second language. According to Klappenbach (2019), approximately 360 million people speak English as their native language, and almost twice as many people use it as a second language. It makes English one of the most widely spoken languages in the world. At the moment, English is used in almost every field, including medicine, education, business, technology, and tourism. We can imagine how much influence English has in today's global situation from these facts. In Indonesia, particularly in the nation's major cities, there is a widespread consensus that teaching English to young students is required (Sukmahidayati, 2015). Therefore, the government has made English one of the essential subjects that must be studied in all schools in Indonesia. The English teaching and learning process concentrates on four skills: reading, listening, speaking, and writing. However, the skill discussed in this research is writing skill.

The ability of students to write effectively is an essential factor that supports student achievement.

Students are expected to become proficient in this vital ability before graduating. According to Harmer (2006), only writing can produce tangible, long-lasting products. He argues that this makes it the most valuable skill. Writing skills are essential in the realm of education because they allow students to articulate their thoughts and ideas in a way that is logical and well-structured. In light of this, one of the skills that students need to work on to improve is their writing ability to achieve the academic grades they desire.

Writing is not an easy skill for students to master when it comes to acquiring a language because of the complexity of the task. Many internal and external aspects can impact students' level of writing ability. Some of these aspects are more controllable than others. Students' levels of interest and motivation in their coursework are internal factors. In comparison, external factors come from the capabilities of teachers and the methods or media utilized in the classroom.

One of the five types of text that students are required to learn as part of the English curriculum implemented in junior high schools is descriptive text. However, some students struggle to write in English, and they think that learning English is a very challenging process. According to the findings of Husna (2017), the inability of students to convey and change their thoughts into written form coherently and neatly is one of the problems they often face when they write descriptive texts. They did not make a list of their thoughts; instead, they just typed what they thought without hesitation. Students then fail to do well-organized descriptive writing. The use of interactional media as a teaching tool solves several obstacles in teaching writing. These obstacles include a lack of supported media (Bilal, Tariq, & Din, 2013), a lack of time for teaching (Aliweh, 2011), and a lack of motivation among students (Erkan & Saban, 2011). The teaching of writing uses instructional media gives promising and prominent effects on the writing of the students (Deore, 2012).

Instructional media is a helpful tool for bridging the knowledge gap between teacher and student, making the teaching and learning process more effective and efficient. The knowledge or material supplied by the teacher is delivered more effectively and entertainingly if instructional media is used. In the 21st century, the use of instructional media is growing with increasingly sophisticated technology. In the context of education, the term "technology" refers to implementing digital media or platforms designed to assist teachers in delivering material to students. Students will be more interested in what they are learning and will participate more actively in class if the teacher uses digital media during the teaching and learning process. The use of technology in the educational

process is overgrowing nowadays. It can be shown by the increasing number of educators and educational institutions that incorporate technology into the teaching and learning process. The application of technology in the educational environment is increasingly favored (Cahyono & Mutiaraningrum, 2016). One of the technologies that can promote the educational process is Web 2.0, which is another name for social networking sites that can be used as digital instructional media.

Padlet is an example of the many different kinds of digital instructional media that can be used to make the educational process effective. Students and teachers can use it to share and organize their thoughts and ideas. Padlet is a free web-based tool that looks like an online board or canvas and can be used to present information on any subject. According to Sangeetha (2016), Padlet is a web-based note-taking tool similar to a sheet of paper that allows users to jot down thoughts on a virtual wall. Padlet can be used for learning without any restrictions defined in them. Teachers can create multiple classes on this platform. Students can also share their ideas, pictures, videos, and others without limits. Padlet works effectively in a classroom context for various activities, including brainstorming, class discussions, and project work (Stannard, 2015). Padlet allows students to learn anywhere and anytime using electronic devices such as tablets, smartphones, computers, or laptops connected to the internet. Padlet does not require any software to be downloaded. After that, students can share their work with others by posting it on social networking sites such as Facebook or Google+, sending it via email, or including a link to their blog (Wood, 2016).

Padlet, as stated by England (2017), is a helpful tool that can assist students in boosting their motivation in teaching and learning activities. According to Zainuddin, Azmi, Yusoff, Shariff, & Hassan (2020), when students use Padlet, they report feeling less worried or stressed, which suggests that the platform also assists students in lowering their levels of learning anxiety. Padlet also can raise the level of student engagement and foster a positive environment within virtual classrooms (Deni & Zainal, 2015). Utilizing the Padlet application in the classroom has various positive effects on students. Students are led to believe that Padlet is highly valuable in their language learning activities. According to Haris, Yunus, & Badusah (2017), one of the benefits of using Padlet is that it can improve students' performance as well as their grammar. Students believe this because Padlet has this ability. Additionally, it can help students improve their language skills through visual mapping, expanding their vocabularies, and developing appropriate learning activities (Affendi, Rostam, Noah, Arif, & Yunus, 2020). It is beneficial to students because it assists them in

combining and developing their cognitive experiences, such as increasing their recall of the second language they have studied and providing them with a structure for their thoughts.

Based on all the explanations above, the researcher formulates the research problem that there are difficulties that students encounter when writing descriptive text. Therefore, the researcher tries to overcome this problem by applying Padlet as an instructional media to improve students' performance in writing descriptive text. The use of Padlet to teach writing skills has been carried out in several experimental studies. The first study is the study carried out by Taufikurohman (2018); his research has shown that students who are taught using Padlet as a media get a better score in their descriptive text writing performance. The subsequent study was carried out by Ismawardani & Sulistiyanto (2019), who discovered that students in the experimental class performed better than those in the control class. Therefore, it is possible to conclude that utilizing Padlet as a media in the classroom to teach writing is successful. The last study is a study that has been done by Setiawati (2019), which demonstrated that implementing Padlet as a form of educational media led to significant improvements in students' writing abilities.

Nevertheless, all of the research subjects taken in this study were senior high school students only. They did not conduct any research into the effects that Padlet had on the students in junior high school. Therefore, to bridge the gap, the researcher presumed that it was necessary to carry out this research in junior high school.

This study focuses on the effect of Padlet as an instructional media to improve students' performance in writing descriptive text in junior high school. This study's findings are intended to provide a relevant contribution to both students and teachers as they implement and expand Padlet as an instructional media for teaching descriptive text. Using Padlet as an instructional media is expected to improve student's learning outcomes. If so, teachers will be able to use this study to find appropriate media for teaching writing.

According to the research background, the researcher formulates the following research question:

1. Is there any significant difference between students who are taught to write descriptive text using Padlet as an instructional media and students who are not?

In this study, the researcher formulates an alternative hypothesis: there is a significant difference in students' writing descriptive text performance between students who are taught using Padlet and those who are not (Ha).

## METHODS

In this study, the researcher used quantitative approach with an experimental design. There are two variables: the descriptive writing scores of the students serve as the dependent variable, while Padlet serves as the independent variable.

This study's research subjects were seventh-grade students at one of Surabaya's Junior High Schools. In this study, the researcher took the sample by using random sampling because each member of the population had an equal chance of being selected. A random sampling technique was used to select two classes from all classes in this school to be the research subjects. Then the two classes will be assigned to the experimental class and the control class. Each class consisted of 30 students, so the total number of the subjects was 60 students.

Before beginning to collect the data, the researcher first prepared all of the research instruments. In order to collect data for this investigation, the researcher will use a test. This test is a set of questions to determine the students' level of expertise, intelligence, ability, and talent. This study uses a written test as its primary data collection tool. The primary emphasis of the examination will be placed on the production of descriptive writing. For the participants in this study, both a pre-test and a post-test will be administered. The first step that the researcher took was to administer a pre-test to both of the classes to ensure that both classes' ability levels were comparable to one another. The researcher gives the students an assignment to write a descriptive text using their own words about their favorite animal as the topic of the assignment. The researcher will be able to determine the students' level of writing ability based on the pre-test results. After that, the researcher provided the class that was a part of the experimental class with a treatment. After receiving the treatment, students will take a post-test to measure their ability to write descriptively and serve as a comparator among the experimental and control classes.

In this study, the researcher also prepared a writing assessment rubric. When the students had to write a descriptive text, it evaluated their writing abilities. The researcher chose the writing assessment rubric adopted from Brown (2007). This rubric was selected because it contained five items that conceptually refer to the most critical aspects of writing: content, organization, grammar, vocabulary, and mechanics.

After all research instruments have been prepared, the next step is for the researcher to analyze to decide the validity and reliability of the research instrument before collecting data. According to Mackey & Gass (2005), the purpose of validity is to quantify the quality of the test. The instrument's validity was determined based on the judgment of the expert. The researcher requested the

expert to evaluate the instrument's validity. The expert was one of the English teachers at the school where the research was conducted. The expert complied with content validity rules by comparing test questions to the curriculum objectives (Sugiyono, 2013). After conducting the validity of the research instrument, the next step is to analyze the reliability test. The researcher then used inter-rater reliability with Pearson formula to conduct a reliability test. This study involved two raters as assessors, the first rater was a researcher and the second rater was an English teacher at the school where the research was conducted.

The try-out method or the piloting study was utilized to perform the reliability test for this research. The reliability score was determined by taking the average of the students' scores in five categories of descriptive writing such as vocabulary, organization, content, grammar, and mechanics. The researcher uses the theory of degree reliability from Landis and Koch (1977) to be used to interpret the coefficients from the results of the analysis carried out. Here is the interpretation:

Table 1. Interpretation of Level Agreement

| Coefficient of Reliability | Reliability Degree |
|---|---|
| <0.20 | Poor |
| 0.00 – 0.20 | Slight |
| 0.21 – 0.40 | Fair |
| 0.41 – 0.60 | Moderate |
| 0.61 – 0.80 | Substantial |
| 0.81 – 1.00 | Almost Perfect |

After determining the degree of reliability theory, the researcher can conduct the reliability test. IBM SPSS 22 was used to calculate the reliability test. Here is the outcome:

Table 2. Correlations inter-rater of pre-test

| | | Rater1_Pre | Rater2_Pre |
|---|---|---|---|
| Rater1_Pre | Pearson Correlation | 1 | .848 |
| | Sig. (2-tailed) | | .000 |
| | N | 20 | 20 |
| Rater2_Pre | Pearson Correlation | .848 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 20 | 20 |

Based on the table above, the coefficient value of the inter-rater on the pre-test is .848. According to the Landis and Koch (1977) table that we use as a reference above, the coefficient indicates that the level of inter-rater reliability of the two raters in the pre-test score of students in the piloting study is "Almost Perfect". After conducting

a reliability test on the pre-test score, the researcher also did the same thing on the post-test score. Here is the outcome:

Table 3. Correlations inter-rater of post-test

| | | Rater1_Post | Rater2_Post |
|---|---|---|---|
| Rater1_Post | Pearson Correlation | 1 | .934 |
| | Sig. (2-tailed) | | .000 |
| | N | 20 | 20 |
| Rater2_Post | Pearson Correlation | .934 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 20 | 20 |

Based on the table above, the coefficient value of the inter-rater on the pre-test is .934. According to the Landis and Koch (1977) table that we use as a reference above, the coefficient indicates that the level of inter-rater reliability of the two raters in the post-test score of students in the piloting study is "Almost Perfect". Because the results of the reliability test from the pre-test and post-test in the piloting study show that the coefficient values for both are "almost perfect". It can be concluded that this research instrument is reliable, so the researcher can continue to collect the data.

To collect the data, the researcher went through some steps. The researcher began by administering a pre-test to both classes. During this portion of the pre-test, the students were assigned to write a descriptive text about their preferred animal. There are instructions on the student worksheets to guide them in making descriptive texts. After the students have completed their descriptive text, the teacher will evaluate their work using a writing scoring rubric.

Secondly, treatment would be given to the participants who had already been assigned to the experimental class. Using Padlet as an instructional media to teach descriptive writing is the treatment of this research. The researcher carried out the treatment over three meetings. The treatment was only administered to the experimental class. On the other hand, the conventional media were utilized for the control class.

Post-tests were used in the final stages of data collection to compare students' writing abilities in both classes. Both the pre-test and the post-test were carried out in the same manner. After that, the students' pre-test and post-test scores will be compared to see the difference between the tests given at the beginning and end of the lesson. The researcher used the Independent Sample T-Test formula to find out the difference.

## RESULT AND DISCUSSIONS

### Result

The test results administered to the students were presented in this chapter. Therefore, the following descriptions present the research findings obtained from both classes' pre-test and post-test scores. In order to collect data from the students, the researcher carried out a few activities. The first activity is to measure the normality and homogeneity of the test distribution before the data is calculated. The researcher used the Shapiro-Wilk formula to analyze the normality value of the test. Here is the outcome:

Table 4. Normality Test

| | Shapiro-Wilk | | |
|---|---|---|---|
| | Statistic | df | Sig. |
| Pre-Test Experimental | .945 | 30 | .128 |
| Post-Test Experimental | .955 | 30 | .225 |
| Pre-Test Control | .972 | 30 | .600 |
| Post-Test Control | .968 | 30 | .491 |

From the table above, the experimental class got a significant value of .128 on the pre-test and .225 on the post-test. In comparison, the control class got a significant value of .600 on the pre-test and .491 on the post-test. According to Pallant (2020), if the significant value (Sig.) is more than .05, then the data are thought to have a normal distribution. It is denoted by the phrase "Sig. >.05." In other words, the significance level must be more than.05. So, based on the findings presented in the table above, it can be concluded that the data is normally distributed. The researcher then examined the homogeneity of variance between the experimental and control classes. Homogeneity was used to determine whether the data was homogeneous or not (Sudjana, 2003). In this test, the researcher used the Levene test to find out the homogeneity of the variances. The data are considered homogenous if the Sig. is more than.05 (Sig. >.05) (Pallant, 2020). The following table contains the result of the test of homogeneity among both classes and could be presented as follows:

Table.5 Homogeneity of Pre-Test

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 3.211 | 1 | 58 | .078 |

Based on the result above, using the Levene test, the Sig was known. The value of the variances score was .078, and it was higher than .05, which means the data of pre-test scores in both classes was homogeny.

Table.6 Homogeneity of Post-Test

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 2.453 | 1 | 58 | .123 |

Based on the result above, by using the calculation Levene test, it was known that the significance value of the variances scores was .123, and it was higher than .05. Therefore, the data of the post-test was homogeneous. Thus, the researcher was able to continue to the following steps to determine the effectiveness of Padlet in improving students' performance in writing descriptive text using the Independent Sample T-Test. Before determining the results, the researcher presented descriptive statistics on student scores. It includes the scores obtained before and after taking the test in both classes. The following table shows the descriptive statistics that can be seen regarding the overall score:

Table.7 Descriptive Statistics

| | N | Min | Max | Mean | Std. Dev. |
|---|---|---|---|---|---|
| Pre-Test Exp | 30 | 40 | 80 | 57.33 | 8.066 |
| Post-Test Exp | 30 | 60 | 90 | 74.33 | 8.172 |
| Pre-Test Control | 30 | 35 | 80 | 59.33 | 11.427 |
| Post-Test Control | 30 | 40 | 90 | 65.83 | 12.600 |
| Valid N (listwise) | 30 | | | | |

Based on the table above, the results of the data analyzed show that in the experimental class, the average value for the pre-test was 57.33, and the post-test was 74.33. Meanwhile, in the control class, the average score was 59.33 in the pre-test and 65.83 in the post-test. The next step is to determine the effectiveness of Padlet in improving students' performance in writing descriptive text using the Independent Sample T-Test. Firstly, the researcher conducted an independent sample t-test on the pre-test scores of the two classes. The hypothesis for the Independent Sample T-test can be seen below:

a. $H_0$: both the variances were the same or equal
b. $H_1$: both of the variances were different and not equal

This research used standard significance ($\alpha$) = .05 to test the hypothesis. The interpretations to test the hypothesis are stated below:

a. If Sig. (2-tailed) > .05 = there is no significant difference between the two classes.
b. If sig. (2-tailed) < .05 = there is significant difference between two classes.

To analyze the data, the writer used SPSS 22 version. The result can be seen below:

Table 8. Independent Sample T-Test of Pre-Test

| | | t-test for Equality of Means | | | |
| --- | --- | --- | --- | --- | --- |
| | | t | df | Sig. (2-tailed) | Mean Difference |
| Pre-Test Score | Equal variances assumed | -.783 | 58 | .437 | -2.000 |
| | Equal variances not assumed | -.783 | 52.151 | .437 | -2.000 |

| | | t-test for Equality of Means | | |
| --- | --- | --- | --- | --- |
| | | | 95% Confidence Interval of the Difference | |
| | | Std. Error Difference | Lower | Upper |
| Pre-Test Score | Equal variances assumed | 2.554 | -7.112 | 3.112 |
| | Equal variances not assumed | 2.544 | -7.112 | 3.124 |

From the table above, observable evidence demonstrates that the significant value sig. (2-tailed) of pre-test score was .437. In other words, Sig. (2-tailed) > .05, so it is more than .05. Therefore, the experimental and control class conditions were not different at first. Because in this test, the result shows that H0 is accepted and H1 is rejected. In short, there was no significant difference between the two classes.

In addition, to answer the Research Question (RQ) described previously, the researcher calculated all the post-test data results obtained using the Independent Sample T-Test formula. By doing this test, researchers can determine whether or not there is a significant difference between the two classes. The following is for the Independent Sample T-Test interpretations:

a. If the significance value of Sig. (2-tailed) more than .05 (Sig. 2-tailed > .05) then Ha is rejected

b. If the significance value of Sig. (2-tailed) more than .05 (Sig. 2-tailed < .05) then Ha is accepted

The result of analyzing can be seen below:

Table 9. Independent Sample T-Test of Post-Test

| | | t-test for Equality of Means | | | |
| --- | --- | --- | --- | --- | --- |
| | | t | df | Sig. (2-tailed) | Mean Difference |
| Post-Test Score | Equal variances assumed | 2.365 | 58 | .021 | 5.833 |
| | Equal variances not assumed | 2.365 | 54.103 | .021 | 5.833 |

| | | t-test for Equality of Means | | |
| --- | --- | --- | --- | --- |
| | | | 95% Confidence Interval of the Difference | |
| | | Std. Error Difference | Lower | Upper |
| Post-Test Score | Equal variances assumed | 2.467 | .895 | 10.771 |
| | Equal variances not assumed | 2.467 | .888 | 10.779 |

According to the table above, the results of the significant value of Sig. (2-tailed) post-test in both classes was .021, which indicates that the value is less than .05 (Sig < .05). According to the previous description of the interpretation of the formula for the Independent Sample T-Test, there will be a significant difference between the two classes if the (Sig. 2-tailed < .05). The findings of the analysis demonstrated that the significant value sig. (2-tailed) the post-test score was .021, which means this value was less than .05. Consequently, it can be concluded that the two classes in this study do have significantly different scores. As a result, the alternative hypothesis (Ha) was accepted.

Table 10. Post-Test Statistics

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
| --- | --- | --- | --- | --- | --- |
| Post-Test Score | Exp. | 30 | 74.33 | 8.172 | 1.492 |
| | Control | 30 | 68.50 | 10.760 | 1.964 |

The significant difference between the two classes could easily be observed by looking at the table above. The experimental class completed the post-test with a score of 74.33, while the control class completed with a score of 68.50. In the Post-Test, the class participating in the experiment achieved a higher mean score than the control class. This score was achieved after the experimental class was given treatment in the form of Padlet, which was used as an instructional media in writing descriptive text. In contrast, the control class did not get a much higher score than before. It happened since the control class did not have any treatment at all. To summarize, the final score for the experimental class was higher than the score for the control class.

The researcher had previously proposed a statistical hypothesis consisting a tentative prediction: The alternative hypothesis (Ha). This hypothesis states that there is a difference between students who are taught descriptive writing using Padlet and students who are not taught descriptive writing using Padlet. The researcher examined the obtained data using the Independent Sample T-Test. The experimental group received a higher score on the post-test than the control group. According to the previous statement, it can be concluded that there is a difference between students who are taught descriptive writing using Padlet and those who are not. Therefore, the alternative hypothesis (Ha) is accepted.

### Discussions

Based on the result that had already been presented before, the score of the Independent Sample T-Test was .021. It shows that Sig. (2-tailed) < .05. This score is obtained through the students' post-test scores. There is a significant difference between the two classes. As a result, Ha was accepted.

The results of this study are identical to those of the previous study. The first study was conducted by Taufikurohman (2018), who found that students who were taught using Padlet had significantly better descriptive text writing skills than those who were not. According to Ismawardani and Sulistiyanto (2019), the experimental class had a higher score than the control class. Since Padlet is an effective teaching tool, it can be concluded that it can be used in this way. Another study found that students' writing skills improved when Padlet was used as a teaching tool (Setiawati, 2019). These tools help teachers motivate students while teaching writing. Students who take this course will also learn how to improve their writing.

### CONCLUSION

This study's objective was to determine whether or not incorporating Padlet as a teaching tool can increase students' abilities to compose descriptive text. The researcher utilized an independent sample t-test to compare the results obtained by the experimental class and the control class on the post-test. According to the findings, the experimental class achieved a mean score of 74.33 on the post-test, while the control class's mean score was 68.50. After the treatment was administered using Padlet as a media, the results showed that there was a significant difference between the two classes. Therefore, the alternative hypotheses (Ha) are accepted. To summarize, Padlet is an efficient tool for enhancing students' performance in writing descriptive text. Consequently, the use of Padlet as a media in the teaching and learning process of EFL students is appropriate.

### Suggestion

Under the result of this study, the researcher considered that there is any significant difference in writing performance among students who were taught using Padlet as a media with the students who were not. After the findings have been shown, the researcher proposes some suggestions for dealing with this research. The suggestions are intended for English teachers and future researchers who want to research Padlet.

1.  For the teachers

    Teachers of English need to provide students with both appropriate and exciting media. It is intended that by employing magnetic media, students will become more actively involved in the classroom. Because writing is a complex activity for students, teachers must choose the correct media suitable for teaching. In this case, the researcher advises the teacher to use Padlet as an instructional media for teaching writing.

2.  For the future researchers

    The researcher understands how difficult it is to conduct a top-notch study. The researcher hopes that this research will be helpful to future researchers, particularly those who conduct research that involves writing descriptive text and Padlet. For future research, they can use this research as a source of evidence and perspective that they can draw on. As a further suggestion, the researcher encourages future researchers to conduct research with various participants and methods.

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