

Padlet as a Creative Wall for Enhancing and Evaluating Students' Writing of Recount Text in a Higher Education

Dian Fadhilawati ^{1*}, Dwita Laksmi Rachmawati ², Sri Hastari ³

¹ Universitas Islam Balitar

²⁻³ Universitas Merdeka Pasuruan

* dianfadhilawati@yahoo.com;

Abstract

The purposes of this research were to enhance the students' writing of recount texts especially personal recounts by applying Padlet and to know their responses to the use of Padlet as a medium to learn and evaluate recount text especially personal recounts at a private university in Blitar. The researchers utilized classroom action research, which covered four steps; 1) planning, 2) acting, 3) observing and evaluating, and 4) reflecting. Tests and questionnaires were utilized to gain the data. The research results proved that the use of Padlet as a medium to learn the writing of recounts text could enhance the students' learning outcomes from the preliminary test by 59.84, increasing to 81.26 in the post-test. Furthermore, the students also presented a positive attitude toward the use of Padlet in teaching and learning writing of personal recounts text. Based on the findings, teachers may choose to use Padlet as an alternative tool for creating a creative wall of materials as well as assessing the students when instructing writing.

Keywords: *Padlet, creative wall, writing, recount text, higher education*

Introduction

Nowadays, digital writing has transformed the way people work, interact, communicate, read, and share information. digital writing has transformed the way people work, interact, communicate, read, and share information, Fitriani & Fadhilawati (2022) pointed out that writing is the foremost critical aspect to acquire since it is very beneficial in tertiary education and work industries such as writing summaries, reports, stories, emails, proposals, applications, and other professional tasks in written form. Furthermore, Salawazo et al., (2020) argued that writing is critical in the business world, but most Indonesian students are still unable to create a well-constructed composition. Alisha et al (2019), and Pratiwi, (2016) revealed that the most common factors that hinder students from writing are limited vocabulary and language use. The difficulties in writing seem to be caused not only by limited grammar and structure knowledge, but also by low motivation, a lack of organization, and spelling mistakes (Saepuloh & Salsabila, 2020). Furthermore, due to the complexity of writing, many students fail to learn it from the start until the product is published. Therefore, learning some critical aspects of writing such as grammatical rules, subject matter, diction, and mechanics are needed to assist the students in writing correctly, smoothly, and appropriately. Furthermore, due to the complexity of writing, many students

fail to learn it from the start until the product is published. Therefore, learning some critical aspects of writing such as grammatical rules, subject matter, diction, and mechanics is absolutely needed to assist students in writing correctly, smoothly, and appropriately (Wardani & Waris, 2014).

Writing instruction at a private university in Blitar needed improvement. There were many students who had difficulty writing recount texts, especially personal recounts. They had problems understanding the recount text genres, using the past tense, applying sequences of events, and using appropriate mechanics. Furthermore, limited vocabulary also hindered them from writing well. The preliminary action test, which was administered in March 2022, yielded an unsatisfactory result. The students' mean score was 59.84. That outcome fell short of the required standard for subject mastery in writing (75.00). Thus, improvement toward the student's accomplishment in writing personal recounts writing instruction at a Private University in Blitar needed improvement. To enhance the learning outcome, it is critical for educators to employ appropriate technology that can assist and develop the students' creativity in writing.

Learning with technology to boost learning outcomes is essential in the twenty-first century (Koh et al., 2015). Furthermore, utilizing technology in learning environments would also promote students and assist teachers in removing the barriers in the school setting (Awaludin et al., 2017). There have been numerous technologies available for teaching writing. Padlet is one of them. Padlet is a free media platform for creating virtual walls that has several great advantages. It works well almost with every browser console on the entire globe. The "Walls" could be saved and duplicated, and both students and teachers could even publish multimedia, documents, and other files in Padlet application. Padlet was not only assists students in enhancing their skills to write but also gave an opportunity either for teachers or students for sharing materials, works related to the writing subject (Anwar et al., 2019). Teachers may utilize it for simple tasks or to teach an entire learning segment. Moreover, Utilizing Padlet does not require specialized skills because it is very easy to be operated, in this case, teachers may apply it in the classroom as media for creating collaborative learning (Weller, 2013). Padlet is an incredible free web multimedia application enable students to communicate or share information with others by accessed it through their mobile devices in flexible way (Fuchs, 2014). Furthermore, Fuchs, (2014) added that this software was very beneficial for engaging the students to be active in class activities as well as providing a legit assessment in the students' learning.

Furthermore, England, (2017) argued that Padlet is an online tool that simulates the vibe of an incredible virtual wall for sharing opinions, video content, web-based documents, and others. In addition, it can be utilized as "exit tickets" or perhaps an interesting and modern evaluation system for educators, instead of the conventional method of having written test with a pen and paper for the students (Alabbad & Huwamel, 2015). Moreover, Padlet is relevant for activities in the classroom such as coming up with ideas, group discussion, and

team projects. Students can access Padlet from any web-connected device, including mobile phones, tablet devices, and laptops. There is no application required to utilize it for downloading. Students can publish their writing through their blogs or upload them to their social media such as Facebook, Instagram, Twitter, G+, e-mail, or even embed URLs (Haris et al., 2017; Fadhilawati et al., 2020) Further, Kharis & Putri, (2020) argued that Padlet has many advantages, such as: motivating the students to write, offering a new experience for the students to learn writing by using new media, and providing the introvert students a relaxed atmosphere to learn and discuss the materials.

Numerous experts demonstrated Padlet's efficacy as a medium of learning. For instance, Fadhilawati et al., (2020) revealed that the corporation of Padlet in writing instruction had increased the Senior high school ability in writing procedural text in Blitar. Then the adoption of the application had improved the students' ability in writing at Saudi Arabia (Haris et al., 2017). Padlet significantly enhanced the grammatical achievement of thirty students at one of islamic universities in Malaysia (Haris et al., 2017). Furthermore, this application was successful in boosting the students' writings as well as assisting them in expressing their ideas (Awaludin et al., 2017). In addition, Padlet as a tool of learning was able to boost the students' ability to compose descriptive text at the English Department at Universitas Islam Kadiri (Lestari, 2018). Likewise, Padlet was successful in elevating the actual outcomes of the first semester- students' procedural writing at Universitas Islam Negeri Malik Ibrahim Malang (Fadhilawati & Sari, 2018) Besides, It was reported that the 28 students in Universitas Islam Sultan Agung Semarang presented ver good reactions to the padlet corporation as a tool of learning to introduce functional linguistics (Anwar et al., 2019). In addition, Wulandari, (2018) revealed that Padlet utilization on the students' writing skills enhancement provided many advantages such as facilitating collaborative learning, facilitating the instructor's feedback, reflecting on knowledge, and enhancing students' motivation and vocabulary.

Referring to the previous studies above, studies on examining padlet for learning as well as assessing the students' learning outcomes in writing personal recount text is still limited, therefore, the researchers wanted to conduct study under a title "Padlet as a creative wall for learning and assessing writing of personal recount". In this study, the researchers wanted to investigate how is the students' learning outcomes in writing personal recounts text after they were taught by incoorporating Padlet application, as well as to inveestigate how are the students' attitudes toward using Padlet for learning and evaluating writing of recount texts, especially personal recount.

Method

This research employed Classroom Action Research (CAR) to enhance the students' learning outcomes of recount texts, especially in writing their personal experiences by applying Padlet application. The research respondents were 19 students at the Islamic

University of Balitar which consists of 15 females and 4 males. To collect data, the researchers utilized test and questionnaire. The test especially post-test was developed to know the students' progress after they were treated by using Padlet application. In this test, the students were asked to compose writing about their personal experience, which covers: orientation, events, and reorientation. the instructor evaluated the students' writing in terms of 1) Content (Orientation, Event, and Reorientation) 2) Vocabulary, 3) Grammar, 4) Spelling, and 5) Punctuation and Capitalization.

Moreover, to gather participants' reactions to the utilization of Padlet application in studying and evaluating learners' Personal recount text used Google Forms. The questionnaires included 15 assertions with five options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The procedures of this research were inspired from Kemmis and Taggart's concept, which included four main stages: planning, acting, observing and evaluating, and Reflection (Kemmis et al., 2014) as elaborated as follows:

Planning

During the planning stage, the researchers collaborated in the following activities: 1) planning and developing a lesson plan; 2) making preparation of the materials needed to write recount text in Padlet application; 3) trying to prepare learning tool to help students writing recount text easily; 4) constructing a post-action test; 5) getting ready writing scoring system; and 6) establishing the criteria of research's success. In this study, the participants were considered to be successful at writing personal recount text, if each of participants achieved a requirement of score of 75, and the average results was equal or greater than 75.00. The instructor provided the following example of recount text in the Padlet application as follows:

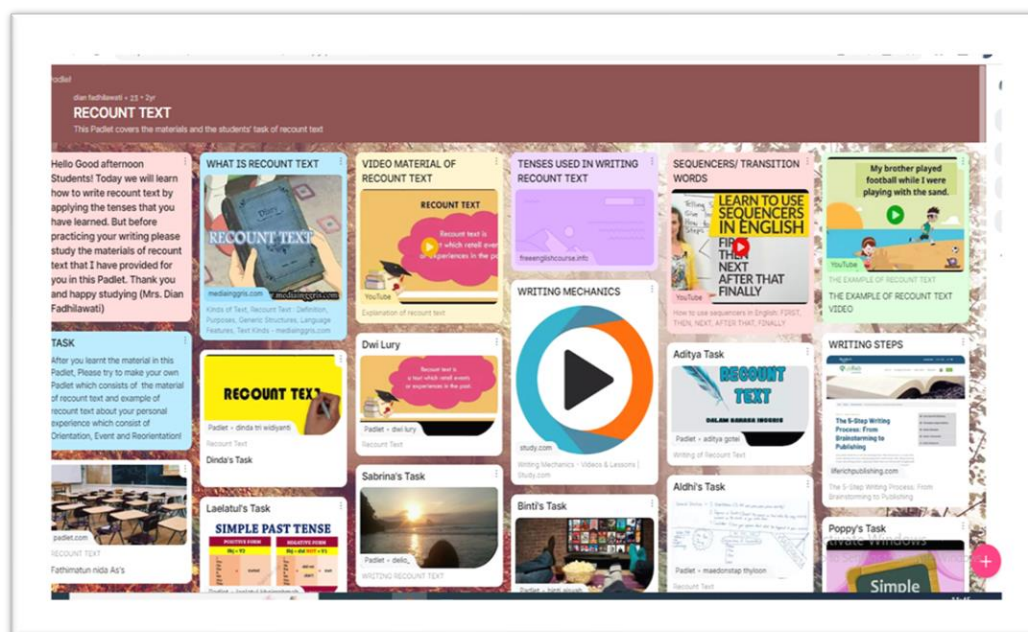


Figure 1: Padlet as Media for studying and Assessing Writing

Acting

In acting, the instructor taught the writing of recount text by utilizing Padlet. There were 3 meetings to improve the students' learning outcomes. In meeting 1, covered activities: 1) The students greeted the instructor. 2) The students responded leading questions about recount text; (3) The students paid attention to today's objectives of learning; 4) The students listened to the introduction of Padlet; 5) The students were asked to create Padlet account individually; 6) The students learned the materials that were provided by the instructor at <https://padlet.com/dianfadhilawatibltar/2ctlhqvjgd9mne8>; 7) Both the students and the instructor discussed the materials of recount text developed in Padlet; 8) The instructor checked the understanding of the students to what they have learned orally; 9) The students concluded today's lesson; and 10) Parting/leaving.

Moreover, in meeting 2, the instructor continued the previous discussion about recount text by doing the following activities 1) The instructor greeted the students, 2) The instructor asked questions about the materials that have been learned in the previous meeting, 3) The instructor stated today's learning objective, 4) The students were asked to login to Padlet, 5) The students reviewed the tenses that are useful for writing recount text in Padlet, 6) The students learned the sequencers of events to write recount text in Padlet, 7) The students paid attention to and analyzed the Recount text examples that were prepared in Padlet, 8) The students learned writing mechanics and writing steps provided by the instructor in Padlet application, 9) The students searched the model of recount text about a personal experience from the internet in a group of 4/5 students, 10) the students analyzed recount text generic and language features in a group, 11) the students did Class discussion, 12) The students concluded today's lesson, and 13) parting/leaving.

In meeting 3, the instructor required the participants to compose personal recount, with the topic "My Holiday" in Padlet Application. In meeting 3, the teaching-learning process covered activities such as 1) The instructor greeted the students; 2) the instructor asked questions about the materials that have been learned in the previous meeting; 3) The instructor stated today's learning objective; 4) The students login to Padlet; 5) The students wrote their recount text about personal experience in Padlet individually; 6) The students commented on their friends's writing in Padlet; 7) The instructor provided feedback or comments on the works of students 8) The students were asked to conclude today's lesson; and Parting/ Leaving. Furthermore, there were 2 additional meetings beside for conducting teaching learning process, there were the meeting doing post test, and the meeting for distributing questionnaire to students.

Observing and Evaluating

Following the completion of the action that included three sessions as stated previously, the instructor monitored and assessed the students by delivering a post-action test in

session 4 on May 22, 2022. The examination took the form of a subjective examination. It was aimed at seeing how far the students' writing outcome had progressed after being taught utilizing Padlet. The participants were requested to write recount text about personal experiences in the Padlet application. In this case, the instructor graded and evaluated the students based on the writing scoring rubric with the criteria: 1) Content (Orientation, Event, and Reorientation: 20%) 2) Vocabulary 20%, 3) Grammar 20%, 4) Spelling: 20%, and 5) Punctuation and Capitalization; 20%. Following the administration of a post-test, the researchers sent out a questionnaire to 19 students through Google form in meeting 5. For this session, the instructor asked them to provide feedback on the utilizing of Padlet application for learning and assessing students' writing of recount text which covered 15 assertions on 5 levels of likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The Questionnaire results would be analyzed by applying descriptive analysis.

Reflecting

The final process in any classroom action research project, is to reflect on the actions done to overcome the issue. The accomplishment of this project was determined by the desired outcomes developed in this study. In Reflection, instructors compared the participants' performance in Stage 1 to the desired outcomes proposed in planning. The goal of reflection was to determine if or not the participants' improvement met the expectations of accomplishment; unless the participants' project developments not fulfill the requirement, the researchers might keep on going their actions to fix the problem to the next phase.

Results

The researchers present the results of the research for answering the research problems formulated they are: how is the students' learning outcomes in writing personal recounts text after they were taught by incorporating Padlet application, as well as how are the students' attitudes toward using Padlet for learning and evaluating writing of recount texts, especially personal recounts as described in more detail below;

The Result of Students' Post Test after Utilizing Padlet Application in Writing Recount Text

The researchers incorporate Padlet as a tool of learning to enhance the students' writing personal experience, it covered 3 meetings of instruction. In this research, meeting 1 was implemented to introduce Padlet application to the students, making account, and learning recount text materials prepared by the instructor in Padlet application such as what is recount text, recount text generic structures, recount text language features, and recount text types. In this research, the students were focused to learn personal recount. Meeting 2 was implemented for learning the tenses that are useful for writing recount text, the sequencers of events, mechanics, and writing steps in Padlet application, and meeting 3 was

implemented for practicing writing recount text, especially personal experience based on the materials that the students got in the previous meeting. Furthermore, after completing the actions, especially in meeting 4 the researchers conducted post action test in meeting 4 on 22 May 2022. The form of post action-test was subjective. The post- action test was conducted to investigate how was the learning outcomes of the students in composing personal recount text after the incorporation Padlet application. In the post test, the participants were required to compose writing about personal recount which was evaluated based on the criteria such as 1) Content (Orientation, Event, and Reorientation: 20% 2) Vocabulary 20%, 3) Grammar 20%, 4) Spelling: 20%, and 5) Punctuation and Capitalization 20%

From the findings of the post-action test, it was discovered that the participants' personal recount writing outcome improved from 59.84 to 81.26 on the post- action test. In this case, 19 students (100%) had already met the minimum competence threshold of 75. Since the outcome of stage 1 had met the goal, therefore, researchers did not need to proceed to cycle 2. Referred to the finding in cycle1, it can be inferred that the participants' personal recount writing achievement enhanced from 59.84 in their pre-action tests to the 81.26 in their post-action tests. In this case, 19 students (100%) had passed the target minimum of 75. Because the research result of the cycle1 had achieved the target, therefore, the researchers did not need to continue to cycle 2. The following chart figured the students' pre-action test and post-action test after taught by utilizing Padlet application in learning writing:

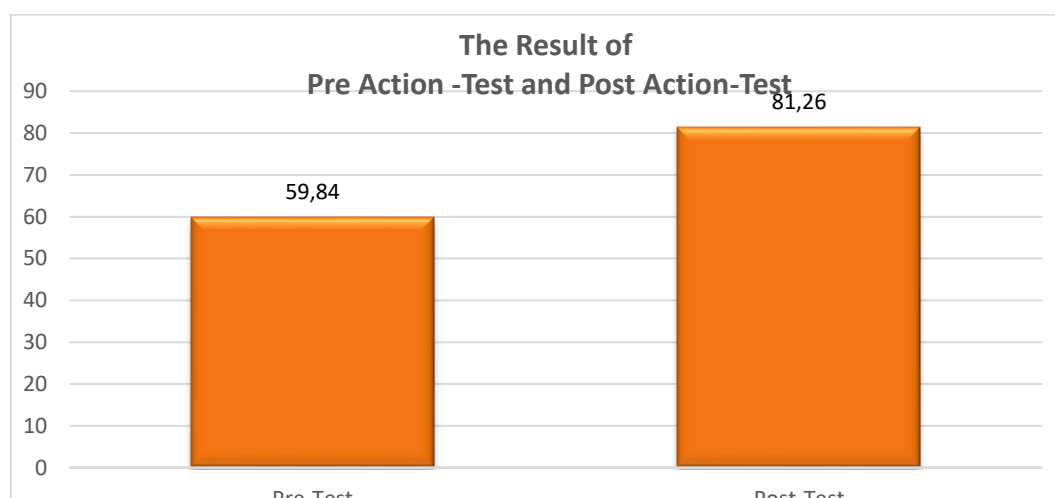


Figure 2. The students' Writing Personal Recount Ahievement

The Results of Students' Reaction to the Cooperation of Padlet for Learning and Assessing Writing

For gathering the responses from the students toward Padlet cooporation in writing of recount texts especially personal recounts instruction, the researchers distributed the questionnaire by applying google form on 28 May 2022. The result is as following:

Table 1. The participants' Attitudes toward the Utilization of Padlet for Learning and Aseessing Writing of Recount Text

NO	Statements	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
1	I am eager to learn to write recount text through Padlet	15,79	78,95	5,26	0,00	0,00
2	I am happy for learning writing of recount text in the Padlet Application	26,32	68,42	5,26	0,00	0,00
3	Learning recount text through Padlet is interesting	73,68	15,79	10,53	0,00	0,00
4	Learning recount text through Padlet is efficient	15,79	78,95	5,26	0,00	0,00
5	I am at ease sharing my writing of personal recount text in Padlet.	5,26	89,47	5,26	0,00	0,00
6	Learning recount text through Padlet is easy	78,95	5,26	10,53	5,26	0,00
7	I am motivated to do my writing tasks in Padlet	84,21	10,53	5,26	0,00	0,00
8	Learning to write recount text through Padlet is affordable	5,26	78,95	10,53	5,26	0,00
9	Learning writing of recount text through the Padlet application assists me in achieving better learning outcome	5,26	84,21	5,26	5,26	0,00
10	I could collaborate to do the writing tasks with my friends in the Padlet application	10,53	73,68	10,53	5,26	0,00
11	I could pay attention to the recount text presented in Padlet better	10,53	73,68	5,26	5,26	5,26
12	Padlet application makes me easily develop my thought to write personal recount text.	5,26	57,89	21,05	10,53	5,26
13	I love the instructor's comments on my work on the Padlet application	15,79	68,42	10,53	5,26	0,00
14	I like commenting on my friends' tasks in Padlet	10,53	73,68	5,26	5,26	5,26
15	I will utilize Padlet to compose other topics in the future	5,26	78,95	10,53	5,26	0,00

(Adapted from Fadhilawati et al., 2020)

From the table 1 above, we can observe that responses of the students to the incorporation of Padlet application for learning and assessing writing recount text especially personal recounts, was positive. For examples, From the 15 statements given, the highest response of the students goes to statement number 3. in this case, 89.49% students enjoy to share their work related to personal recount text in Padlet. Moreover, 84.21 % students argued that they were engaged in doing tasks of writing in Padlet application, and they also said that they got better score in writing test of personal recount after they learned the materials in Padlet. In addition, 78.95 % students reported that they were motivated to study recount text in Padlet Application, and they also argued that learning writing through Padlet application is not expensive and effective. Besides, most of them /78.95% said that they want to use Padlet application for learning other topics in the future. To sump up, the responses of the students to the Padlet cooperation in writing instructionas well as in writing assessment was positive.

Discussion

Researchers could infer from the earlier-presented outcomes that Padlet utilization was succedd to boost the learners' personal recount outcomes in composing writing of personal experience from 59.84 to 81.26. The effectiveness of Padlet in enhancing students' achievement depends on the instructor's role and preparation in providing learning

materials and activities for students through Padlet application. The students' learning outcome increased after the instructor taught them by applying Padlet for presenting recount text in interesting ways and by using various materials. The instructor also provided the students with collaboration tasks that they must do together with their friends for examples they had to find out the examples and analyze the recount text generic structures in a group of 4/5 students and post their results in Padlet. After these activities, the students got a better understanding of what they should write in terms of recount text generic structures and language features. Moreover, they also said that learning materials of recount text as well as doing the tasks in padlet application is easy. That results support Weller, (2013) that claimed that utilizing Padled did not require any specialized skills and very easy to use, in this case, teachers may apply it in the classroom as media for creating collaborative learning. Moreover, Padlet facilitating the instructor to give feedback to students' work in real-time (Fuchs, 2014). Therefore, it made the students possible to learn their mistakes in writing from the instructors' comments in real-time. This result supported Fuchs' idea, claiming that this application is a creative wall for engaging the students in classroom activities and providing a legit assessment in their learning (Fuchs, 2014).

In addition, by utilizing Padlet application in writing instructions, the students could share their writing to the teacher's Padlet or their friend's Padlet and modify their Padlet easily. Padlet also makes the students creative. They can make their Padlet by applying various images, colors, videos, links, etc. They wrote a recount text about personal experience based on the instruction given and shared it to the teacher and friend in Padlet. It is in line with England (2017), who stated that Padlet motivate students to create, collect ideas, image quotes, and more in "idea bin" creatively. Moreover, after 1 cycle of action, the utilization of Padlet application for learning tool in the writing of recount text instruction increased learning outcomes of the students from 59.84 to 81.26. That outcome was consistent with Algraini's findings that Padlet utilization can indeed improve the first semester students' writing ability in Saudi Arabia (Algraini, 2014). Besides, it also supported Fadhilawati et al., (2020) finding which reported that incooperation of Padlet can succesfully the learning outcomes of the students in composing procedure text.

Additionally, the findings of this study corroborated Awaludin, et al., who claimed that Padlet was effective in enhancing participants' writing at the higher education and in enabling them to convey their thoughts with confidence (Awaludin et al., 2017). In addition, it is consistent with Kurniawan and Lestari. They demonstrated how using Padlet can improve the third semester students' writing skills at the English Department of UNISKA Kediri (Lestari, 2018). Furthermore, referring to the questionnaire outcomes, the second-semester students were engaged in studying the materials of recount since the presentation of the material that the instructor provided in Padlet was various and exciting. The materials were prepared based on students' need to make a good recount text for example the complete recount text introduction, the use of simple past test, time sequences, writing process, etc. Moreover, the students were also happy to learn the materials independently and wan to use it in the future time for other purposes. This result is in line with Anwar et al., who reported that 28 students in English Language Education in Universitas Islam Sultan Agung Semarang gave positive reactions to Padlet to learn English (Anwar et al., 2019).

Conclusion

From the findings, we can reach the conclusion that Padlet utilization in the classroom writing learning activities particularly personal recount composition, can enhance the participants' writing accomplishments at Universitas Islam Balitar. Furthermore, students in the English Education Department at Universitas Islam Balitar expressed a favorable attitude toward the use of Padlet for studying writing especially recount text related to personal experience. Therefore, researchers recommend that instructors use Padlet as an additional tool to present the materials, and create innovative and fun classroom instruction, particularly writing. Furthermore, they may also use this tool for assessing the students' tasks in a legit time.

Acknowledgment

The researchers would like to acknowledge "LPPM" of Islamic University of Balitar for supporting this research by providing funding that very helpful for the success of this research. Furthermore, the researchers wish to extend appreciations to the students who have participated in this research and some parties who have helped the researchers in conducting and publishing research.

References

- Alabbad, A. M., & Huwamel, H. S. Bin. (2015). The Effect of Using Padlet as a Vocabulary Knowledge Enhancement Application on Saudi EFL Female Learners, and their Attitudes toward its Value in Learning. *Arab World English Journal (AWEJ)*, 6, 357–378.
- Alisha, F., Safitri, N., & Santoso, I. (2019). Students' Difficulties in Writing EFL. *Professional Journal of English Education*, 2(1964), 20–25.
- Anwar, C., Nugroho, K. Y., & Nurhamidah, I. (2019). Students' Perception at the Use of Padlet in Linguistics Class. *Notion: Journal of Linguistics, Literature and Culture*, 1(1), 35. <https://doi.org/10.12928/notion.v1i1.714>
- Awaludin, F. A., Abd Karim, R., & Mohd Saad, N. H. (2017). Padlet: A Digital Collaborative Tool for Academic Writing[Padlet: una herramienta de colaboración digital para la redacción académica]. *Journal of Education and Social Sciences*, 8(1), 179–184.
- England, S. (2017). Tech for the modern EFL student: collaborate and motivate with Padlet. *Accents Asia*, 9(2), 56–60. <http://www.issues.accentasia.org/issues/9-2/England.pdf>
- Fadhilawati, D., Rachmawati, D. L., & Mansur, M. (2020). Using Padlet to Increase the Students' Procedure Text Writing Achievement. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 9(2), 158–172. <https://doi.org/10.26618/exposure.v9i2.3970>
- Fadhilawati, D., & Sari, R. (2018). Embedding Various Digital Technologies in English Teaching and Learning To Improve Students ' Vocabulary and Writing. *An International Peer-Reviewed Open Access Journal (AIRPROAJ)*, 5(2), 170–184.
- Fitriani, R., & Fadhilawati, D. (2022). Developing Digital Module for Assisting the Seventh Grade Student to Write Descriptive Texts Easily. *JARES (Journal of Academic Research and Sciences)*, 7(2), 11–25.
- Fuchs, B. (2014). The Writing is on the Wall: Using Padlet for Whole-Class Engagement The Writing is on the Wall: Using Padlet for Whole-Class Engagement. *LOEX Quarterly*, 240(4), 7.

- Haris, M., Yunus, M., & Badusah., J. (2017). the Effectiveness of Using Padlet in Esl Classroom. *International Journal of Advanced Research*, 5(2), 783–788. <https://doi.org/10.21474/ijar01/3214>
- Kharis, & Putri, D. E. R. (2020). *Assessment of Learning Design with Padlet on the Writing Skills of German Language Level A2-B1 CEFR*. 421(Icalc 2019), 584–590. <https://doi.org/10.2991/assehr.k.200323.069>
- Koh, J. H. L., Chai, C. S., & Lee, M. H. (2015). Technological Pedagogical Content Knowledge (TPACK) for Pedagogical Improvement: Editorial for Special Issue on TPACK. *Asia-Pacific Education Researcher*, 24(3), 459–462. <https://doi.org/10.1007/s40299-015-0241-6>
- Lestari, P. yuni. (2018). Padlet as media to improve writing mastery of english department students of uniska 2015-2016. *Advances in Social Science, Education and Humanities Research*, 145(March). <https://doi.org/10.2991/iconelt-17.2018.41>
- Pratiwi, K. D. (2016). Students ' difficulties in writing English : A study at the third semester students of English education program At University of Bengkulu. *E Journal Universitas Bengkulu*, 1(2), 1–13.
- Rachmawati, D. L., & Purwati, O. (2021). Web 2.0 Platform as a Creative and Interesting Supplementary Tool for Teaching Writing. *Jurnal Pendidikan Indonesia*, 10(2), 212–223. <https://doi.org/10.23887/jpi-undiksha.v10i2.28489>
- Saepuloh, A., & Salsabila, V. A. (2020). the Teaching of Writing Recount Texts By Utilizing Padlet. *Indonesian EFL Journal*, 6(1), 45. <https://doi.org/10.25134/ieflij.v6i1.2637>
- Salawazo, I. S., Niman, P., Ndruru, M., & Florentina, R. D. (2020). Analysis of Student ' s Difficulties in Writing Recount Text. *Jurnal Pendidikan: Riset Dan Konseptual*, 4(1), 10–15.
- Wardani, I., & Waris, A. (2014). Improving The ability In Writing Descriptive Text Through Guided-Question Technique. *Journal of English Language Teaching Society (ELTS)*, 2(1), 1–13. <http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf>
- Weller, A. (2013). The use of Web 2.0 technology for pre-service teacher learning in science education. *Research in Teacher Education*, 3(2), 40–46.
- Wulandari, R. (2018). *English Language Education Department of a Private University Students' Perception on Using Padlet in Improving Writing Skills Rizki Wulandari 1 Universitas Muhammadiyah Yogyakarta.*