

**DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF PADLET
APPLICATION IN WRITING CLASS AT FIRST SEMESTER STUDENTS
OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM 2019/2020
ACADEMIC YEAR**

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in English
Language Education Department



By:

RANGGA MAYSA PUTRA

SRN. 14.32.2.1.189

**ENGLISH EDUCATION DEPARTMENT
CULTURES AND LANGUAGES FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA**

2021

ADVISOR SHEET

Subject: Thesis of Rangga Maysa Putra
SRN: 14.32.2.1.019

To:
The Dean of Cultures and Languages Faculty
IAIN Surakarta
In Surakarta

Assalamu 'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, here with, as the advisors, we state that the thesis of

Name: Rangga Maysa Putra
SRN: 14.32.2.1.189

Title: **Descriptive Study on the Implementation of Padlet Application in Writing Class at First Semester Students of English Language Education Study Program 2019/2020 Academic Year.**

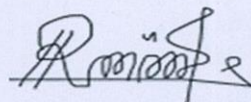
has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in IAIN Surakarta.

Thank you for the attention.

Wassalamu 'alaikum Wr. Wb.

Surakarta, 20 Agustus 2020

Advisor,



Arina Rohmatika, S.Pd., M.Pd.

NIP 19840613 201503 2 00

RATIFICATION

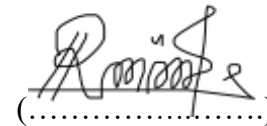
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Chairman : **H. Zainal Arifin, S.Pd., M.Pd.**
NIP. 19730820 200312 1 003



(.....)

Secretary : **Arina Rohmatika, S.Pd., M.Pd**
NIP. 19840613 201503 2 005



(.....)

Main Examiner : **Novianni Anggraini, S.Pd., M. Pd**
NIP. 19830130 201101 2 008



(.....)

Surakarta, December 21st 2020

Approved by

The Dean of Cultures and Language Faculty



Prof. Dr. Toto Suharto, S.Ag., M. Ag

NIP. 19710403 199803 1 005

DEDICATION

The thesis is dedicated to:

1. My beloved parents (Suwandi and Sutarmi)
2. My beloved brother Sony Novianto and Akbar Agung Riyadi
3. My beloved sister in the heaven late Listiana Wulandari (Mbak Menik)
4. My beloved friends who always support my condition
5. My beloved Almamater (The State Islamic Institute of Surakarta)

MOTTOS

“Indeed, Allah Will Not Change the Conditions of a People until They Change
What are in themselves”

(Q.S Ar Ra’du: 11)

“If You Believe You Can Achieve”

(Sophie Turner)

“Do the Best You Can Until You Know Better. Then, When You Know Better.
Do Better”

(Maya Angelou)

PRONOUNCEMENT

Name : Rangga Maysa Putra

SRN : 14.32.2.1.189

Study Program : English Education

Faculty : Cultures and Languages

I hereby sincerely state that the thesis titled “**Descriptive Study on the Implementation of Padlet Application in Writing Class at First Semester Students of English Language Education Study Program 2019/2020 Academic Year.**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 20 June 2020

Stated by,



Rangga Maysa Putra

SRN. 14.32.2.1.189

ACKNOWLEDGEMENT

Allhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgement, Allah SWT, for all blessings and mercies to the researcher was able to finish this thesis entitled “Descriptive Study on the Implementation of Padlet Application in Writing Class at the First Semester Students of English Language Education Study Program 2019/2020 Academic Year.” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. The researcher would like to deliver her special gratitude to:

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Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, suggestion and support criticism will be accepted. At last, the researcher hopes that this thesis will be beneficial for students of English Education Department.

Surakarta, 20 June 2020

Researcher

A handwritten signature in black ink, appearing to read 'Rangga Maysa Putra', enclosed in a simple rectangular box.

Rangga Maysa Putra

SRN. 14.32.2.1.189

ABSTRACT

Rangga Maysa Putra. 2020. A Descriptive Study on the Implementation of Padlet Application in Writing Class at the First Semester Students of English Education Study Program 2019/2020 Academic Year. Thesis. Cultures and Languages Faculty. The State Islamic Institute of Surakarta.

Advisor : Arina Rohmatika, S. Pd, M.Pd.

Keyword : Descriptive Study, Implementation, Padlet Application, Writing Class.

This research aims at describing the Implementation of Padlet Application in writing class at first semester students of English Education Study Program 2019/2020 Academic Year. It was led to understand the Implementation of Padlet application, to identify the problems occur by the lecturer in Implementation of Padlet Application in writing class, and to identify solutions to solve the problems on Implementation of Padlet Application in writing class at first semester students of English Education Study Program.

The researcher got the information for this study from previous thesis, journal and application. The techniques of collecting the data were observation, interview and documentation in lecturer and students' Padlet. For technique of analyzing the data were data collection, data reduction, data display and conclusion: drawing and verification. For the trustworthiness of the data the researcher utilized methodological triangulation.

The outcome of the analysis reveals that the Padlet Application is an assisted application and also supplementary media to improving in writing skills. The ways of utilized Padlet application in writing class were planning, teaching learning process and evaluation. The ways that lecturer do in teaching learning process utilizing of Padlet Application were presentation, convey materials, task in Padlet Application and response. Problems occur by lecturer and students on the implementing the Padlet Application were sign up when students made recent account, collect the task when student hard to know the distinction among submit and post icon, content of the task when student did not check the content only to get additional score, pre-writing in brainstorming ideas while student had difficulty in brainstorm, bad connection hamper students to open Padlet application. Solution to solve the problems by lecturer and students on the implementation of Padlet application in writing class were evaluation in the class, check the content in writing, find out references in Padlet Application, utilized of WIFI connection in University for get better signal.

TABLE OF CONTENT

TITLE	
ADVISOR SHEET	i
RATIFICATION	ii
DEDICATION	iii
MOTTO	iv
PRONOUNCEMEN	v
ACKNOWLEDGMENT	vi
ABSTRACT	ix
TABLE OF CONTENTS	x
LIST OF FIGURE	xiii
LIST OF TABLE	xiv
LIST OF APPENDICES	xv

CHAPTER I: INTRODUCTION

A. Background of the Study	1
B. Identification of the problem	5
C. Limitation of the Study	6
D. The Research Problem	6
E. The Objectives of the Study.....	6
F. The Benefits of the Study.....	7

CHAPTER II: REVIEW ON RELATED LITERATURE

A. Theoretical Description	9
1. Review on Writing	
a. Definition of Writing	9
b. Types of Writing.....	10
c. Elements of Writing	12
d. Teaching Writing	13
e. Process Writing	14

f. Micro and Macro in Skill Writing	19
g. Writing Assessment	20
2. Review of Media	
a. Definition of Media	22
b. Function of Media	23
c. Classification of Media	23
3. Review Padlet Application	
a. Definition of Padlet	25
b. Strengths of Padlet Application	26
c. Weaknesses of Padlet Application	28
d. Features of Padlet Application	29
h. Steps to Operate Padlet Application	31
i. The Utilize of Padlet and Its Impact as regards Writing...	35
4. Previous Related Study	40

CHAPTER III: RESEARCH METHODOLOGY

A. Type of the Research	42
B. Research Design	42
C. Research Setting and Time	43
D. Research Subject and Object.....	44
E. Technique of Collecting Data	44
F. The Truthworthiness of Data.....	46
G. Technique Analysing Data.....	47

CHAPTER IV: RESEARCH FINDING AND DISCUSSION..... 51

A. Research Finding	51
1. Description on the Implementation of Padlet Application	51
2. Problems on the Implementation of Padlet Application	65
3. Solutions to solve the problems on the Implementation of Padlet Application	74

B. Discussion 79

CHAPTER V: CONCLUSION AND SUGGESTION..... 85

A. Conclusion 85

B. Suggestion 87

BIBLIOGRAPHY 88

APPENDICES 93

LIST OF FIGURES

Figure 1.0 Writing Process	18
Figure 1.1 Padlet’s Login or Sign-up Page	31
Figure 1.2 Padlet’s Sign Up Page.....	32
Figure 1.3 Membership Page of Padlet.....	32
Figure 1.4 Padlet’s Starting Page	33
Figure 1.5 Template of Padlet	33
Figure 1.6 More Template on Padlet	34
Figure 1.7 Options on Setting-up Platform	34

LIST OF TABLES

Table 1.8. Research Schedule.....	48
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LIST OF APPENDICES

Appendix 1. Observation Guide Line.....	94
Appendix 2. Classroom Observation	95
Appendix 3. Interview Guide Line.....	108
Appendix 4. Document of Interview.	109
Appendix 5. Print screens of Lecturer and Student Padlet	126
Appendix 6. List of Students' Participation.....	133

CHAPTER I

INTRODUCTION

A. Background of the Study

Four abilities should be ruled when somebody is learning a language. Among of these skills, writing is most difficult one like Togatorop (2015:247-256) says that writing is the most difficult of the four language skills (speaking, listening, reading, and writing). His statement is supported by several experts including Nunan (1995: 133-158), Brown (2001), and Harmer (2007) who said that writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, and use of punctuation.

Writing is one of four abilities, which has a vital case and thought about the most troublesome ability in English. Kay in Westwood (2004:100) states that writing is a highly complex process involving multiple brain mechanisms and specific abilities. The act of writing requires the writer to formulate ideas, organize and sequence points in logical order, select vocabulary, and check for grammatical correctness, spell words correctly, punctuate, and write legibly. Many students were never required to learn proper spelling or grammar so that they believe they will never achieve

Writing one of the basic abilities that must be ruled by the students. Based on Brown (2004:218), the writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Almost every part of regular daily life for "normal" individuals was done orally. Business exchanges, records, valid document, political and military

acceptances – all were written by a master whose work it was to deliver language into the written word.

As Brown said that in the field of Second Language Teaching, only 50 years back experts were stating that writing was fundamentally a show for recording oration and for building grammatical and lexical highlights of the language. Indeed, even everybody cannot generally deliver in communicated in language to speak with the other.

It implies that when somebody cannot show their thought or feeling by communicated in language, they do not know whom they need to share their sense so they can utilize written language. In addition, in the worldwide time, there are social network media create the impression that practically every one of them utilizing the written structure.

Individuals need to pick up writing to deal with science and modern advancement. Then again, individuals need to write something to make correspondence for occupation or scholarly purposes, particularly for the students. They have to pick up writing abilities to speak with others and to set themselves up for last tasks and their regulations for what's to come.

In picking up writing, students face a few issues. Based on Langan (2005:13) many people find the difficult to do the intense on writing, active thinking that clear writing. Based on the researcher's observation of pre-research, a portion of the students experienced issues in writing class; there are grammatical structures, words spelling, and punctuation. The errors in utilizing tenses and passive sentences were as well found in the students writing. In addition, absence of vocabulary and absence of information cause them to feel troublesome in brainstorming and creating thoughts.

Generally, they just write similar thoughts and consistently repeat a similar word in the content. Students cannot create thoughts since students have stuck on one idea. At the point when the student cannot build up the idea, it's implied that the student needs some creative strategy, new media, and advancement in the educating learning process. The educating learning process will help by the creative strategy and media.

To solve these issues, the part of lecturer is necessary. Lecturer must utilize a creative strategy or new media for the student that make the student more attract and have a decent passion in writing. For this situation, when lecturer as of now to utilize the creative strategy than it can make the student change, the part of media is significant for students.

Arsyad states that (2006:4) media is accessories that can send and transmits the learning message. Individuals can to share their thoughts, purpose of perspectives or arguments through media. According to Santyasa (2007:3), media is a tool that can use for transferring the learning material thereby it can stimulate attention, interest, thought, and students' feelings in the learning process in gaining the purpose of learning.

In the teaching-learning process, the media is truly necessary. Media did not just send learning message yet additionally in some cases makes student simple in learning. Media can be called as an equipment for transfer information and it expects somebody who gets the information will discover. These days, individuals not just utilize the social media as a connected device in the social habitat however in the instructive field as well.

Deni and Zainal (2015: 364-369) stated that Messenger, Facebook, Blog, Twitter, and Padlet are recommended to be used as social networks in the

educational field. According to Algraini (2014:16) Padlet is a free social-networking site in which people can argue or discuss about certain topics and easily use multimedia elements to enhance their words. Padlet is an online wall web-based where ideas are collating via virtual posts from the users (Shield, 2014: 92-93).

Padlet enable its user to upload images, videos, documents and PDFs, share links, comment on each other 's posts, make public or private walls and exchange information. It is online wall which provides users with this good number of features that facilitate communicating among people and stimulate them to express themselves. To use this application, a user can use any devices that enable to connect to the internet such as smart phone, computer, iPads, or any other devices.

The users can enjoy the application without register or make an account, but it will be more benefit for the users if they make an account. Users can create infinite walls, invite others to work together on their walls, adjust and manage privacy on their Padlet using only a free account (Fiester & Green, 2016: 404-408). It because making an account can help the users to manage their interaction and performance (Haris, 2017: 783-788). An email will be sent to notify the teacher each time a student responded to the teacher's wall (Wood, 2016). When someone gives a respond to the user 's wall, there will be notification in the user 's email.

This research is obtained in the State Islamic Institute of Surakarta (IAIN Surakarta) one of an Islamic university in Surakarta. It is situated at Jl. Pucangan. Kartasura, Sukoharjo. There are numerous reasons why the researcher does and picks the research in IAIN Surakarta. As per the researcher

observation and interview, the researcher found that in IAIN Surakarta is the most popular Islamic State in Surakarta. It could be seen from the registrants that develops each year. In IAIN Surakarta the offices in this institute have well offices that help the teaching and learning process: PC research facility, language lab, and more class than entirely good with cooling, as well LCD in the class.

The student of IAIN Surakarta are additionally modern students, so when the lecturer at composition and essay writing class presents the media like Padlet Application, it is simple for working the application. The researcher utilizes the first semester to do the observation. From pre-research, the researcher previously watched, how the educating learning process in writing class. In the class, the lecturer utilized Padlet's application to cause the student to appreciate and enthusiastic with him in the educating learning process. The student additionally can show the information from a response from the lecturer. In the Padlet application, student can gather tasks simpler. Students can utilize the Padlet Application to create brainstorming or tree concept. Padlet application has more advantages in the teaching-learning process, particularly in writing class.

From on this research, the lecturer utilized Padlet application as the supplementary media in writing class. Padlet is utilized as media to gather the outcomes of their tasks in an individual or group and be submit on Padlet Application. Based on the information that has been delivering in the text above, the researcher is interested: (1) to understand the implementation of Padlet Application, (2) to identify the problems occur by the lecturer and students (3) to identify solutions to solve of the problems on the

implementation Padlet Application. To summarize, the researcher needs to describe and analyse the Lecturer's methodologies being used is Padlet as the supplementary media in the teaching-learning process. Hence, the thesis of the research that completes by the researcher named **“Descriptive Study on the Implementation of Padlet Application in Writing Class at the First Semester Students in English Language Study Program 2019/2020 Academic Year”**

B. Identification of Problem

A few problems can be discovered as follows:

1. The students' experienced problems in word spelling, punctuation, grammatical structure, shortage of vocabulary.
2. The missteps in utilizing tenses and active/passive voice sentence were as well found in the students' work.
3. The problems of gathering the task and furthermore in evaluation.

C. Limitation of the Study

As far as possible, this research limits concentrate on the Implementation of Padlet application, at the first semester students of English Language Education Study Program. The subject of the study is restricted the English Lecturer and the first semester students of English Language Education Study Program.

D. The Research Problem

In view of the background of the study referenced before, the problems can be found in this research as follows:

1. How is the implementation of Padlet Application in Writing class at the first semester students in English Language Education Study Program 2019/2020 Academic Year?
2. What are the problems and solution on the implementation of Padlet Application in writing class at the first semester students in English Language Education Study Program 2019/2020 Academic Year?

E. The Objectives of Study

The objective of this research is to create on the implementation as the standard of this study, there by this should be obviously characterized. There are a few research goals can be planned as follows:

1. To describe on the implementation of Padlet Application in writing class at the first semester students in English Language Education Study Program 2019/2020 Academic Year.
2. To identify problems, occur and the solution to solve the problems on the implementation of Padlet Application in writing class at the first semester students in English Language Education Study Program 2019/2020 Academic Year.

F. The Benefits of Study

The benefits of this research are look forward as follows:

1. Theoretically Benefit

- a. The finding of the research can enhance the hypothesis of teaching English Writing to the students at IAIN Surakarta.
- b. Another researcher will get a huge information about how to instruct writing utilizing Padlet Application.

2. Practical Benefit

a. Lecturer

This study will assist the lecturer with utilizing Padlet Application in teaching writing. The lecturer likewise will get the solutions with their issues of how to instruct writing at the first semester students of English Language Education Study Program.

b. Students

The outcome of this study will assist the student with discovering how to utilized Padlet Application on instruct learning writing. It is additionally expected that the students will be more enthusiastic combining in writing class.

c. Others Researcher

The outcome of this study can be utilized as sources for other researcher in developing writing ability. This study expected to have the option to give useful benefactions to the researcher on the best way to develop the student capacity in writing.

CHAPTER II

LITERATURE REVIEW

A. Review on Writing

1. Definition of Writing

There are numerous explanations of writing proposed by experts. Broughton et al. (2003: 116) define writing is a way of communicating a message to a reader for a purpose. The reasons for writing are to communicate thought, to give data, to convince the reader and to make an artistic work. Nunan (2003: 88) states that writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computer. Then again, writing is the psychological work of discover concepts, considering how to communicate them, and arrange them into explanations and paragraphs that will be obvious to a reader.

Harmer (2007: 113) says that writing is used as a practice tool to help students practice and work with language they have been studying. Nunan (2005: 106) defines that writing is combination of process and product that is the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers. Hyland (2003: 28) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. Brown (2001: 335) explains that writing is a written product of thinking, drafting and revising procedures that require specialized skills. The idea of writing concentrate on student around how to utilize discussion markers and deliver grammar to put them

strongly in a writing content, how to change text for more clear significance, how to correct text for appropriate grammar, and how to produce a last result.

Writing is not just the way toward communicating thoughts and sense and sharing data or the way toward utilizing words to communicate them. But also, includes social activities where people connect with their partners (Taki & Fardafshari, 2012: 412-429). Writing is viewed as a test which numerous foreign students or second language students face. It is a significant part not just in institution. Yet additionally, in life particularly for those individuals who don't have a clue how to communicate their emotions verbally.

Thus, they use words and letters to transfer their emotions, thoughts, and ideas. At the point when anybody figures out how to writing quite well. This causes him / her to deliver a superb plot and a sensible opinion. In addition, writing gives the reader a positive impression about the writer as a professional person and a good thinker because this writer enables the reader to live with him/her that experience she has written about just through words (Ibrahim, 2013).

As recorded by the interpretation earlier, the researcher can take the decision that writing is a media to deliver to other individual in writing structure. Writing is as cycle on transfer and express thoughts or message to communicate or build up their comprehending in a something in writing content.

2. Types of Writing

There are numerous sorts of writing that must be perceived and learnt by student, beginning from secondary school up to university level. In English, writing is arranged dependent on its use, for example, to advise, to interact. Melly (2006: 1) one division of the kinds of writing are follows:

- a. Expository writing (where the writing serves to explain or inform).
- b. Descriptive writing (writing that serves to show, describe).
- c. Persuasive writing (arguing for or against an issue)
- d. Creative writing (interestingly, creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more).
- e. Narrative writing (tell the story).

Another specialist Troyka (1987:3) stated that writing is divided into four types, namely narration, description, exposition, and argumentation. All the kinds of writing are clarified underneath:

a. Description

Descriptive writing permits people to share their sensual impressions of a person, a place, or an object. The writer vividly describes something so that the reader can form a mental image of it. It appeals to the reader's senses of sight, sound, smell, taste, and touch.

b. Narration

In contrast with description, narration is more than description. The description focuses its attention only on nouns whereas narration focuses on both nouns and verbs (the actions). Narrative writing has

been defined as the kind of writing that simply records a series of events. Its subject matter is people and actions which it organizes in space and time (Sternglass, 1983:111).

c. Exposition

Expository writing often called informative writing because it seeks to give information and to explain if it is necessary. In line with Langan (1986:111) in expository writing, the writer provides information about a particular subject. It focuses on the subject being discussed whom the writer wants to influence.

Exposition writing includes reports of observations, ideas, facts, and statistics.

d. Argumentation

Argumentation is often called persuasive writing because it aims at persuading and convincing the reader of the writer's point of view on a particular issue. It is in contrast with expository writing that focuses on the subject being discussed. Persuasive writing can be found in editorials, reviews, sermons, research proposals, opinion essay in magazines, and books that argue a point of view.

So, it tends to be considered that writing has various sorts dependent on its objective and use. Fundamentally, there are just four kinds of expository, narrative, descriptive, and persuasive. Argumentative writing frequently called persuasive writing since it targets convincing and persuading the reader of the writer's perspective on a specific problem.

3. Elements of Writing

According to Haris (1969:68-69) some elements in good writing are content, form, grammar, style and mechanic. Great writing must demonstrate great character as follow:

- a. Content: Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.
- b. Form: Writing should content logical or associative connection and transition which clearly express the relationship of the idea described.
- c. Grammar: Writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical forms and synthetic pattern.
- d. Style: Writing should engage its reader through original insight and precise.
- e. Mechanics: Writing must use good spelling, punctuation, and tidy and clean writing.

4. Teaching Writing

Writing is an important part in language which has some crucial use in human life both in academic purposes and in various pieces of life. Harmer (2004:73) states that there are four reasons for teaching writing to students of English as a foreign language:

- a. Reinforcement: Some students acquire languages in oral way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.

- b. Language development: The actual process of language helps learners to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the ongoing learning experience.
- c. Learning style: Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.
- d. Writing as skill: Teaching writing is a basic language skill just as important as speaking, listening and reading. Students need to know how to write easy, how to reply letter, etc.

From clarification over, the lecturer should instruct writing abilities as a major aspect of a combined ability approach of language learning. Student can turn out to be better writer's in the event that they can apply a fitting instructing media in teaching learning process. The Process of Writing.

Brown (2001: 348-354) states that process of writing approaches tends to be farmed in three stages of writing. They are:

- a. The Free Writing.

Free writing designed to help people share their free ideas that they might not realize that they have. An important aspect of free writing is they write without being concerned about spelling, punctuation or grammar. Of course, these elements of writing important but students concern about them can sometimes inhibit the free writing flow of their ideas. Free writing is a technique to generate

ideas. It should be used as a beginning as an initial exploration of the ideas that you have about a topic.

b. The Drafting

After exploring the ideas, put them into paragraph form, keeping in mind how showing and using facts and statistic makes writing powerful and convince. This step can be a fascinating adventure. Then step out of your own selves, to see what you have created through the eyes of the other, to discover the impact of your word on the thoughts of the readers. So, you can use the information to improve what you have written.

c. The Revising

All good writers go through several steps of revision because they want to make their writing the best it can be. As this point, they reconsider what they have written, get feedback from others and then make changes. Make corrections directly on our first draft. Do not be afraid to mark up this paper. You can starch out unnecessary or irrelevant information, squeeze ideas that you want to add into the margin, and even cut up and repast our paper to change the order or make additions.

Harmer (2004: 4-6) explains that process of writing has four main elements:

a. Planning

The writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence other things not only the type of text they wish to produce.

But also, the language they use and the information they choose to include. Secondly, experienced writers think of the audience they are writing for. Since this will influence not only the shape of writing (how it is laid out, how the paragraphs are structured, etc). But also, the choice of language. For example, it is formal or informal in tone.

Thirdly, writers have to consider the content structure of the piece that is. What a best sequence the facts, or arguments which they have decided to include. Following of the clarification over, this study make end that planning is any action in the study hall that motivates learner to writing. This is the initial step that student need to do before they write a content. There are a few exercises which gave the learning practice to student at this stage, for example, bunch brainstorming, grouping, quick free writing and 5 W's questions to produce thoughts for the student before they write a content.

b. Drafting

It can refer to the first version of a piece of writing as a draft. In the text is often done on the assumption that it will be amended later. As the writing proceeds into editing, a number of drafts may be produced on the way to the final version. In the draft stage, students are expected to put the arrangement they did in the planning stage on a paper. In this stage, spelling rules for the written text are ignored. The students primarily try to create the content.

From the clarification over, the researcher make end that in this progression the writers are centred around the regularity of writing and are not concerned with grammatical precision or the nicety of the draft.

c. Editing (Reflecting and Revising)

Once writers produced a draft, they then usually read through what they have written. Perhaps the order of the information is not clear or the way something is written is ambiguous or confusing. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers or editors who comment and make suggestions.

Another reader's reaction to a piece of writing will help the author to make appropriate revisions. In line with the clarification over, the researcher makes summarize that this stage contains of the student's evaluation of the writing draft, imparting the draft to a writing bunch shaped in the study hall, and reorganizing the text as per response from companions in the writing class. In this stage, the student may extend the content with recent opinions or eliminate the useless parts. Revising is a troublesome step for student.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. Seow (in Richards and Renandya, 2002: 215) says that the writing process as a

classroom activity incorporates the four basic writing stages. They are planning, drafting (writing), revising (redrafting) and editing. Three other stages are also externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.

Here is the way of the process writing. From the clarification over, the researcher can summarize and pick the procedure during the process of writing by Brown that recorded in writing there are three steps; the free writing (choosing the topic), the drafting (utilize the data to improve the written) and the revising (the best approach to make writing simpler). Up to this step the attention is on the text. In this step spelling rules and punctuation, which are known as the mechanical part of writing, are corrected. Before transferring what is they have written with others, the student's evaluation the draft once and for all and make revision for clarity. A checking agenda may be readied 16 depicting the spelling errors. The student may advantage by this rundown for their learning later on.

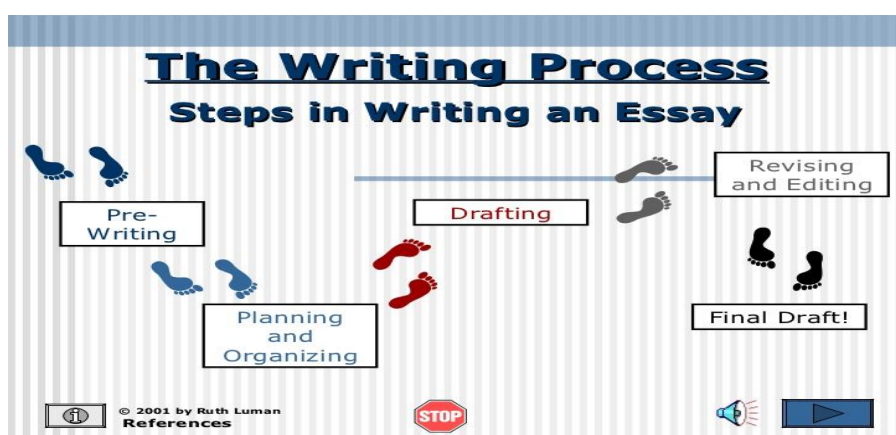


Figure 1.0 The Writing Process.

5. Micro and Macro Skill in Writing

Brown (2004: 221) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. Those abilities are depicted as follows:

Micro skills:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.
- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (e. g., tense, agreement, and pluralization), patterns and rules.
- e. Express a particular meaning in different grammatical forms;
- f. Use cohesive devices in written discourse.

Macro Skills:

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings of writing.
- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms,

soliciting peer and instructor feedback, and using feedback for revising and editing.

6. Writing Assessment

Writing assessment is an unquestionable requirement task for the lecturer. Assessment of learning go into two ways of illustrate to convince what student understand whether they have met curriculum plan results or the objectives of their personalized projects. Brown (2004: 4) states that assessment is an ongoing process that encompasses a much wider domain.

At whatever point a learner reacts to an inquiry, offers a remark, or evaluates new word or structure, the lecturer unconsciously makes a rating of student's presentation. It very well may be said that scoring is a piece of continuous learning. The lecturer evaluated of an example of students' attitude and take conclusion about their work and capacities that advises his teaching. On other hand, the students got the data or input about their learning in assessment procedure.

In accordance with writing assessment, Brown (2004: 242-245) explains three types of rating scales generally used in scoring writing. They are holistic, analytic, and primary trait scoring.

a. Holistic Scoring

Holistic scoring utilizes an several forms to create a particular score. Brown (2004:242) states each point on a holistic scale is given a systematic set of descriptors and the reader-evaluator matches and overall impression with the descriptors to arrive at score. The elements of the holistic scoring involve three dimensions:

- 1) Idea development/organization: focuses on central idea with appropriate elaboration and conclusion.
 - 2) Fluency/structure: appropriate verb tense used with a variety of grammatical and syntactic structures.
 - 3) Word choice: uses varied and precise vocabulary appropriate for purpose; and mechanics: absence of errors in spelling, capitalization, and punctuation.
- b. Analytic Scoring

Analytic scoring focuses on the principle function of the text and offers some feedback potentials, but no wash back any written production that enhances the ultimate accomplishment of the purpose (Brown, 2004: 245).

c. Primary trait Scoring

Primary trait deals with “how well students can write within a narrowly defined range of discourse” (Weigle in Brown, 2004: 245).

This type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text’s achievement. To rate the primary trait of the text, there are four points scales ranging from zero to four. A primary trait score would assess:

- 1) The accuracy of the account of the original (summary).
- 2) The clarity of the steps of the procedure and the final result.
- 3) The description of the main features of the graph (graph description).
- 4) The expression of the writer’s opinion (response to an article).

B. Review of Media

1. Definition of Media

According to Santyasa (2007:3), media is a tool which can use for transferring learning material thereby it can stimulate attention, interest, thought, and students' feeling in learning process in gaining the purpose of learning. In teaching learning process, media is genuinely necessary. Media did not just deliver learning message yet in addition some of the time makes student simple in learning. Media can be called as a device for conveying data and it expects somebody who get the data will comprehend. Along these lines, it will strengthen to the learning process.

Meanwhile, based on Arsyad (2006:4), media is accessories that can send and transmits learning message. Individuals can share their thoughts, purpose of perspectives or assumptions through media. Media has a significant function in teaching and learning process. It empowers students attract and enthusiasm for learning process. Subsequently, student can see better the material introduced with a particular goal in mind.

Media can help student in getting learns that are being educated without any problem. It gives some creative instructing helps that help both lecturer and students in material. For example, incidentally, lecturers use media Padlet Application to improve the writing ability in the classroom. Lecturers requests that students review in Padlet Application which is given by lecturers about learning material. Students need to take in something from Padlet application through giving remarks or studying their classmates post. It makes students' excitedness when they are learning in the study hall.

2. Functions of Media

According to Arsyad (2006:29), media is very significant in teaching learning process. It encourages students' enthusiasm for learning. By utilizing media, students can see better the material educated. Media additionally empowers different sort of teaching strategies, so they won't feel exhausted with the instructing and learning measure, all together that the students' comprehending will grow. Hence, the gaining of students' learning is essentially expanded. Media will assist students in obtaining learns that are being instructed by lecturer. Media gives some creative instructing helps that help both lecturer and students. They will get simple in instructing and learning process.

3. Classification of Media

There is a great deal of media in instructing and learning process. Seels and Glasgow (in Arsyad, 2006: 33-34) define that kinds of media is divided into two categories. They are:

a. Traditional Media

1) Silent visual which is project

Example: Opaque projection (not transparent), overhead projection, slides, and filmstrips.

2) Not projected visual

Example: Picture, poster, photo, charts, graphic, diagram, exhibition and information board.

3) Audio

Example: Recording disc, cassette, reel, and cartridge.

4) Multimedia

Example: Slide and voice (tape) and multi-image.

5) Projected dynamic visual

Example: Film, television, and video.

6) Print-out media

Example: Text book, handout, programming text, workbook, occasionally scientific magazine, and module.

7) Game

Example: Puzzle, simulation and board game.

8) Realia

Example: Model, specimen (example), and manipulative (map and puppet).

b. ICT (Internet Communication Technology) Media

ICT (Internet Communication Technology) media are something contrary to conventional media. there are two sorts of ICT (Internet Communication Technology) media. They are:

1) Telecommunication media

Example: teleconference, Facebook, blog, twitter, and soon.

2) Microprocessor media

Example: computer-assisted instruction, computer game, compact (video), etc.

ICT (Internet Communication Technology) media normally utilized in college. In this examination, the researcher watched the utilization of telecom media named blog as the media in translating class.

C. Review Padlet Application

1. Definition of Padlet

Padlet is one of the platforms as the application used to share and cooperate with users. According to Algraini (2014:16) Padlet is a free social-networking site in which people can argue or discuss about certain topics and easily use multimedia elements to enhance their words. Padlet is an online wall web-based where ideas are collating via virtual post from the users (Shield, 2014: 92-93). Padlet (www.padlet.com) provides a free, multimedia friendly wall which can be used to encourage real-time, whole class participation and assessment (Futch, 2014:7). These days, individuals not just utilize the stages as a specialized device in the social condition however in the instructive field as well. Deni and Zainal (2015: 364-369) stated that Messenger, Facebook, Blog, Twitter, and Padlet are recommended to be used as social networks in the educational field.

This application offers gigantic advantages to its users without the need to have an account. Users can create unlimited walls, invite others to collaborate on their walls, customize and set privacy on their Padlet merely by using a free account (Fiester & Green, 2016: 404-408). Users can likewise include links, pictures, text, files and video documents in their interface and move them round unproblem like note pads on the Padlet's interface. Sign up for an account will be helpful for lecturers as their can deal with their study hall collaboration and execution. An email will be sent to notify the teacher each time a student responded to the teacher wall (Wood, 2016).

In classroom setting, Padlet works well with activities such as brainstorming, discussion and project work (Stannard, 2015: 97:67).

Students can learn through Padlet whenever anyplace with any web gadgets, for example, cell phone, tablet, and PC with web association.

There is no product should have been downloaded to utilize Padlet.

Students can then share their works on Facebook, Google+, e-mail or even embedded the URL into their blog (Wood, 2016).

2. Strengths of Padlet Application

- a. First, students can utilize Padlet to have virtual classes where they can compose, post, and remark the thoughts on the Padlet interface. Deni and Zainal (2015: 364-369) revealed that activities using Padlet can increase students' knowledge because it allows them to comment on it, visit links, and view their inputs directly.
- b. Second, Padlet can facilitate the students in their writing. Padlet helps the students to enrich writing experience (Sangeetha, 2016). This social media causes the students to improve their writing abilities independently. The students can make their writing after the lecturers give a guidance which is a point talked about in internet learning. The students can express their feelings and think about the topic. They can explore and upload their writing to be corrected by their lecturers, so they can measure how far their skills in writing.
- c. Third, Padlet facilitates friendly features for students. The platform has a simple wall-only design as a place to gather students and lecturers' opinions (Deni & Zainal, 2015). The design will not make users feel confused when they use the platform for the first time. Students will be

able to utilize and implement the platform easily. Although Padlet has a simple design, the platform can make language learning more interesting because they can communicate with other students and lecturers at all times (Fuchs, 2014).

- d. Fourth, Padlet can give some motive to the learners. Long, Ming, and Chen (2013: 136-144) stated that motivation has a significant role to learn writing because motivation supports learning writing activities which have been conducted in internal process of learning writing.
- e. Fifth, Padlet provides some features which facilitate students and lecturers in collaborative learning. They can explore what their thought and feeling through the group whenever during a week out of the class. The features offer an online wall to collect students' and lecturers' ideas on Padlet (Haris, Yunus, & Badusah, 2017: 783-788). By doing collaborative work, students can optimally understand some objects from their learning experience.
- f. Sixth, Padlet encouraging instructor's inputs. Instructor opinion causes students to strengthen their potential at various phases of preparing, enlarge the realization for advancement individual. Bijami, Kashef and Nejad (2013: 91-97) revealed that students can learn more about feedback by reading their writing draft and they are aware what makes writing successful and effective to be enriched. It implies that picking up inputs causes students to rate and re-examine their own work and their writing capacity will be expanded straightforwardly in the wake of getting input.

- g. Seventh, Padlet improving in writing skills in the terms learning through reflections. Swineey (2014), stated that reflection encourages the students to seek out deeper information what they have learnt, observed, and analysed. Reflection is an approach to possible learners to move away from their figuring out how to create basic writing from their learning experience and addition for their next presentation by researching their experience.

3. Weaknesses of Padlet Application

- a. First, principle issue utilizing Padlet is issues the user signal. Not everything learners can entrance the application because of the platform blunder. Sherif (2015: 98-102) explained that the connection error as one of the problems when students join in an online learning activity.
- b. Second, Padlet has its restriction to sort out choice on the interface. Learners regularly discover a few documents in the packed interfaces as they compose on Padlet. The interface will look untidy and disarranged. It is supported by Deni and Zainal (2015: 364-369), the arrangement of posting on the wall is disorganized and its effect of the posting will be unreadable.
- c. Third, students can dishonesty another learner's task. According to Raines and Brown (2011: 80-89) revealed that a clear majority of students in online learning want to be dishonesty.

The researcher concluded that Padlet have several benefits and weakness. To start with, students can utilize Padlet to have virtual groups where they can compose, share, and remark the thoughts on the Padlet

interface. Second, Padlet can facilitate the students in their writing. Third, Padlet facilitates friendly features for students. Fourth, Padlet can give some motive to the understudies. Fifth, Padlet provides some features which facilitate students and lecturers in collaborative learning. Sixth, Padlet facilitating lecturer's feedbacks. Seventh, Padlet improving in writing skills in the terms learning through reflections.

Meanwhile, there are also weakness of using Padlet toward writing. First, sometimes there is a problem on the internet connection when it is unstable. Second, Padlet has its issue to sort out contribution on the interface. Third, understudies can dishonesty other learners works. According to Raines and Brown (2011: 80-89) revealed that a clear majority of students in online learning want to be dishonesty. Because the benefits of Padlet application more dominant compared to the weakness. The researcher used Padlet app as process of writing.

4. Features in Padlet Application

Padlet is offered with unconventional advantages that assist teaching and learning. According to (Fister & Green, 2016), Padlet allows the lecturers and the students to communicate, discuss, and post depend on classroom purposes. In spite of the fact that the application encourages to publish content and can be view everybody, it has a safe component which can shield from unidentified individuals to join the gathering in this way, the lecturers and the students just can interface the gathering.

There are some features which are available on Padlet. One of the features is "the box" that the lecturers and the students can post various files. Those files are assignments, quizzes, or polls. Padlet also provides

other features like address, notification, and privacy. Those features are used to ease communication in learning activities between the lecturers and the students. Weller (2013) as cited in Dewitt (2015) revealed that

Padlet is a simple application since its basic highlights are proper for learner. Those features can help the students and the lecturers communicate each other. Furthermore, improve teaching and learning process. Those features are the box, invite people, share, and privacy which support to facilitate students' writing skills.

The box. Padlet provides the box where you type or share your assignments, quizzes, or polls. The students and the lecturers should double click red - cycle on the left-bottom first before the box will be appeared on Padlet wall. It is easy to be implemented because the lecturers and the students only click the box Padlet wall anywhere. They can type, record voice, add a hyperlink, a photo, and document, draw a doodle, search information from Google, share the location and link to one or users other Padlet.

Invite people. This feature is used to invite other Padlet users. The students can make a group with others. This feature facilitates the students for group working and collaborative learning. The students should change from secret to public to make other students see your work. Private, password protected and secret can only be used when the students do not want to everyone easily look their works on Padlet except the students' partner of work.

Share. This feature provides a sharing file from various links. The students can scan the link with print code, copylink from the Padlet,

embed in your blog or website, email, Facebook, Twitter, and export to pdf, image, CSV, excel spreadsheet, and print. It helps the students express their opinions from various links and also make easier their works. The students should not rewrite their works in different platforms because they can share from the link on Padlet which support to others platform.

Privacy. This feature makes Padlet as a great platform. Many platforms support the students to express their writing, but they feel uncomfortable when unknown people join on the group. The platform protects users to prevent „bullying” from others. The lecturers can also monitor only their students who know the address to join the class activity. The feature has four categories. There is can read, can write, can moderate, and can administer (only invite individual contributor as administrator for this privacy setting).

5. Steps to Operate Padlet Application

According to Sangeetha (2016), these are the step to use Padlet:

Go to <http://padlet.com/> and click on “Sign up” if you want to make an account or “Login” if you already have an account.

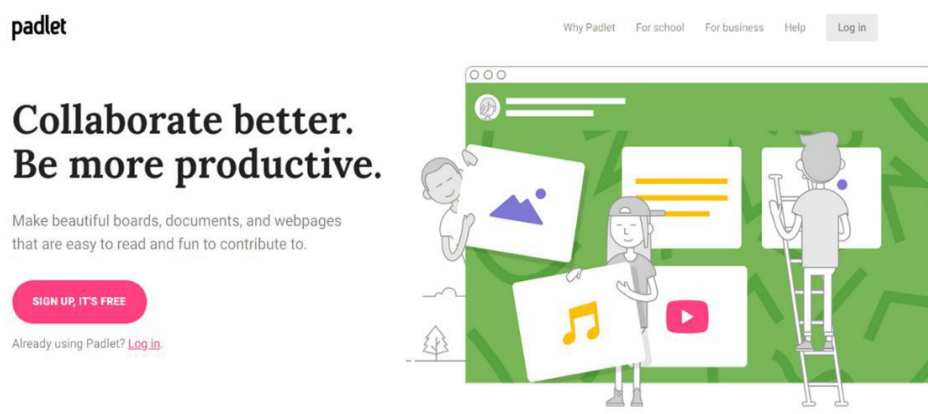
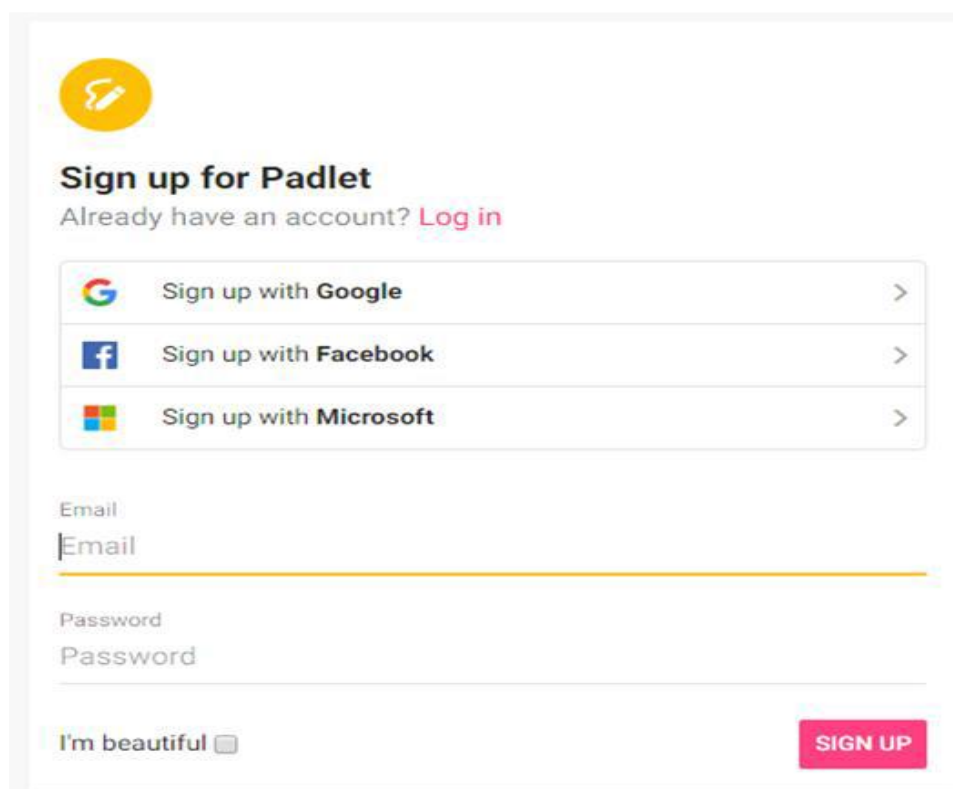


Figure 1.1 Padlet’s Login or Sign-Up Page

There are some ways to make an account on Padlet. One of them is using Google, Facebook, or Microsoft account. Another way to make an

account is using email. You also can use your email to sign up. After someone sign up on Padlet, there will be a page to choose membership (*figure 1.3*). Finishing sign up and membership plan, Padlet can be started. There will be choices to start on Padlet (*Figure 1.4*). To make a new Padlet wall, a user can use blank page or use template which are already provided there. On (*figure 1.5*) and (*figure 1.6*), it can be seen some of the template that can be chosen and used by a user.



The image shows the sign-up page for Padlet. At the top left is a yellow circular logo with a white pencil icon. Below the logo, the text reads "Sign up for Padlet" in bold, followed by "Already have an account? [Log in](#)". There are three social media sign-up options: "Sign up with Google", "Sign up with Facebook", and "Sign up with Microsoft", each with its respective logo and a right-pointing chevron. Below these are two text input fields: "Email" and "Password", both with placeholder text "Email" and "Password" respectively. At the bottom left, there is a checkbox labeled "I'm beautiful". At the bottom right, there is a red button with the text "SIGN UP" in white capital letters.

Figure 1.2 Padlet's Sign Up Page

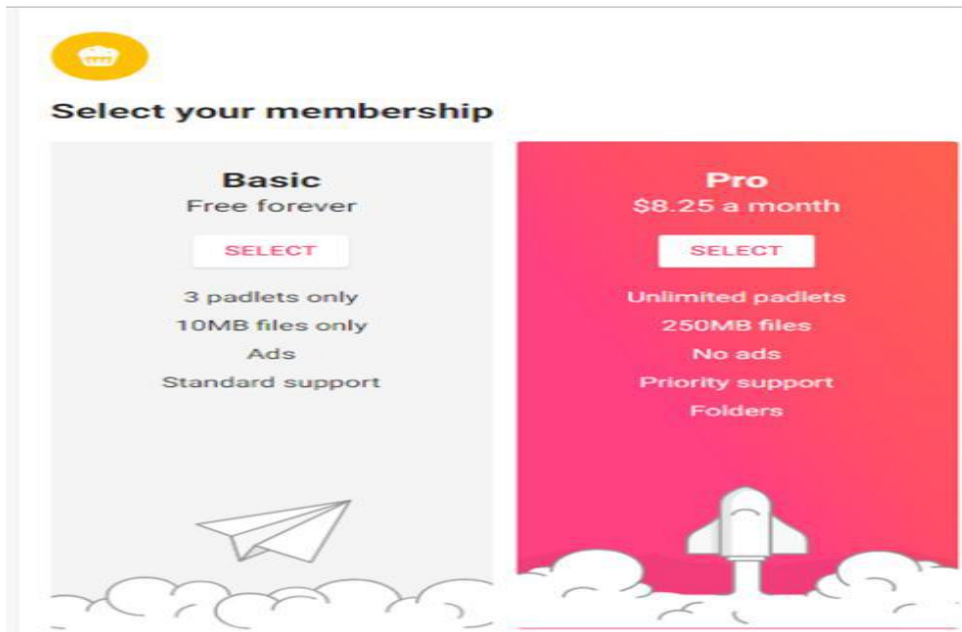


Figure 1.3 Membership Page of Padlet

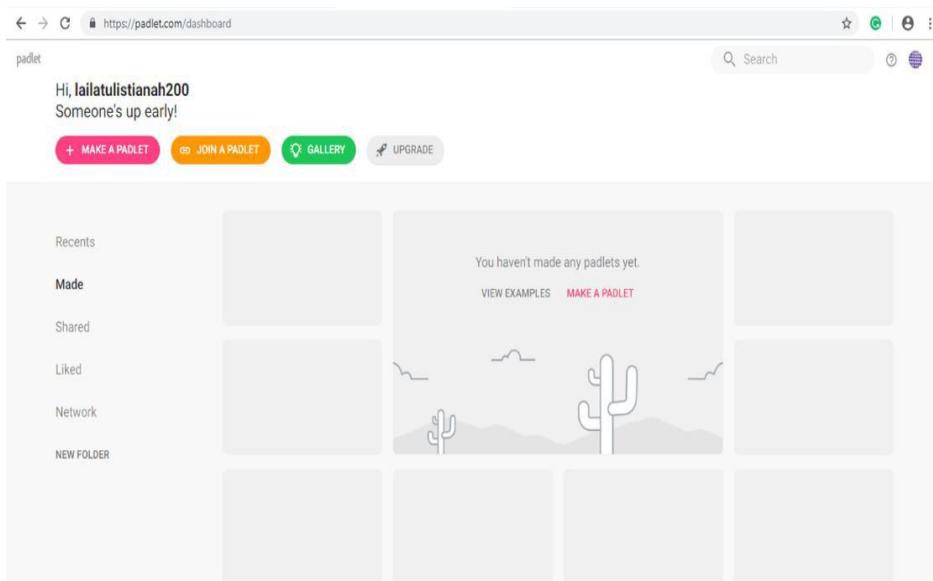


Figure 1.4 Padlet's Starting Page

From now on, a user can modify and sets up her/his own wall. The action that can be done in modifying a wall include giving a name or title, giving a description, and choosing background image. Next action is setting-up user's privacy. There will be some option which can be chosen by a user in setting-up her/his privacy as shown in (figure 1.7).

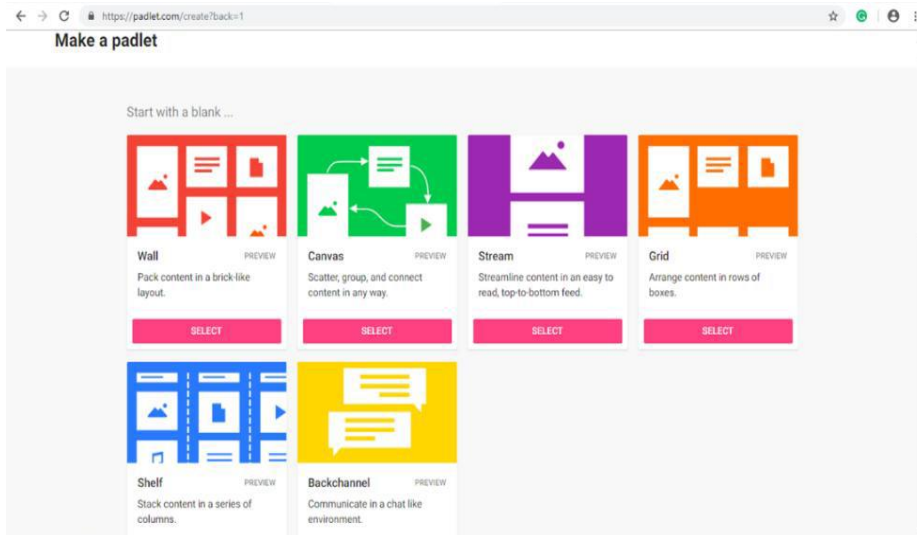


Figure 1.5 Template of Padlet

After setting-up privacy, a user can start posting on her/his blank wall. A user can embed a link, video, file document, or image on her/his posting. Some action such as remaking, sharing, and editing of posting can be done if necessary.

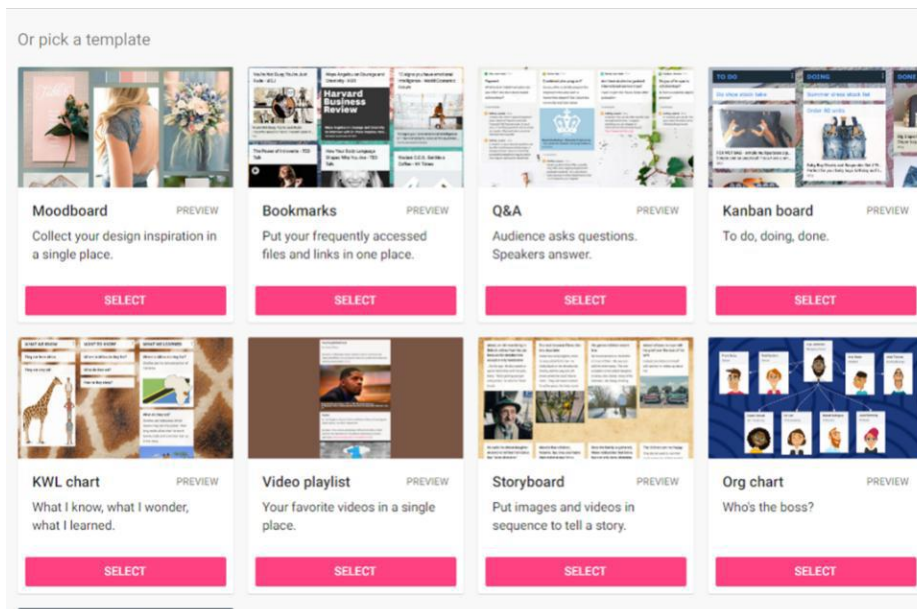


Figure 1.6 More Template on Padlet

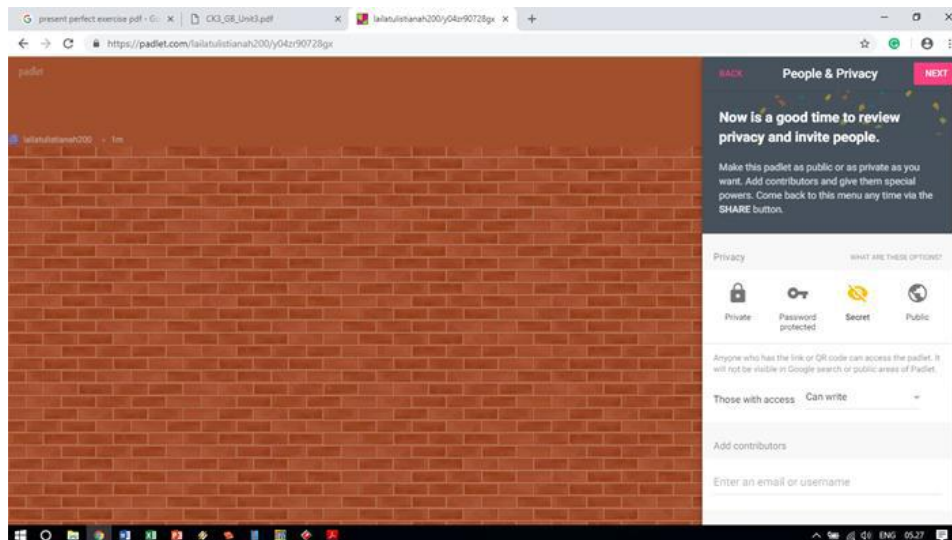


Figure 1.7 Options on Setting-up Platform

6. The Utilize of Padlet and Its Impact as regards Writing Abilities

In this section, the researcher gives a few speculations about Padlet and its impacts as regard writing abilities. This part centers around the importance of Padlet as regard writing abilities, the advantages, and the issues of Padlet when it is used in writing.

1) The importance of Padlet as regard writing abilities

In view of past study, the researcher finds that Padlet can assist understudies in writing. Those are Padlet as an instructional application, to offer kmotive to understudies, and to assist them to improve their writing.

First, Padlet assists a group discussion in online learning. Padlet used to share ideas, assignments, and comments on Padlet group as well as regular learning in the classroom (Guzer & Caner, 2013; Dewitt, 2015). Students can give their opinions about a topic given by lecturers and they can discuss together on the group. Not only for students, but also for lecturers, they can monitor easily their students although in an

online environment. The lecturers can give an assignment and they will give feedback on students' assignment.

Second, Padlet can give some motive to the learners. Long, Ming, and Chen (2013) stated that motivation has a significant role to learn writing because motivation supports learning writing activities which have been conducted in internal process of learning writing. Understudies who have high motive will be dynamic to pick up writing, demonstrate their comprehension about writing, and focus on consideration in study hall to expert in writing assignment.

However, the dominant motivation to learn from them, the lecturer also has an important role for enriching students' motivation. On the platform, the lecturer will monitor their students' assignments especially writing. The lecturers often give some feedback on their students' uploaded assignments. The feedback is important to develop students' writing. Feedback can improve students' motivation in writing. The students will know which sentence or concept is correct or incorrect from their writing.

Writing will be better after given feedback than before. The students can focus on their assignments and not everyone can know their assignments. The lecturer can give Padlet for delivering a feedback one by one. In fact, some students do not want everyone to know their assignments. Padlet is one of the alternative tools to deliver a feasible feedback for all students (Dewitt, 2015).

Third, Padlet has indicated criticality in improving writing where the application offers a chance to share students' tasks and get inputs.

Students can post their own work and in a quickly they give a few tasks, for example, remarks, opinion, assessments, and extra data about a point which is clarifying in bunch conversation. Students will deliver the assignment to their instructors. Using Padlet to improve English writing can control and plan students confident to develop their own writing and to have more enthusiasm for learning language through technology (Wiangsima, 2013).

It encourages students to have a freedom to express, receive and understand about their own writing through the use of evaluation. Evaluation process can happen when students can reflect their own writing from lecturers' response. They can diagnose their own writing before and after getting response from lecturers. They also give the response with using a platform to facilitate their response like Padlet. Based on the fact, Padlet can be implemented in a formal setting that students will often practice writing. Lecturers will give some instructions for students about assignments, so students will practice more in writing by using Padlet. The platform can be used as a device to support students in writing (Sangeetha, 2016).

2) Issues of utilizing Padlet as regards writing abilities

In past clarification, the researcher has just clarified about the importance of Padlet as regards writing abilities. The most substance shows the advantages of utilizing the application in language learning. Despite the fact that Padlet has a few advantages, the application has the issues as well. Those issues are the unstable signal, restricted to sort out Padlet and dishonesty in internet.

First, principal issue utilizing Padlet is issues the user signal. Not all students can access the internet due to the connection error. Based on the fact, all platforms in online learning should connect to the internet, but it could be a problem during an error connection. Sherif (2015) explained that the connection error as one of the problems when students join in an online learning activity.

When the lecturers share an task on Padlet in online learning and give an instruction for due date, the students will send closed due date. Some students will access the same address and the error sometimes happens. The students may also have an idea for their writing topic before the error, but they directly forget the idea after the error happens. Based on the fact, the students may postpone their tasks and some students may logout or uninterested joining on Padlet because of the error.

Second, Padlet has its restriction to sort out choice on the interface. Students frequently discover a few documents in full of interfaces as they compose on Padlet. Many students attach their assignments and they do not care their assignments' places. The interface will look untidy and disarranged. It is supported by Deni and Zainal (2015), the arrangement of posting on the wall is disorganized and its effect of the posting will be unreadable.

Students confuse to find out the lecturer feedback when they join on Padlet because of too many links and files from other students. Sometimes some students are not careful when uploading their task on the wall. They upload the task not only once. The messy input will

happen. Other students may feel uncomfortable when one of students may input the task more than once.

Some student's tasks will be overlaid by the student. The student may upload many spam files on the group and make disorganized input. The lecturers and other students may confuse when their students upload many spam files and will be messy input. Many spam files are uploaded by the same students which one of the tasks want to be given a response. Other students find difficult to look for the lecturers' responses for their task because the tasks are overlaid by spam files.

This problem causes other students uninterested to join the class section because the class on Padlet is crowded and disorganized on group discussion. Padlet is hard to control input (Ibsen, 2016).

Third, students can dishonesty other understudies' tasks. According to Raines and Brown (2011) revealed that a clear majority of students in online learning want to be dishonesty. Understudies may have inspiration to expand their scores through observing other students' work. Their observation when they need to be cheating, they will get higher score than no dishonesty. The explanation can be upheld on utilizing Padlet on the grounds that it can't recognize who individual is cheating. Lecturers can likewise be hard to spot who understudies are cheating or no cheating. In conclusion, this is the reason why students feel afraid their ideas will be stolen by other students on Padlet.

D. Previous Study

Identified with this research, this research really skilled to discover a thought or another learning strategy for research, yet this research can't be isolated from the others past supporting studies. Several study accumulations drawn from certain source.

The first researcher is Farah Nasser Abdullah Algraini (Al-Imam Muhammad Ibn Saud Islamic University 2014) entitle “The Effect of Using Padlet on Enhancing EFL Writing Performance”. This study investigated the effect of using Padlet on enhancing EFL writing performance in the English Language Department at Al-Muzahimyah College of Education. It shed a light on how Padlet could enhance the writing skill. In the light of this study, it was a clear sign that Padlet was very effective in which there were obvious differences in the results of participants in the pre-test and the post-test.

The second researcher is Cynthia Lynn Kleinsmith (Rowan University 2017) entitle “The Effect of Using Padlet of Academic Performance and Engagement of Students of Fifth Grade Basic Skill Mathematic Classroom”). This study was successful in that it increased the academic engagement among students in a fifth grades basic skills mathematics classroom. The study also confirmed that students were satisfied with the use of Padlet. While this study attempted to determine the effectiveness of Padlet in increasing the academic achievement among students, results were less consistent and further studies are needed to validate findings.

The third is Munirah Haris, Melor Md. Yunus and Jamaludin Hj Badusah (University Kebangsaan Malaysia 2017) entitle “Effectiveness of Using Padlet in ESL Classroom”. The result of this research there is a

significant improvement in students' performance when integrating Padlet in their grammar learning. Also, the participants favored the use of Padlet and found it useful for their language learning. Some students found that their interaction in Padlet messaging was unclear due to the fact that it was their first time learning via Padlet.

The fourth is Rizki Wulandari (UMY 2018) entitled "English Language Education Department of a Private University Students' Perception on Using Padlet in Improving Writing Skills". The result of this study indicated that Padlet gives some advantages for assist students' English writing. Those were building students' collaborative learning, facilitating lecturers' feedbacks, facilitating students to publish, learning through reflection, increasing students' motivation, increasing students' vocabulary, and increasing students' writing skills.

From the portrayal over, the researcher needs to finish the past study and to enhance the comparable study. The researcher needs to made a research about Descriptive Study on the Implementation of Padlet Application in Writing class with various purpose, in the past research the consequence of the study is to improve the writing ability, yet in this study the researcher concentrated in on the way writing of utilizing Padlet. How the lecturer utilized Padlet for teaching learning process. The researcher needs to made the Entitled "Descriptive study on the Implementation of Padlet Application in Writing Class at the First Semester Students in English Language Education Study Program 2019/2020 Academic Year"

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design is descriptive qualitative research. It is known as the descriptive study because it searches the data, collect the data, classifies them, analysis them, and finally draws conclusion about the data (Surakhmad, 1994:147).

According to Borg and Gall (1989) as cited in Sugiyono (2015: 3), Qualitative research is called as a new method, post positivistic, discovery, interpretative and qualitative. Based on Sugiyono (2015:15) qualitative research is the research method that based on post positivistic, used for the research in the natural object, (as the enemy is Experiment). The researcher as the major instrument, gathering the example, data source utilized as purpose and Snowball, gathering the data utilized with triangulation, analyse of the data has inductive quality and the outcome of the data more make a point of on explanation than a speculation.

The descriptive qualitative study is the description method take notice with certain cases in which the data gathered are classified, analysed, and explained. The point of this method is to depict what really come about in a specific circumstance and condition.

B. Research Setting and Time

1. The location of the research

This study takes place at IAIN Surakarta. The State Islamic Institute of Surakarta or is situated at Jalan Pandawa Pucangan Kartasura-Sukoharjo, Jawa Tengah 57169.

2. The time of the research

The study takes place at IAIN Surakarta from the earliest starting point until the finish of the study. The researcher takes time of the study from September 2019 til December 2019. Here is timetable of this study:

No	Activity	In Month			
		Sept	Oct	Nov	Dec
1	Conducting Pre-Observation				
2	Conducting Observation				
3	Conducting Interview				
4	Analyzing Data				
5	Reducing Data				
6	Making Data Conclusion				
7	Writing Research Report				

C. Subject and Informant of the Research

The first subject in this study is the lecturer, he is Vilya Lakstian Catra Mulia. The lecturer of IAIN Surakarta. Mr. Vilya teach composition and essay writing class at English Language Education Study Program.

The secondary subject in this study is the first semester students in composition and essay writing class at English Language Education Study Program. They were two classes 1C class and 1B class. It comprises of 60 students. The researcher will take at 1B class. It very well may be reasoned that in a major measure of the understudies there must be an interesting, advantageous, and simple to utilize media will assist them with comprehending the material of the the classroom. It is somewhat a class with large population for each containing around 20-30 understudies, and it ought to have an appropriate media for teaching learning process. Provided that this is true, there is no reasonable media for teaching learning process will be not efficient. Hence, the utilization of media is significant.

D. Technique of Collecting Data

The techniques that use to collect the data are observation, interview, and documentation.

1. Observation

According to Nasution (1988) as cited in Sugiyono (2015), observation is the nature of science. The researcher can work with the data, there is the reality of the world that can summarized with observation. The data can gather uphold by current instrument. Based on,

Marshall (1995) as cited in Sugiyono (2015: 310), through observation, the researcher learned about behaviour and the meaning attached to the behaviour. In this observation, the researcher watched in composing and essay writing classroom at the first semester students of English language education study program.

In this observation, the researcher watched in the study hall of composing and essay writing at the first semester students of English language education study program. The researcher watched the lecturer give lectures before the class and the cooperation among the students with the lecturer from the earliest starting point until the finish of the learning, while talk about the task which has submit in Padlet Application.

2. Interview

Interview is verbal conversation among researcher and the lecturer and to get more data. Furthermore, with the lecturer, the researcher additionally does the interview with the understudies. One of the objectives behind interview is to discover what is in their thinking what their opinion or how they ideas about. Based on Esterberg (2002) as cited in Sugiyono (2015:317) a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

The sort of interview use in this observation is semi structure interview. Based on Sugiyono (2015:320), in this type of interview, that classify in the id-depth interview category, the implementation of this type is free than structured interview. The goal behind this sort is to discover the recent information's from interviewees. In this sort of

interview, the researcher gets ready what the question are before the interview is being directed and the question might be evolve during the interview and new question may be appear rely upon on the advancement of interview and circumstances. It is likely to include new question based on the list if the researcher gets new information from the list that had been planned. The point of this sort is to get detail information from the questioner. For the students, the interviews are directed with singular interviewing.

Before having the interview, the researcher arranged some of question so as to stay away from the interview of being overly a lot and outside of any information. These questions additionally help the researcher to make a precise interview with the goal that the interview will be well. The researcher develops the question when it is expected to get more information. The questions for the lecturer are about what the instructor thinks about utilizing Padlet Application in the process to help understudies simpler to get the material, tasks and so on. The interview conducted by the researcher with the lecturer and the understudies in the composition and essay writing class.

E. The Trustworthiness of Data

To determine the trustworthiness of the data, the researcher needs some techniques of examining data. The examination is do based on some criteria. There are four criteria use: credibility, transferability, dependability, and conformability. In this research, the researcher is going to use triangulation. According Sutopo (2006:92-99), triangulation is a technique of

examining the trustworthiness of data by using something excluding the data to check or to compare the data. Triangulation is divided into four techniques: (1) data triangulation (2) investigator triangulation (3) methodological triangulation (4) theoretical triangulation.

Data triangulation implies that the researcher checked and compared the credibility in some information with data resources. In collecting the data, researcher utilized diverse data resources. It implies a similar data will be finer its validity when it originates from the diverse data source. Methodology triangulation implies that the researcher checks the credibility of the study and the data origin by utilizing a few data collection technique and analyses the by a similar method.

What it implies by investigator triangulation is that the researcher will check the credibility of his data by researcher himself or any researcher. The last technique utilized in theoretical triangulation. It is a technique of examining data by discovering level of comparison from an analysis clarification as a helping data to get a valid proof of the study outcome.

In this study, the researcher utilizes methodological triangulation. Thusly, the researcher checks from the data taken away observations and interviews and the information got to documentations, for this situation, understudies' enthusiasm of assignment in Padlet Application. It is a request to get trustworthiness of the data being testing. The researcher compared the data carried from observation which had been conducted throughout teaching and learning process and the data from interview and documentations which have a similar data resource. Along these lines, the study will be trustworthy.

F. Technique of Analysing Data

In analysing the data, the researchers utilize a descriptive study of qualitative research. As utilizing the technique, the researcher collects data, organize data, at that point ready the data. The qualitative method is somewhat study without utilizing any assessment or measurement system. The process of analysing data is depicted by Miles and Huberman (1984:22) in the following picture.

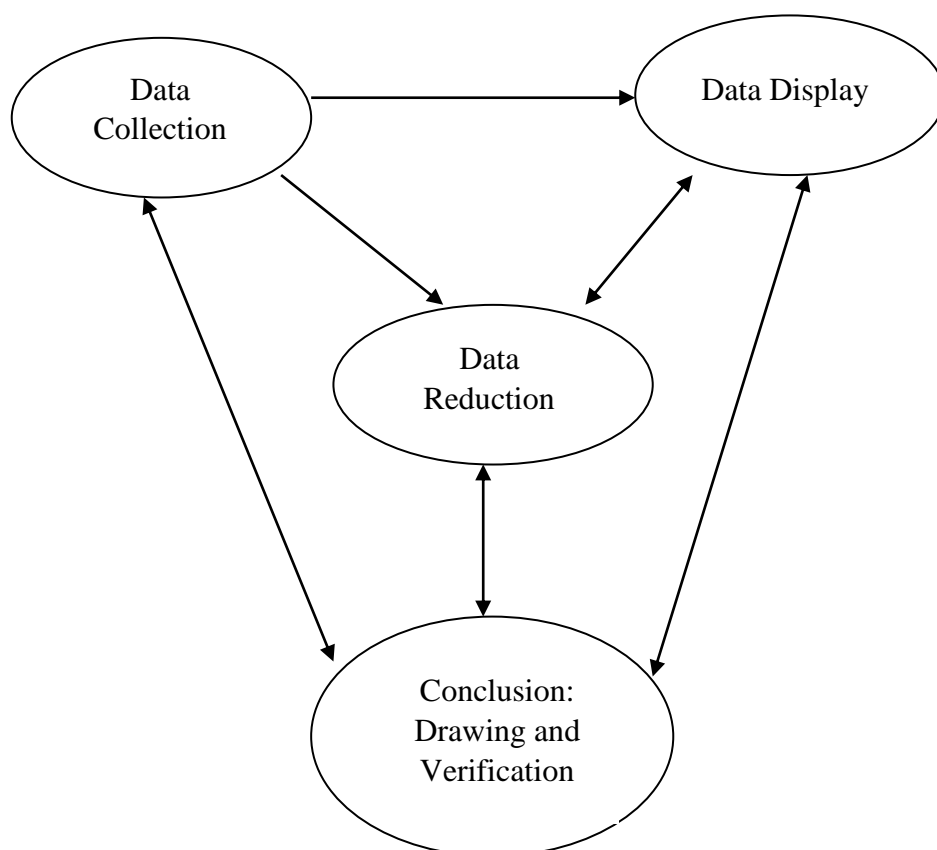


Figure 2.8. Illustration of Interactive Model by Miles & Huberman (1984:22)

Miles & Huberman (1984:22) elaborate the four types of analysis data form interactive process which was analysing qualitative data as follows:

1. Data collection

Data collection means collecting data from many sources. The researcher collected data from observation, interview, and documentation.

The researcher interviews with the informants and doing observation of the implementation of Padlet Application which is used by teacher in writing class at the first semester students of English Education Department. Moreover, the researcher requests the evidence from Padlet Application for documentation from lecturer and students.

2. Data Reduction

Reduce data means that summarizes, choose, things that are basic, focusing on things that are important, sought themes and patterns and remove unnecessary. The researcher conducted reduction of the data which is get taken away interviews and observation to the lecturer and understudies. Through the interviews and observations conducted by the researcher, a reduction of the data is required in light of the fact that not the entirety of the data can be accepted as the require in the study, simply the required and significant point and based on necessities of the data were examined. Researcher reduce on the data of interview that researcher only utilized the best data for examining profoundly.

3. Data Display

The data will reduce and then make the display of data. The display of data can be do as brief depiction, diagrams, connection among classes, etc. The most regular type of data present for qualitative research data in the previous has been descriptive text. By the data display, at that point the data is arranged, organized in example of connections that would be simply comprehend. The researcher sorted out the data and depict the implementation of Padlet Application that utilize by lecturer in

composition and essay writing class at the first semester students of English language education study program.

4. Conclusion: Drawing and Verification

Drawing and verification which implies primer conclusion is as yet speculative and will change if not discover proof that assists solid data collection on the following stage. The conclusion in the qualitative research might have the option to answer the research problem that researching from the earliest starting point. Because usually, on the grounds that as has been expressed problems in the qualitative research is as yet conditional and will be created in the research.

In this stage, the researcher makes an underlying decision about the implementation of Padlet Application which is utilize by lecturer in composition and essay writing class. The underlying conclusion had the option to attain the question of the study dependent on qualitative research which is obtained from observation, interview and documentation. From the clarification over, the researcher applies this strategy for depicting and analyse the data from the outcome or study about implementation of Padlet Application in composition and essay writing class at the first semester students of English language education study program efficiently, so this study will be acceptable.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This section provides research findings and talks about the appropriate response to the research problems that have been figured earlier in the research problem in the first chapter of the study. The data which have been gotten from the field were detailed for as per documentation from lecturer's Padlet, student's Padlet, observation in the study hall and interview with lecturer and students. At the moment, research finding centred on (1) description on the implementation of Padlet application (2) sorts of problems on the implementation of Padlet Application (3) solutions to solve the problems on the implementation of Padlet Application.

1. Description on the Implementation of Padlet Application

In the depiction of the Implementation Padlet Application, the researcher described the way toward utilizing Padlet Application, begun from the earliest starting point until the finish of the class. According to the data that the researcher discovered from the lecturer's interview, the lecturer described the stages when he taught the students in the class Padlet Application. He described from the first stage until the final stage on interview below:

"Yes, for regular activities we use the class as the main and meanwhile Padlet is for the support of the class and it is obligation for the students to restock what is here. Ok, for my activity in the I convey the material, then after that, together with the practices, everything has been taught, then I provide them direction in the tasks after I provide the direction then I give them a task. Now the tasks are collected through Padlet, in Padlet students collect their

tasks and in Padlet there is a comment feature, now I also ask students to response the results of their friends too, share their opinions here too.” (D.I.T. No.11).

Padlet the situation in composition and essay writing study hall as a supporting media. The lecturer described the procedure of writing class of utilizing Padlet Application. First, the lecturer presented about Padlet Application. Second, the lecturer conveyed materials and the lecturer gave lecturer gave understudies practices in composition and essay writing class. Third, after the entirety of the materials had been conveyed the lecturer to students and students previously comprehended, and furthermore students previously did their practices, the lecturer provided direction to students about how understudies did their task in the Padlet Application. Last, students must do their task and afterward collected the task in the Padlet Application furthermore, it was responded by different students.

According to the researcher’s observations, the lecturer utilized Padlet several times. The lecturer utilized Padlet to convey the material and gave a task to the students. The ways toward utilizing Padlet application in composition and essay writing class: planning, teaching-learning process, and evaluation.

a. Planning

The initial stage that the lecturer conduct when he desired to teach students is planning. Planning is a significant one when lecturer desired to teach understudies. Planning is the initial stage during the ways of utilized Padlet application in writing class. In planning, the lecturer planned the references, material to be worked on, compile the

semester lesson plan and plan the activity in the study. The lecturer described that the lecturer needed to provide the activity or exercise more than from the text book.

“The planning that I need has several ways, starting from references, at the beginning before starting lectures before entering active lecture, what I plan is references, materials, instructional materials, then compiling a semester lesson plan (RPS), and class activity plans. Because in my class, we try to have more activities. So, I made plans from scratch.” (DI.T.No.3)

The lecturer plans a long time before he desired to lecture. The lecturer described that he utilized text book conveyed the materials and utilized handout for giving an exercise. Another lecturer as well utilized a few references from the web.

Meanwhile, based on the interview that the researcher is doing with students. Researchers get information from one of the students. In planning for writing class learning, they make plans in the form of reading material that has been conveyed previously or writing for practice before learning begins. Reading and writing will hone their ability to capture the material that will be conveyed.

“As for planning myself, from my home I often read, if not I write for practices. Because by reading it can also hone our skills in writing as well, we can also get a lot of new vocabulary and how to write. Someone whose writing looks good or not can also be influenced by how much he reads.” (DI.S.2. No.5)

However, to give some practice the lecturer used a textbook so that students understand the materials well and students can practice more in the handouts. It likewise could be seen from the lectures' interviews with researcher below:

“For the resources there are text books and handouts.”.
(D.I.T.No.4).

b. Teaching Learning Process

The second stage is the teaching-learning process, researcher reported how the way of the lecturer utilized Padlet Application in composition and essay writing study hall, the researcher reported the lecturer's stages, from the earliest starting point till the end. The researcher described stage by stage when the lecturer give lecture in the class utilizing Padlet Application. As a lecturer, he had a few stages to lecture students. They are:

1) Presentation

In the presentation, the lecturer described to students about Padlet Application obviously. In the presentation, the lecturer explained to students about Padlet Application clearly. The lecturer introduces Padlet Application begun from the earliest starting point till the end. The lecturer described that the first occasion when he instructed. He presented the Padlet Application to students. The lecturer explains how to utilize Padlet. Started from the definition, function, and features in Padlet Application. The lecturer also described the entire features in Padlet Application such as the box, Padlet provides the box where you type or share your file, assignments, comment. Invite people, this feature is used to invite other Padlet users the students can make a group with others. Share, this feature provides a sharing file from various links. Privacy, the platform protects users to prevent bullying from others and the lecturers can also monitor only their students who know

the address to join the class activity. He also practiced it in front of students. Some of the students gave question for the lecturer about Padlet Application and lecturer answered.

“Dari definisi, fungsi, fitur, dan kelebihan menggunakan Aplikasi Padlet. Dosen menyampaikan bagaimana mahasiswa harus mengupload dengan fitur Box, dengan fitur Invite people atau Share, fitur lainnya. Dosen berpesan kepada siswa bahwa di Aplikasi Padlet tersedia membuat Padlet sendiri, komentar, seperti postingan dari Padlet”. (CO.M1. No.6).

It was a similar explanation from the lecturer in the lecturer’s interview. In the main strategy, he did a presentation about Padlet Application to students. It can be seen from the details below:

” Yes, for regular activities we use the class as the main and meanwhile Padlet is for the support of the class and it is obligation for the students to restock what is here. For the start, I explained to the students about the Padlet application.”. (DI.T.No.11).

2) Conveying materials

In conveying materials that has been conveyed by the lecturer, it's through conveying the material. Teacher provides material about making paragraphs by specifying from topic sentences, supporting sentence, concluding sentences. Each student makes a paragraph according to the steps above. On the other hand, in this segment the researcher would describe two types. There were conveying material in the class and conveying material in the Padlet Application.

a) Conveying material in the class

The lecturer told to the researcher in the lecturer's interview, he said that the primary activity was in the class and Padlet situated as a supportive media.

In utilizing the Padlet application in the writing class, it is explained that from the observation results, Padlet is here as supportive media. The learning media utilized in composition and essay writing classes use printed media in the form of textbook or handout.

In use in the classroom, the textbook learning media is utilized as the main teaching material, in the classroom in the convey of material and questions almost all through this media. Meanwhile, the Padlet is used as supportive media for some convey of material in the class and in Padlet Application, assignments, provide comments in sending student tasks.

In the evaluation in which is an obstacle in the classroom, the class still is also the main in handling problems through the media application Padlet or print media. The explanation also can be seen in the details below:

“Yes, for regular activities we use the class as the main and meanwhile Padlet is for the support of the class.” (DI.T.No.11).

Lecturer disclosed to the researcher that lecturer's activity in the class were conveying materials, gave practice, and provide direction to understudies to collect the task. It can be seen from lecturer's interview below:

“..., Ok, for my activity in the I convey the material, then after that, together with the practices, everything has been taught, then I provide them direction in the tasks after I provide the direction then I give them a task”.
(D.I.T.No.11).

From the interviews that has been presented, the lecturer described that he conveying materials more in the class than in the Padlet Application. After the lecturer described to understudies the entire material of composition and essay writing, the lecturer teacher offered exercise to understudies in the class. Previously, understudies got a task in Padlet Application. The lecturer described the direction then the lecturer gave understudies a task in Padlet Application. The lecturer described to understudies how they were doing their task and how to gather the task, the lecturer clarified well. Now and then the lecturer told about the time or due date that understudies had.

It was a similar data from some observation before the lecturer gave a task in Padlet Application, lecturer conveying materials in the class. This was upheld by the lecturer's statement in the class.

“The lecturer opens the class and provides a presentation through the material that has been previously discussed, the lecturer provides several materials related to choosing and narrowing a topic, Brainstorming or Making lists, and Free Writing. And the material that the lecturer delivered on that day was Free Writing. On that occasion the lecturer explained what Free Writing was, how to make Free Writing and the lecturer practiced directly to

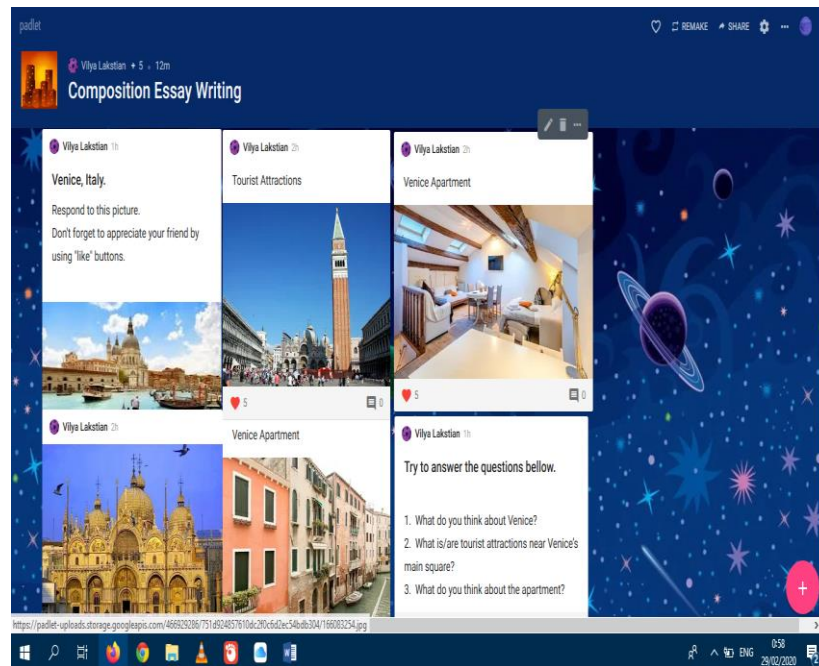
students how to make free writing". (CO.M1. No.6).

b) Conveying material in Padlet Application

In conveying material in Padlet application, the lecturer clarified that other than the lecturer conveying materials in the class, the lecturer additionally conveying material in Padlet Application. Despite the fact that, teachers conveying material more in the class than in Padlet Application. Even though, the material could add the data identified with the material that would examine. In some cases, the lecturer shared material in Padlet Application then understudies must download. Or on the other hand the lecturer shared material then understudies must remark. It could be seen from the lecturer's statement in the class below:

"On that day, the material that the lecturer conveyed was Traveling in a Group. The lecturer asks the students whether the students have downloaded and printed the material that has been posted on the Padlet application. And the students answered that they had brought material that had been posted on the Padlet application. And the lecturer asked students to open a material related to traveling with the title "Switzerland - something interesting at every turn" in a student". (CO.M3. No.2).

It also can be seen from the details documentation from the screen shot when lecturer conveying material about advertisement below:



2.9 Figure of Teacher's Material Assignment

3) Task in Padlet Application

In the task on Padlet application, the lecturer gave the task to students and students must do in Padlet Application. This task is about every material that is delivered by the lecturer. The lecturer explained about the tasks that had to be completed by the students. The first is Final Editing, which is a task where students have to complete the paragraphs they have created after Free-writing, they must edit and after that submit assignments in the Padlet application. The lecturer gives the appropriate assignment from the material at each meeting, then the assignments are collected in the Padlet application. On the other hand, after activity in the class lecturer consistently provided a task and understudies must do it in Padlet Application. It could be seen from the lecturer's interview below:

“..... I provide them direction in the tasks after I provide the direction then I give them a task. Now the tasks are collected through Padlet”. (DI.T.No.11).

From the statement over, the lecturer clarified that he gave understudies to collect their tasks and for instance, the lecturer clarified the due date understudies must submit, the task from the material.

Before conveying the tasks. Lecturers will explain the stages are taken in doing their task such as determining material they will work on, kind of mechanism they will work on and through which features they will collect their tasks so that students can understand tasks they have to do.

“At the last minute, the lecturer explained about the tasks that had to be completed by the students. The first is Final Editing, which is a task where students have to complete the paragraphs they have created after Free-writing, they must edit and after that submit assignments in the Padlet application. With the lecturer making a public wall so they can make a wall in Mr. Vilya's profile column by clicking invite members in the Padlet application feature on a wall so they can access via that link.” (CO.M1. No.8.)

Then, the lecturer additionally responds to understudies' inquiry concerning the task. After the lecturer clarified obviously about direction and gathered the task in Padlet Application, understudies would be comprehended about the task. The lecturer consistently clarified that who sent quicker than other understudies they were got an additional score. However, the lecturer told that he generally observed the content. Thus, not just sent quicker that got an additional score yet additionally a decent content of task would get an additional score.

It can be seen in the screen capture when the student's shared the assignment below:

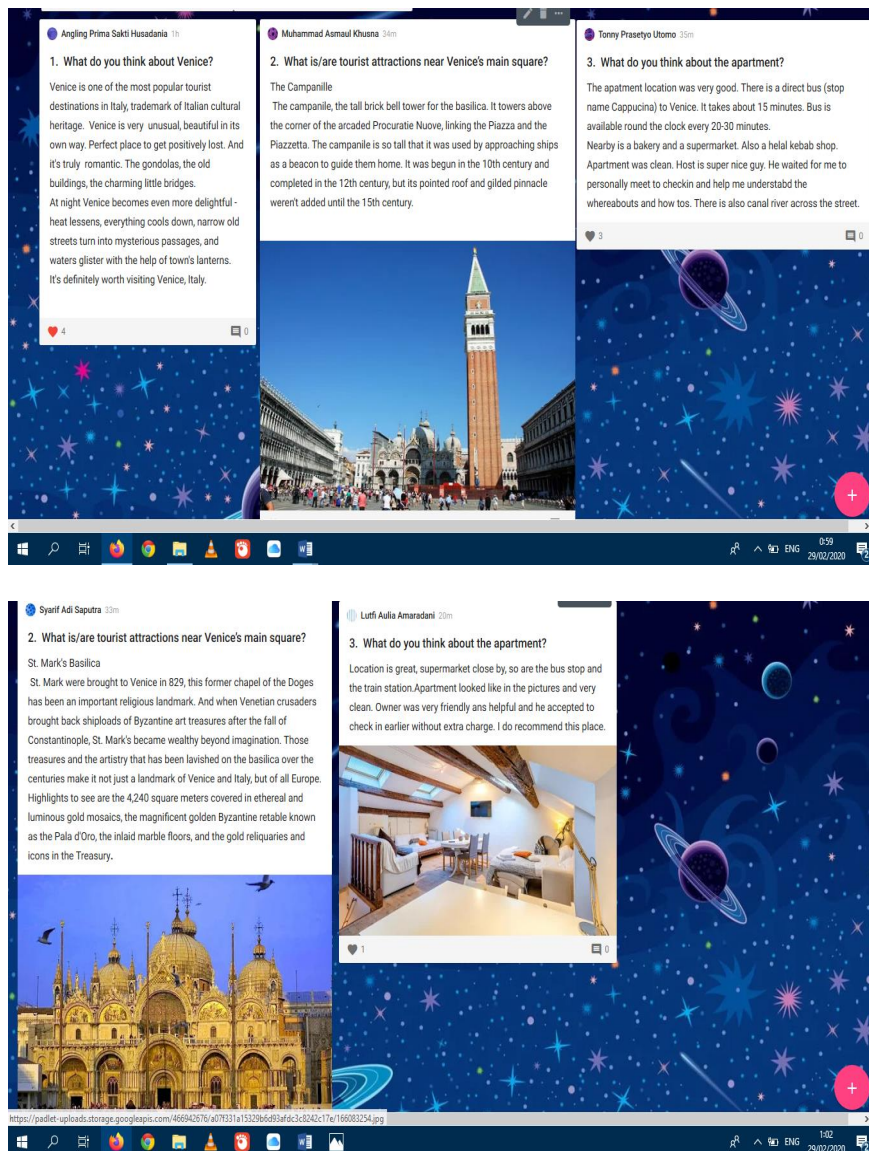


Figure 3.0 student's Padlet assignment.

4) Response

Response conducted by lecturer and understudies in the class or during in Padlet Application. The response that done in the class, was conveyed by the lecturer. The instructor would give understudies response about their tasks. It tends to be seen from lecturer statement underneath:

“The evaluation includes various things, it could be from the obstacles they face, so I provide direction and advice for them on how to overcome it, or the evaluation includes content or the content of their work that they have sent either individually or in groups”. (DI.T.No.17).

From the lecturer's interview above, he clarified that he gave response by evaluation. The lecturer told that he would evaluate in various things, there were about the issues in Padlet Application or the content of task. Response in Padlet o Application was when lecturer asked understudies to offering comment to different understudies in Padlet Application. It can be seen from lecturer’s explanation in another interview and from researcher observation below:

“....., in Padlet students collect their tasks and in Padlet there is a comment feature, now I also ask students to response the results of their friends too, share their opinions here”. (DI.T.No.11).

“Learning activities started at 13.00 WIB precisely. Before starting lessons on that day, the lecturer asked students about the assignments given in the Padlet application, have everyone commented on the Venice poster? And students answered already.” (CO.M4. No.2)

It also can be seen the screen capture when the student’s shared the assignment below:

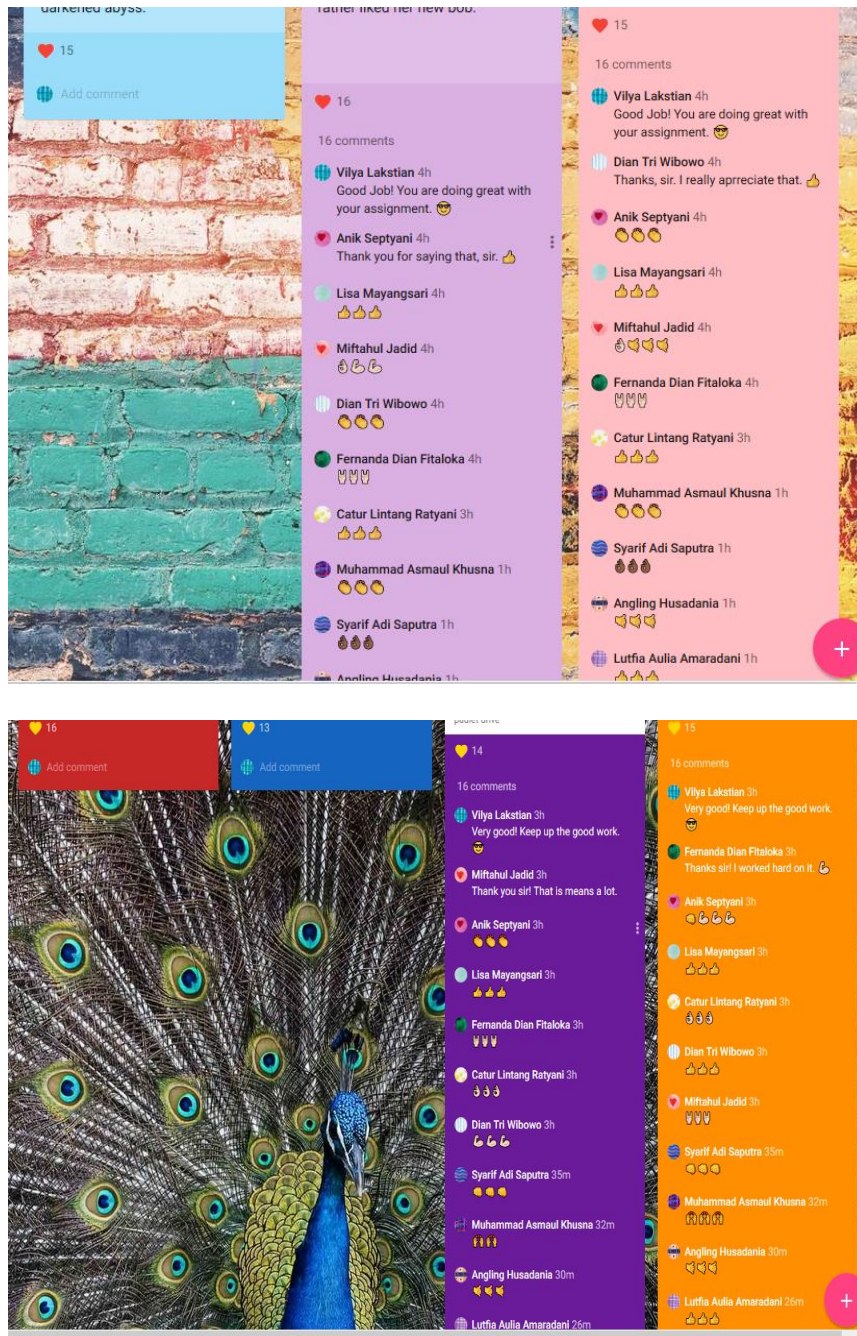


Figure 3.1 Teacher feedback to student's respond with comment

c. Evaluation

Evaluation is the final stages when the lecturer gives lectured to students. The lecturer consistently evaluated each gathering. The evaluation conducted by the lecturer about how to utilized in Padlet Applicaton. The lecturer evaluated to improve students. The lecturer clarified that by evaluation understudies would understand better. The

lecturer consistently evaluated all activity that lecturer conducted in the class. The lecturer additionally evaluated understudies' issues when an understudy has an issue.

In the lecturer's statement, lecturer told that to overcome of the understudy problems lecturer consistently evaluated in the class. since when lecturer evaluated in the class it would be understandable. It tends to be seen from the lecturer's statement with researcher underneath:

“When solving problems, we usually do class evaluations. The evaluation includes various things, it can be from the obstacles they face, so I provide direction and advice for them on how to overcome it, or the evaluation includes content or the content of their work that they have sent either individually or in groups”. (DI.T.No.17).

Based on observations made by researchers from lecturers and students in the class. The lecturer evaluates students. Students ask lecturer about tasks they collect in the Padlet application, about the system or mechanism in the Padlet application, issues sign up in the Padlet application. Lecturers respond to students by answering their questions one by one. The lecturer provides a solution in responding to students who have difficulty using the Padlet application.

“At that time, before the lecturer started the lesson and gave material, students first asked about the Padlet application. Students ask whether the task they send is already on the lecturer's wall and many students ask the lecturer about the system in the Padlet application, problems in sign up, etc. The lecturer answers the questions that students ask one by one. Lecturers give evaluations related to problems that students occur, first when students sign up, when students find it difficult to sign up, namely with the constraint that the username they have entered is already used by someone else, the lecturer gives suggestions to reverse their names so that

the username can be created. However, for the profile name on Padlet still use the real name and full name.”
(CO.M2. No.3-4)

2. Problem on the Implementation of Padlet Application

After conducting interviews with lecturer and students in the implementation of Padlet application there were number of problems encountered in the writing class including Sign-up in Padlet Application, Collect the task in Padlet Application, Content of the task, Pre-writing in brainstorming, Bad connection in Padlet Application. The explanation can be seen below:

a. Sign Up in Padlet Application

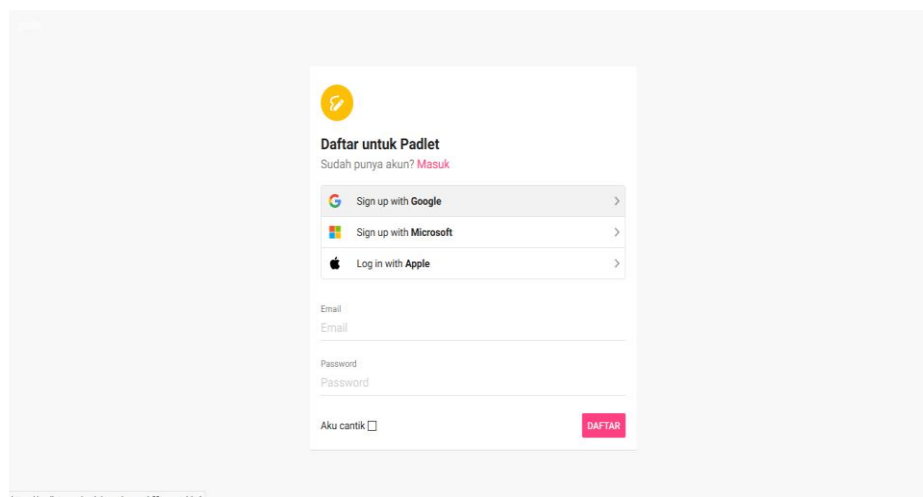
Padlet was classified as unfamiliar application in teaching learning. The lecturer rarely utilized that media on the grounds that it appears to be hard for some lecturer are less experienced and the understudies. Junior lecturer was inexperienced with online media. Here, the lecturer in the writing class had the option to implement the Padlet Application. He utilized Padlet and implemented in the class as clarified previously. In spite of the fact that the lecturer can to get to Padlet Application. The students extremely troublesome when they are should be utilizing Padlet.

Padlet was the new application for the primary semester understudies, so understudies must take in Padlet application from the initial step until they are could to utilize it. Sign up is the initial stage when individuals need to utilize Padlet Application. The main display consists of a Padlet for work, for school, for business. If you use Padlet for school to elaborate between teacher and student choice this feature.

If you work in a company, choose Padlet for work. If you choose a business, choose business. After that you type your email, password, and the choose between the feature of basic or pro in Padlet Application. After finished your work, you just choice the sign up and your Padlet is available. It could be like the screen shot underneath:



3.2 Figure of Padlet Homepage Interface



3.3 Figure of Padlet Register Interface

The lecturer's declaration can be found in the interview. He clarified that the primary issue when understudies need to utilized Padlet Application is sign up. Sign up is the main problem from

understudies, understudies are having trouble for making a Padlet's account. They cannot utilize Padlet Application for the initial stage.

“To present the padlet application at the beginning, there are usually problems among students in sign up. Sometimes, either the password is not long enough, or the email is already in use, or the name, the name is already used. The problem is Padlet also wearers from all over the world. So, sometimes there is a first name that is the same as the others that have already been used”. (DI.T.No.13).

In the interview over, the lecturer clarified that when understudies did a sign up, understudies thought that it was hard to make an Padlet's account. Students thought that it was hard to make accounts in typing the password in Padlet Application, the password unfit to utilize or the password did not long enough. At that point about the email in Padlet Application, the email previously already utilized. That additionally about the name in Padlet Application, the name is the similar with the other Padlet's account. This was the entirety of the issues when understudies did a sign up. Other than the lecturer statement, the researcher discovered information identified with the finding from the understudy's interview. As expressed by the understudy's that there is a problem when they entering in Padlet Application. Sometimes the students forget the e-mail and password. So, they ask the lecturer again for the obstacle it could be seen in the statement below:

“Yes, it's a login problem, because as human being we often forget, sometimes we forget the email, sometimes forget the password, so if you can't enter, we have to repeat it again. Ask Mr Vilya again. So, it's a bit difficult there”. (DI.S.4 No.13).

b. Collect the Task in Padlet Application

The lecturer had implemented the Padlet Application in the class to made his conversation with understudies without any problem. Another lecturer told that by utilizing the Padlet Application understudies would simple to gather the tasks. At the point when understudies need to gather the tasks, understudies just click the icon of post or submit in Padlet Application before the due date.

Although of Padlet's Application is new for the primary semester understudies. They are as yet finding out about the application. Consequently, understudies think that its hard to separate the features in Padlet Application. Understudies actually finding out about how they should gather the tasks, utilized the icon of post or submit in Padlet Application. In spite of the fact that the lecturer previously clarified it previously, understudies actually had the issue with gather the tasks. Students were anxious about the possibility that that their tasks did not sent to the lecturer's Padlet. It tends to be seen from lecturer's statement beneath:

“I think students where in the class. Sometimes, there are still students who ask personally via instant messaging like WhatsApp by asking things like "Sir, has my task been received, sir?". When doing group or individual tasks. One of the group leaders or students also asked the same thing.”. (DI.T.No.14).

In the interview beneath, the lecturer clarified that the second issue on the implementation of Padlet Application in writing class is gather the tasks. Submit icon is one of the task features includes in Padlet Application. Students actually confounded when choose between submit icon or post icon. Both of them are similar. Although

the differences between them are when students choose the post icon, students and lecturer would get the tasks. However, when understudies choose submit icon, the task just sends to lecturer's Padlet.

It similar with the student opinion, he told that Padlet application had a troublesome interface to operate. He clarified the issue when he gathered the task. He confounded when he needs to choose the post icon or submit icon.

Yes, sometimes choose the wrong icon, the lecturer order student to make composition and essay writing. Sometimes we don't know which one to choose. So later, if we don't understand, it's difficult, sometimes we also ask of our friends, what should I choose on. (D.I.S.4 No.18).

Based on the information above, researcher found that the issue on implementation of Padlet Application in writing class is utilizing gather the tasks. Students hard to identified the different from submit icon or post icon.

c. Content of the Task

Lecturer utilized Padlet Application had an expected to made students simple when gather task. Lecturer was needing that students could discuss in Padlet Application. Another that, lecturer and students could share numerous materials or recent topic about writing. After utilized Padlet Application, students simple when they are needing to gather task. They were could sent alone to lecturer's Padlet and unnecessary to wait other students that need to gather the task. They are additionally free gather in everywhere and anytime.

On account of the Padlet features that students could gather or submit task in all over the place and evert time. Once in a while

student didn't review their content about the task. Lecturer consistently clarified that, student who sent quicker than their other students and before the due date would get an additional score. Be that as it may, student who sent quick, couldn't have cared less about the content of task. They were let the content and need to send quicker than their other students and furthermore need to getting an additional scored from lecturer. In any case, lecturer consistently gave a major score dependent on the content.

While lecturer constantly checked their content and the great content in did task would get the great score and student who have a terrible content would get the awful score.

"On the other hand, sometimes I also see whether the results of the student's work are enough or not, because with the features of the Padlet, students can send them anytime and anywhere, sometimes the students immediately send them but whether what is sent is enough or not, now that I always check the contents, whether the contents are enough or not, if later it is not enough or requires deepening of the material, we will evaluate it together in class. " (D1. T. No. 16)

In the statement above, lecturer clarified that in view of the Padlet features students could send or submit task in every time and everywhere, understudies neglected to made the great content. Students need to send quicker however couldn't have cared less about the content of task.

From lecturer's statement, researcher found the data that the third issue from utilizing Padlet Application is content of task. It is implying that student need to send quicker than their other students so understudy couldn't have cared less about the content. Student thought

that the content effectively great so they are sent quicker, however they are doing not review the content of task.

d. Prewriting in Brainstorming

In the process approach, the first activity carried out in writing essays is prewriting. Prewriting is an activity that is carried out before writing a draft which serves to get an idea about the topic to be written. There are two activities in prewriting activities; Choosing and narrowing the topic and brainstorming, Oshima and Ann (1991: 5). Another expert Paltridge (2004: 34) also explains that in carrying out brainstorming techniques, the authors put forward their respective ideas after discussing or reading text.

This activity is very important because the completeness of the idea and the success of the author in collecting ideas at the prewriting stage will have an impact on the completeness of the ideas in writing. However, when students want to go through the brainstorming process in writing.

Students experience problems because if students start looking for ideas on a topic, students do not get many references if they start to develop writing on a particular topic. This obstacle is very burdensome if they assign tasks in individuals. The obstacles in the process of brainstorming ideas can be explained by the interview below:

"Maybe from the brainstorming process in determining ideas in writing. Sometimes, we as students are a bit difficult in the initial writing process to design writing "(D1. S.2. No.13).

According to student statement above, the researcher got the information she states that from the writing process in writing, there are obstacles to the brainstorming process because students work on one topic in class in individual assignments.

They cannot directly imagine or express their writing spontaneously. There are not many sources or references in writing. Therefore, from the prewriting process in brainstorming, they felt a problem.

e. Bad Connection in Padlet Application

Media is an instrument which can use for conveying learning material in this manner it can improve attention, interest, thought, and understudies' opinion in the learning process in picking up the objective of learning. In the teaching-learning process, the media was genuinely necessary. Utilized Application on the teaching-learning process would improve student's enthusiast on teaching writing.

The utilized application is helpful to improve understudies writing abilities. The lecturer utilized Padlet Application to giving a task, post convey material, response from lecturer and students. Students consistently utilized Padlet Application for getting the learning writing. Understudies consistently did teacher task, download material, giving response remark to different understudies. Students additionally download material from Padlet Application from the lecturer posts. Although, in some cases understudies confounded when their connection in their cell phone or laptop is bad. Students must utilize a decent connection to enter in Padlet application.

At the point when understudies had a bad connection, understudies could not enter in Padlet Application. Students just hold up until the connection was better and could enter in Padlet Application. As indicated by understudy statement, he said that the issue when he sent the task, he got a bad connection. Signal is the significant part when utilized an online media particularly utilized Padlet Application. He clarified that the connection bigly affected to send the task. At the point when he had a decent connection, he would quick to send the task, yet when he had a bad connection, he would get an issue to send a task.

Usually when the internet connection is not stable in class, because I use a provider that is not good. (D.I.S.1 No.11).

A same interview was stated by another understudy. She said that the large issue of utilized Padlet Application was the point at which she got an awful signal. She was unable to enter in Padlet Application, she was unable to send tasks, and she was unable to share and post anything in Padlet Application. The bad signal could hamper to entering in Padlet Application and hamper to utilize in Padlet Application.

“As for collecting the task it is pretty okay, the most problem is the signal. The signal also supports the faster we collect it the task.”. (D.I.S.2 No.12).

First of all, we're just getting started with Padlet. Second, maybe it's a signal connection that students usually complain about. (D.I.S.3 No.13).

According to student statement above, he likewise felt that bad signal was the issue when he utilized Padlet Application. He got

an issue when he entered in Padlet Application in his boarding house. Although that in his boarding house had a bad signal. However, he generally entered the Padlet Application on the grounds that has a decent signal. At the point when got a task, he generally did on the university and he felt that he would complete when he had a decent signal.

“If we use the Padlet application there are also connection problems with data connection, data packets. Well, usually when we use it on campus, the signal is stable using WI-FI. So, it's better to just use the connection on campus, instead of going to boarding house it becomes a problem.” (DLS.4. No.13)

3. Solutions to Solve Problems on the Implementation of Padlet Application

To solve the issues, there were a few solutions for the implementation of Padlet Application in writing class. The lecturer consistently overcome understudies' issues related to the writing class. The lecturer continuously directed the understudies to learn English particularly in composition and essay writing class. They are several solutions by the lecturer:

a. Evaluation in the class

The lecturer evaluated the issues when he met the understudies in a class. Those are the issues about sign up, collect the tasks, and response in Padlet application, the lecturer evaluated in the writing class. The lecturer explained that when he evaluated in the class it will help the students about obstacle in the Padlet application clearly.

“When solving problems, we usually do class evaluations. The evaluation includes various things, it can be from the obstacles they face, so I provide

direction and advice for them on how to overcome it, or the evaluation includes content or the content of their work that they have sent either individually or in groups". (DI.T.No.17).

In the statement above, the lecturer described that evaluation in the class, had some part to overcome. The lecturer identified the issues occurred by understudies. The lecturer offered direction to understudies so understudies comprehended about the mechanism in Padlet Application. The lecturer additionally evaluated the content of the task when he lectured in the class. To overcome of certain issues like a sign up, collect the tasks, teacher needed to do a practice in front of the understudies, it would be made understudies comprehend better. The lecturer likewise clarified Padlet plainly and overcome the understudy's issue, the lecturer asked understudies what the part that made understudies confused and the lecturer respond it. This was support by the lecturer's statement in the class:

At that time, before the lecturer started the lesson and gave material, students first asked about the Padlet application. Students ask whether the task they send is already on the lecturer's wall, and many students ask the lecturer about the system in the Padlet application, problems in sign up, collect in the task, and connections. The lecturer answers the questions that students ask one by one. Lecturers provide class evaluations related to problems occur by students. Lecturers solve the problems that students occur very clearly so that in the future students will not have problems anymore. (CO.M2. No.3).

From the observation in the class above, the stage that the lecturer did when the lecturer overcome understudies' issues is: First, the lecturer must know why understudies had issues, for example, sign up, collect the tasks and bad connection. Second, the lecturer evaluated

in the class, at that point directed understudies. Third, the lecturer needed to practice in front of the understudies. In this way, understudies would comprehend better.

b. Checking the Content

Content was significant in student's task. From the content writing lecturer could give students score by even-handed. At the point when student had a decent content of writing, it was shown that teacher would give a decent score for student. Be that as it may, when student had a terrible content of writing, lecturer would degrade student score. Content of task in writing was one of the issues in usage of Padlet Application. To solve this issue, lecturer clarified in lecturer's statement underneath:

"On the other hand, sometimes I also see whether the results of the student's work are enough or not, because with the features of the Padlet, students can send them anytime and anywhere, sometimes the students immediately send them but whether what is sent is enough or not, now that I always check the contents, whether the contents are enough or not, if later it is not enough or requires deepening of the material, we will evaluate it together in class. " (D1. T. No. 16)

From the statement above, lecturer clarified that lecturer consistently checked the content of writing from student's task, since lecturer gave students score through content of writing. Lecturer expressed that when students had a difficult like absence of content of writing, Lecturer consistently assessed in the class. Lecturer assessed and checked the content of writing in the class along with students, so students know well, where their misstep.

c. Find out References in Padlet Application

Researcher got information from observation, in student writing there were problems with brainstorming. Starting from prewriting, making lists, editing. Free writing is a technique in brainstorming. From the writing process in writing, there are obstacles to the brainstorming process because students work on one topic in class in individual assignments. They cannot directly imagine or express their writing spontaneously. There are not many sources or references in writing.

Therefore, from the prewriting process in brainstorming, they felt a problem. In submitting assignments to the Padlet Application, there is usually additional score from the lecturer for students. Students who are active and tend to be smart in class. They will collect assignments in advance to get extra scores. To overcome from the brainstorming ideas, they will see several sources from friends who have submitted the assignments in advance at Padlet Application. Although even with different topics it will help students from initial ideas in prewriting to brainstorming. This can be seen in the information obtained from the interview below:

"... For problems in brainstorming ideas in writing, actually in the Padlet application we can see other people's work even with different topics. I think it can help in seeing references, especially when applied by Padlet, people who submit assignments are usually students who active and smart in class ". (DI. S2. No.14).

d. Using WI-FI (Internet Connection in the Campus)

To overcome of the issue with the bad connection. The lecturer and students previously agreed that when understudies entered in Padlet Application, they are got in the Padlet Application they utilize the WI-FI connection at the University. Since web connection at University is high, understudies would not get an issue related web connection to enters in the Padlet Application.

“If I use Padlet Application the in class, I utilize the Campus WI-FI. Sometimes, there are several tasks that can be collected on the Padlet application after returning from Campus. When I have a low connection at the boarding house, I ask for the tethering hotspot with my boarding house mate”. (D.I.S.1 No.12).

From the statement of the students above, he explained that when using the Padlet application in class. He uses an internet connection via WIFI from campus facilities. However, if he has a weak connection in the boarding house, he tries to ask for an internet connection in the form of a tethering hotspot to collect tasks on time.

B. Discussion

In this segment, the researcher discusses the research findings discovered during the observation, interview, and documentation. The research findings are about the implementation of Padlet Application, the problems occur by lecturer and students and furthermore the solutions to solve the problems by the lecturer and students on the implementation of Padlet Application. Here, the study discussion centred in on the definitions of the way of utilized Padlet application in composition and essay writing class, lecturer's position and student's position.

1. Description on the Implementation of Padlet Application

In this discussion researcher explained how the way of lecturer utilized Padlet Application in writing class, the researcher explained the lecturer stages, from starting till the end. The lecturer additionally explained the lecturer's position and student's position.

a. Lecturer's stages on teaching process

When the lecturer taught students in composition & essay writing, he explained that he would utilize the Padlet Application in this explanation, the researcher explained that this was the process when the lecturer taught students to utilize the Padlet Application in Writing Class. The researcher explained stage by stage when the teacher taught in writing class utilizing the Padlet Application. As from the lecturer information, he had stages to teaching and the teacher had four stages to taught students.

Presentation in presenting the application of the Padlet application in the writing class the lecturer explained the definition,

features, weaknesses, strengths, in the Padlet application. The lecturer also explained one of the submit and post features in the Padlet application. In the Padlet application, the lecturer also explains that students have to create Padlet account, comment on their own Padlet account or friend's Padlet, edit the post that you have made. Make the Padlet walls as attractive as possible so that lecturer and other students can give response of the writing on their Padlet wall.

From the interview that researcher got from the lecturer, he clarified that the first occasion when he taught. He presented the Padlet Application with students. The lecturer clarified the entire of features in Padlet Application. He likewise did practice in front the students. The lecturer gave an inquiry to the students about Padlet Application and students answer the inquiry.

Conveying material, the second stage that the lecturer did was conveying materials. In conveying materials that has been conveyed by the lecturer, it's through conveying the material. Teacher provides material about making paragraphs by specifying from topic sentences, supporting sentence, concluding sentences. Each student makes a paragraph according to the steps above. In this segment, the researcher would discuss two things. There were conveying material in the class and conveying material in the Padlet Application. Conveying material in the class based on the overcomes of observations and research seen in the writing class. Researcher observed that writing learning activities still use the method as usual. If collecting task, the Padlet

application is used for student tasks. Padlet application is used only as a support and not the main activity in the class.

From the statement the researcher got interview with the lecturer, he clarified that he conveying materials more in the class than in the Padlet Application. After the teacher described to the students the entire content of writing materials, the lecturer offered exercise to students in the class. Previously, students got a task in Padlet Application. The lecturer clarified the direction then the lecturer gave students a task in Padlet Application.

The lecturer described to understudies how they were doing their task and how to gather the task, the teacher described well. Once in a while the lecturer talked about the time or dead line date that students had. Conveying material in Padlet Application. In this stage, the lecturer clarified that other than the lecturer conveying materials in the class, the teacher additionally conveyed material in Padlet Application.

In spite of the fact that, lecturer conveyed material more in the class than in Padlet Application. The material could add the data identified with the material that would discuss. Once in a while, the lecturer shared material in Padlet application then students must download. The lecturer shared material then students must remark.

Task in Padlet Application in the next stage, the lecturer gave the task to students and students must do in Padlet Application. This task is about every material that is delivered by the lecturer. The lecturer explained about the tasks that had to be completed by the

students. The first is Final Editing, which is a task where students have to complete the paragraphs they have created after Free-writing, they must edit and after that submit assignments in the Padlet application. The lecturer gives the appropriate assignment from the material at each meeting, then the assignments are collected in the Padlet application. Nearly in each lecturing the lecturer gave a task in Padlet application, on the grounds that after the activity in the class lecturer consistently gave a task and students must do it in Padlet Application.

From the statement the researcher got from the lecturer, he described that he gave direction in doing their task and for instance lecturer described the dead line date students must send, time for the tasks, the content of their writing, and so on. Before conveying the task. Lecturers will explain the stages are taken in doing their task such as determining material they will work on, kind of mechanism they will working on and through which features they will collect their task so that students can understand task they have to do.

Then, the lecturer additionally addresses students' inquiry concerning the task. After the lecturer described plainly about direction in doing a task in Padlet application, students would progress nicely. The lecturer consistently described that who sent quicker than different students they were got an additional score. However, the lecturer said that he generally observed the content of writing. Thus, not just sent quicker that got an additional score yet additionally a decent content of writing of task would get an additional score.

Response the final stage is response. Response did by lecturer and students in the class or in Padlet Application. The response that done in the class, was conveyed by the lecturer. The lecturer would offer response to students about their tasks. From the lecturer's interview, the researcher got the information that he gave response by evaluation.

The lecturer said that he would evaluate a various thing identified with the issues in Padlet application or the content of the task. Response in Padlet application was the point at which the lecturer requested that students offer comment to different students.

b. Lecturer's Position

The lecturer positioned himself in utilizing Padlet application as a facilitator. It very well may be seen when the lecturer gave materials in Padlet application. The lecturer presented a few topics related on the writing material and students requested to talk about the topic. The lecturer posted it before the teaching-learning process in the class. Online conversations through Padlet Application were did among lecturer and students.

"He manages all the processes of using Padlet, mas. So, he is the one who usually delivers the material in the Padlet application and we are asked to comment on the topic. Later, the lecturer will give an activeness score to the student whose comments are the best and give an additional score which sends a quick assignment to the Padlet ". (DLS.1 No.13).

The student stated that the lecturer in Padlet is as person that organized the process of utilizing the Padlet Application. The lecturer gave the tasks. The lecturer needed to know the activeness of students

through Padlet application. Students are asked by the teacher to remark, at that point the lecturer picked the best remark to giving response by "like" icon. Students got included scores when their remark was the best. The lecturer additionally gave students an additional score when they sent tasks quick. Lecturer and students for the most part talk about students remarks in the class before the lecturer started conveyed materials to students in the class. The student stated like the lecturer's interview in the lecturer's interview with the researcher.

"In my opinion, Padlet is a social media that can be used for educational needs, suitable for teachers and students so that they can stay connected. It is hoped that students can still study and send assignments anywhere. From Padlet, I can measure how much effort the student puts towards lectures. For example, when the assignment was sent, it could be confirmed what date it was, and the more active it was there. Who is short on deadline" (D.I.T.No.7).

The lecturer expressed that utilizing the Padlet, lecturer and students have a connection and could talk about anything. He clarified that from Padlet Application he could know the student's enthusiasm. From sending a task, the lecturer could realize that students active or not. At the point when students sent quicker than their classmates it could demonstrate that the student is active in the class.

"Ok yes, if it is me. I use the Padlet for student media to actually find data. Because this is a writing course, they need that data for their writing materials. So, for example, when Mas Rangga joined my meeting a few days ago, I always reviewed the results of student work in class after they uploaded their material or assignments. (D.I.T.No.9.)"

About the explanation of the activeness in the class, there is also an interaction conducted between lecturers and students. In more active interactions in lecturers using the Padlet application, it was explained that the lecturer essentially uses this application. Aims for student media to find data in learning in writing class. To assist in finding these data, it is used to assist students in writing and channeling broader ideas. In terms of opinion among students in the class in writing it is also to further develop ideas that are digested from the existence of different opinions in the class.

Moreover, the Padlet application in the learning function in the class composition and essay writing. Used as a medium of communication between lecturers and students to interact within the application itself. Padlet application are also used to distribute in gathering tasks and materials. In the participation of students to lecturers in this application, Padlet also functions as a discourse to attract attention that is usually in the classroom. This opinion is also supported by interviews with lecturers in the class as follows:

"Padlet in my opinion is a medium of communication, a medium for distributing materials and assignments, and also to get students' attention. I also use Padlet for student participation in lectures. "(D.I.T.No.8.)

Based on Russel (2005), he suggested that in online learning, the lecturer's role may shift to a facilitator instead of directly leading the classroom. This research discovered that the students were free to gain from numerous sources on the web. They were accessing their

learning material as a source for them to talk about the material in Padlet Application.

c. Student's Position

Students positioned themselves to be a participant in the Padlet Application. They were asking to be collaborate when the lecturer conveyed topic discussion, material or tasks. The lecturer gave a topic discussion to students to made them collaborate one to another. Students would have the option to convey what was in their ideas. Students requested to be active in the Padlet application in light of the fact that the lecturer utilized Padlet to assist them in to learn writing. Students are enthusiast when the lecturer conveyed the materials. They had a decent activeness in remarked when meeting started. A few students sat tight for the lecturer's post in the Padlet application. It could be seen from lecturer's statement underneath:

"Yes, students are enthusiastic. The majority of students also submitted their assignments at Padlet on time. If I say collect the material immediately, it turns out that you don't have to wait 24 hours, it's already collected. And when I asked them, how do you gather your friends' opinions and then make writing. They can really convey their strategy. How do they collect opinions from their friends, how do they sort them all, how do they classify and end up in a systematic order of writing, they can convey it " (D.I.T.No.10)

From the statement above, lecturer clarified that students had a decent activeness to utilize Padlet application. It tends to be seen from students collect the task on time. Students delighted in utilizing Padlet application until they knew the technique for learning writing by utilized Padlet application.

In Padlet application, students had the option to send and remark. That was not really difficult to do by students who had an email account. Consequently, they had the option to enter their thought yet students couldn't make a huge difference which the lecturer had convey. Students were just as a visitor and member from the group. They were likewise could read everything posted by the lecturer in the Padlet Application.

Students' positions in Padlet as a language learning may be: downloaded materials from their lecturer, remarked activity in the task. While when in the class, students needed to make a few paragraphs about writing material, practice in front of the class, get response after had a practice, did tasks as individual or group.

2. Problem on the Implementation of Padlet Application

The issue discussed here in the issue occurring on the implementation of Padlet Application is about the system, for example, sign up, collect the task and bad connection. The primary issue is the sign up Padlet was the new application for the first semester students, so students have to learn in Padlet application from the initial step until they are could to utilize it. Sign up is the initial step when individuals need to utilize Padlet Application.

Sign up is the first issue from students, students discover issues making account. They can't utilize Padlet application for the first time. Although, when understudies did a sign up, students had problem with making account. Students difficult to making accounts about make a password, the password couldn't utilize or the password didn't long

enough. At that point about the e-mail, the e-mail already utilized. That additionally about name, the name is the already taken. This was the entirety of the issues when student did sign up.

The second issue is collecting the task in Padlet Application because of Padlet's new application for the first semester students. They are still not learning about the application. Thus, students hard to separates the features in Padlet Application. Students actually confused about how students should gather the task, utilized the submit or post icon. Despite the fact that the lecturer explained earlier, student still had the issue of collect the task.

Students are worried about the possibility that that their tasks couldn't be sent to the teacher's Padlet. Submit is one of the collect task features in Padlet application. Students actually confounded when utilized submit icon and post icon. Both of the them are the collect task features. When the student chooses the post icon it sends to the lecturer and students Padlet but when student choose the submit icon it sends to the lecturer's Padlet account only.

The third issue is content of the task in writing Padlet features that students could gather or submit task in all over the place and evert time. Once in a while student didn't review their content about the task. Lecturer consistently clarified that, student who sent quicker than their other students and before the due date would get an additional score.

Be that as it may, student who sent quick, couldn't have cared less about the content of task. They were let the content and need to send quicker than their other students and furthermore need to getting an

additional scored from lecturer. In any case, lecturer consistently gave a major score dependent on the content. While lecturer constantly checked their content and the great content in did task would get the great score and student who have a terrible content would get the awful score.

The fourth issue is prewriting in brainstorming ideas, Students experience problems because if students start looking for ideas on a topic, students do not get many references if they start to develop writing on a particular topic. This obstacle is very burdensome if they assign tasks in individuals. the researcher got the information she states that from the writing process in writing, there are obstacles to the brainstorming process because students work on one topic in class in individual assignments. They cannot directly imagine or express their writing spontaneously. There are not many sources or references in writing. Therefore, from the prewriting process in brainstorming, they felt a problem.

The final issue is when students got bad connection. Students extremely confused when their connection is bad. Students must utilize a decent connection with to enter in Padlet application. At the point when students had a bad signal, students couldn't enter in Padlet Application. Students just hold up until the signal getting better and could enter in Padlet Application. As per student statement, he said that the issue, when he was wanted to the collect the task was bad signal.

Signal was the significant part when utilized an online media particularly utilized Padlet application. Other students stated that the signal had bigly affected to send the task. At the point when he had a decent

signal, he would quick to send the task, however when he had an awful signal, he would get an issue to a sent task.

It could be said here that there was frequently a gap between what lecturer and students need to accomplish as the purpose of teaching and occur in view of numerous issues impact in realizing the purpose.

According to Ahmadi and Uhbiyati (2001), the following outlines kinds of problems related to learning media:

- a. Problems concerning with “Who”, it is related to teacher and students in using the media.
- b. Problems concerning with “Why”, it is related to reason in the implementation of media.
- c. Problems concerning with “Where”, it is related to the place of utilization the media.
- d. Problems concerning with “When”, it is related to the setting of time in the implementation of media.
- e. Problems concerning with “What”, it is related to the basis, purpose and learning material for the media itself.
- f. Problems concerning with “How”, it is related to the way/ methods which is used in process of using media.

Lecturer did not face all those problems above in implementation of Padlet Application in writing class. Teacher faced problem concerning with “How”. Lecturer did not success on how implements the media for students well. The student information about Padlet Application is still basic, so students not understood about the system of Padlet Application. Lecturer and students used Padlet as media for online discussion while the

place is outside the classroom activity. They used Padlet for online discussion a night before facing the classroom or after facing the classroom.

3. Solutions to Solve Problems on the Implementation of Padlet Application

To solved the issues, there were a few solutions implementation of Padlet Application in writing class. The lecturer consistently solved the student's issues in writing class. The lecturer consistently directed the students to learn English particularly in composition and essay writing. The first solutions with regrading to overcome of the issue is evaluation in the class. The lecturer evaluated the issues when he met with the students in the class.

They are a few issues, for example, sign up, collect the task, the lecturer evaluated in the class. The lecturer clarified that when he evaluated in the class it made the material comprehend better. The lecturer clarified that evaluation in the class, had some part to overcome. The lecturer identified the issues occurred by students; the lecturer gave direction to students so students comprehended about the system in Padlet application. The lecturer additionally evaluated the content of the task when he gave the lecture in the class.

To solved a few issues like a sign up, collect the task lecturer needed to do a practice in front of the class, it would be made students comprehended better. The lecturer additionally clarified Padlet plainly and overcome the student's issues, the teacher asked students what the part that made understudies confused and the lecturer solve the issues.

The second solutions to solve the content of writing lecturer clarified that lecturer consistently checked the content of writing from student's task, since lecturer gave students score through content of writing. Lecturer expressed that when students had a difficult like absence of content of writing, Lecturer consistently assessed in the class. Lecturer assessed and checked the content of writing in the class along with students, so students know well, where their misstep.

The third solutions to solve the problem from freewriting in brainstorming ideas is find out references in Padlet Application. To overcome the issue the students they will see several sources from friends who have submitted the assignments in advance at Padlet Application. Although even with different topics it will help students from initial ideas in prewriting to brainstorming.

The final solutions for overcome of the issue from bad connection is utilizing WIFI (Internet Connection in the University). To overcome the issue with the web connection. The lecturer and the students previously agreed that when students entered in Padlet application, they are entered in campus. Since web connection on the campus is high, students would not get an issue related web connection.

From the information that researcher get from student, explained that when using the Padlet application in class. He uses an internet connection via WIFI from campus facilities. However, if he has a weak connection constraint in the boarding house, he tries to ask for an internet connection in the form of a tethering hotspot to collect tasks on time.

Implementation of Padlet application in writing class was easy to access. It was because the students as a university student's that means they well knew about internet technology included Padlet. They were able to connect it. Moreover, the free connection was provided in many universities. To solving student problems with low connection, students could use WIFI on the campus.

The lecturer would like to manage Padlet well when he would implement Padlet as media to other classes in the next occasion. He managed it into fun media for students. So, they were not be bored used the media especially Padlet Application. He would like to maximize the media to help in creating effective learning. The lecturer communicated the importance of Padlet for students. Padlet was able to open students' eyes on how the new information accessible easily from the Internet or Padlet. He encouraged students to the made interactive discussion in Padlet application. The discussion was significant to broaden students' knowledge. Students were able to enhance their knowledge through discussion. Padlet would be the appropriate place for students' discussion.

The finding of this study was similar to Amin (2012), he proposed that solutions solve the problems during implementation media in learning. The solutions were improving teacher's skills in using media, management the utilization of media, communicating to students when planning to used media in learning. He had some solutions with this study that lecturers should manage well in using media and communicating to all students the importance of the media itself.

Finally, it is huge hope of the researcher that by describing much explanation about the implementation of Padlet, problems, and solutions, as stated in the discussion above, the implementation of Padlet Application in writing class would be effective media. With fewer problems, the implementation of Padlet Application in education would run smoothly and reduce by the solutions above.

CHAPTER V

CONCLUSION AND SUGGESTION

After describing and analysing the data from chapter IV, this chapter presents the conclusion of the research and the suggestion about “Descriptive Study on the Implementation of Padlet Application in Writing Class at the First Semester Students in English Language Education Study Program 2019/2020 Academic Year”.

A. Conclusion

After analysing and explaining the research findings, the researcher highlights the conclusion based on the observation in classroom and conducted interview with both lecturer and students in writing class. The aim of this subject to assist students in improving in writing skills. Padlet Application was used in writing class as a supplementary media for helping students in a discussion about writing subject material. The lecturer designed Padlet for creating a student’s participant and activeness. Helping the lecturer to interact more in the class and in Padlet Application with students. The students can get advice and suggestion so that their writing can be better. Based on the research findings that the researcher got. First, descriptive study on the implementation of Padlet Application in writing class. The stages of used Padlet application in writing class were planning, teaching-learning process and evaluation. The steps that the teacher did in the teaching-learning process using Padlet application were presentation, conveying materials, task on Padlet application and response. The lecturer positioned herself as a facilitator in the Padlet Application. He posted learning material, students’ assignment and topic discussion in Padlet. That

knowledge is for students to enhance their knowledge in writing class to gain academic goals. Students' role in Padlet as the readers to give comments in Padlet Application when the discussion in Padlet began. They were able to read the whole contents. Second, the problems by the lecturer and students in the implementation of Padlet application in writing class were sign up when students made recent account, collect the task when student hard to know the distinction among submit and post icon, content of the task when student did not check the content only to get additional score, pre-writing in brainstorming ideas while student had difficulty in brainstorm, bad connection hamper students to open Padlet application. Third, the solution to solve the problems by the lecturer and students in the implementation of Padlet application in writing class were: to solved the first problem until the third problem lecturer always evaluated the class to solved students' problems, the lecturer always checks students' content in their task that sent in Padlet application, and also preview/evaluation in the class, find out references in Padlet Application, students could use WIFI in the campus to solve their problem about connection.

B. Suggestion

After the researcher concludes “Descriptive Study on the Implementation of Padlet Application in Writing Class at the First Semester Students in English Language Study Program 2019/2020 Academic Year”. The researcher proposes the suggestion for the teacher, students, school, and the other researcher.

1. For the lecturer. The lecturer should motivate the students to be active in taking participation in using media in the learning process. He should apply interesting media for students and communicates the importance of media for students. The lecturer should consider all factors that make implementation media difficult for the students such as low signal, difficult to registration, difficult to know the difference between submission and post, and content of the assignment. The lecturer should arrange how the media used and what contents related to the course.
2. For the students. The students should have interest and motivation in learning English from themselves. The students should be aware that media is something interesting and helpful for them. They should be active in the classroom and Padlet application as supplementary media which implemented teachers for them. They should learn before facing the classroom. They should take the benefits of implementation media in their classroom. Media would be useful for them in learning today and future life.
3. For the University. Padlet Application is a new media in the teaching-learning process. University should appreciate the lecturer who uses sophisticated media in their learning. University should provide a

laboratory for implementing media thus the learning will be enjoyable when there is a special place. The library should provide many sources about writing material thus students are easy to find the book when they will discuss with their friend in Padlet Application or their classroom activity. The campus must provide internet access to students that would make students easy to open Padlet Application.

4. For the other researcher. This research study was about the implementation of Padlet Application in writing class. It is expected for the other researcher that the result of this study can be used as an additional reference for the next research. Besides that, the other researcher will be better to examine the effectiveness of using Padlet Application understand how the significance of using Padlet Application in learning especially in writing class.

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APPENDICES

PEDOMAN OBSERVASI

Nama Dosen : Vilya Lakstian Catra Mulia, SS, M. Hum
 Mata Kuliah : Composition & Essay Writing
 Kelas/Jam : 1B / 13.00 – 14.00
 Lokasi Penelitian : IAIN Surakarta

Cek List Observasi

No	Kegiatan Observasi	Keterangan
1	Dosen menggunakan media dalam pembelajaran writing	✓
2	Dosen mengenalkan Aplikasi Padlet sebagai media pembelajaran	✓
3	Dosen menjelaskan langkah-langkah menggunakan Aplikasi Padlet	✓
4	Mahasiswa mengerjakan tugas sesuai topic yang diberikan dosen.	✓
5	Mahasiswa mengupload hasil tugas sesuai topic yang diberikan dosen pada Aplikasi Padlet	✓
6	Mahasiswa mampu memberikan komentar/ kritik terhadap hasil tugas mahasiswa lain pada Padlet	✓
7	Mahasiswa tertarik menggunakan Aplikasi Padlet	✓
8	Mengobservasi aktivitas-aktivitas apa saja yang menggunakan aplikasi Padlet	✓
9	Dosen menilai keaktifan mahasiswa melalui penilaian kelas dan keaktifan di Aplikasi Padlet	✓
10	Dosen mengalami masalah-masalah dalam penggunaan Aplikasi Padlet	✓
11	Mahasiswa mengalami masalah-masalah dalam penggunaan Aplikasi Padlet	✓
12	Dosen mengatasi masalah-masalah tersebut	✓

CLASSROOM OBSERVATION

Meeting : 1
Researcher : **Rangga Maysa Putra**
Day/ Date : **Monday, 4 November 2019**
Time : **13.00 – 14.40 WIB**
Research Time : **PPG 1.4 Classroom**
Class : **1B**
Code : **CO.M1.**

No	Background Situation and The Way of Activity
1	<p>Jam menunjukkan pukul 12.50 WIB. Saya memasuki kelas terlebih dahulu lalu para mahasiswa mulai memasuki ruang kelas PPG 1.4. Kebanyakan dari mereka mengobrol dengan teman, beberapa belajar dan ada pula yang memainkan ponsel mereka. Tak lama kemudian Mr Vilya datang ke ruang kelas.</p>
2	<p>Kegiatan belajar di mulai pada pukul 13.00 WIB. Dosen membuka kelas dan memberikan presentation lewat materi yang sudah di bahas sebelumnya, dosen menyakan beberapa materi terkait Choosing and narrowing a topic, Brainstorming or Making list, and Free Writing.</p> <p>Materi yang dosen sampaikan pada hari tersebut adalah Free Writing. Pada kesempatan tersebut dosen menjelaskan apa itu Free Writing, bagaimana cara membuat Free Writing dan dan dosen mempraktikan langsung kepada mahasiswa cara membuat Free Writing.</p>
3	<p>Setelah semua mahasiswa paham dengan materi yang disampaikan oleh dosen, dosen memberikan latihan untuk membuat Free-writing dengan mengembangkan paragraph yang sudah dibuat oleh mahasiswa sebelumnya. Dosen memberi waktu 10 menit untuk membuat Free-writing dan mahasiswa</p>

	mulai mengerjakannya. Dosen memutari kelas dengan tujuan meneliti pekerjaan mahasiswa dan melihat tingkat pemahaman mahasiswa terhadap materi yang sudah disampaikan.
4	Setelah 10 menit berlangsung, dosen meminta mahasiswa untuk maju ke depan dengan memperlihatkan pekerjaannya yaitu free-writing yang sudah dibuatnya. Salah satu mahasiswa yang bernama Angling Prima Sakti Husadania maju ke depan dan membuat free-writing di papan tulis sesuai pekerjaannya yang sudah di kerjakan.
5	Setelah itu dosen meminta mahasiswa untuk melihat hasil pekerjaan temannya dan mengoreksi, dimana letak kesalahan dan bagaimana cara memperbaikinya. Satu per satu mahasiswa maju untuk memperbaiki Free-writing yang sudah di buat oleh Angling. Beberapa dari mereka juga menambah ide baru untuk Free-writing yang dibuat oleh Angling.
6	Setelah proses belajar mengajar berlangsung di akhir waktu kelas, dosen menjelaskan bahwa beliau menggunakan media pembelajaran yaitu aplikasi Padlet yang akan membantu dalam proses pembelajaran writing. Dosen menpresentasikan Padlet terlebih dahulu, dosen menjelaskan Dari definisi, fungsi, fitur, dan kelebihan menggunakan Aplikasi Padlet. Dosen menyampaikan bagaimana mahasiswa harus mengupload dengan fitur Box, dengan fitur Invite people atau Share, fitur lainnya. Dosen berpesan kepada siswa bahwa di Aplikasi Padlet tersedia membuat Padlet sendiri, komentar, seperti postingan dari Padlet
7	Setelah semua mahasiswa paham tentang aplikasi Padlet. Dosen menyuruh mahasiswa untuk mendaftar aplikasi Padlet melalui aplikasi handphone atau aplikasi pada laptop. Namun dosen mempersilahkan mendownload, mendaftar dan mempelajari aplikasi Padlet setelah waktu kelas selesai.

8	<p>Pada menit-menit akhir, dosen menjelaskan tentang tugas yang harus diselesaikan oleh mahasiswa. Yang pertama adalah Final Editing, yaitu tugas dimana mahasiswa harus menyelesaikan paragraph yang sudah mereka buat setelah Free-writing, mereka harus mengedit dan setelah itu mengumpulkan tugas di aplikasi Padlet. Dengan dosen membuat wall yang telah di public agar mereka bisa membuat wall di kolom profil Pak Vilya dengan menklik invite member di fitur aplikasi Padlet di dalam sebuah wall agar mereka bisa mengakses lewat link tersebut.</p>
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CLASSROOM OBSERVATION

Meeting : 2
Researcher : Rangga Maysa Putra
Day/ Date : Monday, 11 November 2019
Time : 13.00 – 14.40 WIB
Research Time : PPG 1.4 Classroom
Class : 1B
Code : CO.M2.

No	Background Situation and The Way of Activity
1	<p>Pada saat itu setiap ruang kelas di PPG lantai 1 sudah terpenuhi oleh mahasiswa, mahasiswa kelas writing pun mulai berbondong-bondong untuk masuk ke dalam kelas PPG 1.4. Tepat pukul 13.00 Mr Vilya masuk ke dalam kelas.</p>
2	<p>Setelah mahasiswa dan dosen masuk ke dalam kelas, saya langsung memosisikan diri di belakang untuk mengobservasi jalannya kelas pada hari tersebut. Dosen membuka kelas dengan mengucap Assalamualaikum wr wb dan mahasiswa menjawab.</p>
3	<p>Pada saat itu sebelum dosen memulai pelajaran dan memberikan materi, mahasiswa terlebih dahulu bertanya mengenai aplikasi Padlet. Mahasiswa bertanya apakah tugas yang mereka kirim sudah ada di wall dosen, dan banyak yang mahasiswa tanyakan kepada dosen mengenai sistem pada aplikasi Padlet, permasalahan dalam pendaftaran, pengumpulan tugas, koneksi.</p> <p>Dosen menjawab satu per satu pertanyaan yang mahasiswa tanyakan. Dosen memberi evaluasi di kelas terkait masalah yang mahasiswa hadapi. Dosen menyelesaikan masalah-masalah yang mahasiswa hadapi dengan sangat jelas sehingga kedepannya mahasiswa</p>

	tidak akan mempunyai masalah-masalah seperti saat itu.
4	Permasalahan pertama ketika mahasiswa mendaftar, ketika mahasiswa sulit untuk melakukan pendaftaran yaitu dengan kendala nama username yang mereka cantumkan sudah dipakai oleh orang lain maka dosen memberikan saran untuk membalik nama mereka agar username bisa dibuat. Namun untuk nama profil pada Padlet tetap menggunakan nama asli dan nama panjang.
5	Setelah itu dosen melanjutkan memberikan materi tentang Topic Sentence, Suporting Sentence, dan Concluding Sentence. Setelah penjelasan tentang materi selesai dosen memberikan latihan kepada mahasiswa, mana yang termasuk Topic Sentence, Suporting Sentence dan Concluding Sentence. Beberapa mahasiswa di tunjuk oleh dosen untuk menjawab latihan yang sudah diminta oleh dosen.
6	Beberapa mahasiswa juga menjawab dengan keinginannya sendiri agar mereka mendapat score tambahan dari dosen. Dosen memberikan exercise 1 sampai exercise 3 agar mahasiswa benar-benar paham tentang materi yang beliau jelaskan saat itu. Pada last exercise atau latihan terakhir mahasiswa diminta untuk membuat Topic Sentence, Suporting Sentence dan Concluding Sentence berdasarkan paragraph yang sebelumnya sudah mereka buat.
7	Dosen menutup kelas dan mengakhiri kelas dengan mengucapkan Wassalamualaikum wr. wb dan mahasiswa menjawab. Setelah itu mahasiswa maju ke meja dosen untuk menandatangani absen dan mereka mulai keluar dari ruang kelas satu per satu.

CLASSROOM OBSERVATION

Meeting : 3
Researcher : **Rangga Maysa Putra**
Day/ Date : **Monday, 18 November 2019**
Time : **13.00 – 14.40 WIB**
Research Time : **PPG 1.4 Classroom**
Class : **1B**
Code : **CO.M3.**

No	Background Situation and The Way of Activity
1	<p>Jam sudah pukul 13.00 dan mahasiswa sudah berada di dalam kelas dan menunggu Mr Vilya datang, tak lama kemudian dosen pun datang dan memasuki kelas writing.</p>
2	<p>Pada hari tersebut materi yang dosen sampaikan adalah Travelling in a Group. Dosen bertanya oleh mahasiswa, apakah mahasiswa sudah mem print out materi yang sudah di share lebih dulu ke Ketua Kelas. Dan mahasiswa pun menjawab sudah membawa materi dan dosen meminta mahasiswa untuk membuka materi terkait Travelling dengan judul “Switzerland – something interesting at every turn” in a student’s newspaper.</p>
3	<p>Dosen meminta mahasiswa untuk membaca paragraph tersebut dan meminta mahasiswa untuk menentukan mana Topic Sentence, mana Suporting Sentence dan Concluding Sentence. Setelah selesai membaca dan mengerjakan latihan, mahasiswa mulai menjawab pertanyaan yang diajukan oleh dosen. Setelah itu dosen meminta mahasiswa untuk membuka latihan yang selanjutnya dan mengerjakannya.</p>

4	<p>Setelah beberapa latihan selesai di kerjakan dan di bahas. Dosen meminta mahasiswa untuk membuat kesimpulan tentang apa manfaat dan apa yang menjadi bukan manfaat ketika melakukan perjalanan bersama grup. Beberapa dari mahasiswa mulai menjawab dengan opini mereka bahwa yang menjadi manfaat ketika mempunyai perjalanan dengan suatu grup adalah menyenangkan, berbagi cerita, dll.</p>
5	<p>Yang menjadi bukan manfaat ketika melakukan perjalanan dengan suatu grup adalah lebih lama dalam proses apapun karena banyak orang, lebih sulit menentukan arah kemana akan pergi karena kebanyakan permintaan, dll. Setelah itu dosen memberikan tambahan-tambahan terkait “Travelling in a group” dan mahasiswa pun memahami apa yang dosen sampaikan.</p>
6	<p>Beberapa mahasiswa bertanya terkait Topic Sentence, Suporting Sentence dan Concluding Sentence, dosen menjelaskan kembali yang masih belum di pahami oleh mahasiswa. Setelah di akhir pelajaran dosen memberikan tugas kepada mahasiswa. Tentu berkaitan dengan aplikasi Padlet. Tugasnya adalah dosen akan Share lewat fitur invite members yang berisi mahasiswa yang sudah mendaftar masing-masing di aplikasi Padlet.</p>
7	<p>Poster tentang “VENICE” pada aplikasi Padlet dan mahasiswa diminta untuk memberikan komentar terkait poster yang dosen kirim. Pertanyaan yang dosen berikan kepada mahasiswa untuk mengisi kolom coment/ komentar adalah:</p> <ol style="list-style-type: none"> 1. What do you think about Venice? 2. What is/are tourist attractions near Venice’s main square? 3. What do you see in Coral Candy Venice? 4. What do you think about the apartment?

9	Selain itu mahasiswa diminta untuk mengisi kolom komentar terkait gambar tentang Venice, mahasiswa juga diminta untuk memberikan apresiasi kepada mahasiswa lain yang sekiranya komentar mereka bagus. Dengan cara memberikan like pada komentar mahasiswa yang bagus. Satu mahasiswa berkesempatan memberi like kepada satu mahasiswa lain.
10	Itu adalah bentuk apresiasi tugas yang dosen buat agar mahasiswa lebih semangat dalam mengerjakan tugas-tugas yang selanjutnya. Setelah penjelasan tugas selesai dosen mengakhiri kelas dan mahasiswa mulai maju untuk menandatangani absen di meja dosen. Setelah itu mahasiswa mulai meninggalkan kelas dan dosen pun juga meninggalkan kelas.

CLASSROOM OBSERVATION

Meeting : 4
Researcher : **Rangga Maysa Putra**
Day/ Date : **Monday, 25 November 2019**
Time : **13.00 – 14.40 WIB**
Research Time : **PPG 1.4 Classroom**
Class : **1B**
Code : **CO.M4.**

No	Background Situation and The Way of Activity
1	Jam menunjukkan pukul 12.50 WIB. Mahasiswa sudah berada di dalam kelas dan dosen juga sudah bersiap untuk membuka kelas composition & essay writing. Setelah dosen memulai kelas mahasiswa berhenti berbicara.
2	Kegiatan belajar dimulai pada pukul 13.00 WIB tepat. Sebelum memulai pelajaran pada hari itu, dosen bertanya kepada mahasiswa tentang tugas yang diberikan di aplikasi Padlet, apakah semua sudah memberi komentar pada poster Venice? mahasiswa menjawab sudah tanpa ada permasalahan tentang aplikasi Padlet.
3	Pada hari tersebut dosen meminta mahasiswa untuk membuat iklan diperbolehkan dari berbagai sumber termasuk internet. Setelah semua penjelasan dari dosen dipahami oleh mahasiswa, dosen membagi kelompok untuk membuat iklan. Setelah itu mahasiswa menggerombol dengan kelompoknya dan mulai membuat iklan. Topic yang dosen berikan pada saat itu adalah Hotel Alana dan Hotel Alila Solo.
4	Mahasiswa diperbolehkan untuk memilih antara kedua topik tersebut.

	<p>Dosen memberikan selebar tulisan tentang Hotel Alana dan Hotel Alila Solo dan mahasiswa diminta untuk mencari hal-hal menarik pada tulisan tersebut dan di tulis kedalam iklan yang akan dibuat. Jadi mahasiswa diminta untuk mengiklankan Hotel Alana atau Alila Solo lewat iklan mereka dengan se kreatif mungkin.</p>
5	<p>Mahasiswa sangat antusias dengan aktivitas kelas pada hari tersebut, karena selain santai juga membuat mahasiswa bisa menuangkan ide-ide kreatif mereka pada poster yang akan mereka buat. Aktivitas pada aplikasi Padlet di hari tersebut adalah setelah mahasiswa selesai membuat iklan mahasiswa diminta oleh dosen untuk share iklan mereka di aplikasi Padlet dalam bentuk kelompok dan tiap kelompok meng invite member di fitur Padlet wall termasuk dosen.</p>
6	<p>Sebagai bahan dokumentasi dan juga bahan bahwa mahasiswa membuat karya sedemikian rupa. Setelah semua mahasiswa selesai membuat iklan dan mereka sudah paham akan tugas yang diberikan oleh dosen, yaitu post iklan pada aplikasi Padlet. Dosen memberikan tugas tambahan, yaitu mahasiswa diminta untuk membuat paragraph. Minimal 5 paragraf per kelompok, yang berisikan tentang iklan mereka yaitu Hotel Alana atau Alila Solo.</p>
7	<p>Harus mengandung Topic Sentence, Suporting Sentence dan Concluding Sentence. Yang akan di presentasikan pada pertemuan yang akan datang dan mahasiswa diminta untuk membuat PPT (Power Point) untuk bahan presentasi. Setelah mahasiswa paham dengan semua tugas yang diberikan oleh dosen. Dosen mengakhiri kelas dan mahasiswa satu per satu maju ke meja</p>

	dosen untuk menandatangani absensi kelas. Setelah itu mahasiswa berbondong-bondong keluar kelas. Diikuti oleh Mr Vilya.
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CLASSROOM OBSERVATION

Meeting : 5
Researcher : Rangga Maysa Putra
Day/ Date : Monday, 2 December 2019
Time : 13.00 – 14.40 WIB
Research Time : PPG 1.4 Classroom
Class : 1B
Code : CO.M5.

No	Background Situation and The Way of Activity
1	<p>Saat itu semua sudah siap baik mahasiswa maupun dosen. Mr Vilya sudah bersiap memulai kelas dan saya pun langsung memposisikan diri menjadi observer di belakang.</p>
2	<p>Dosen membuka kelas dan memberikan pengantar sedikit tentang review materi-materi yang sudah di ajarkan. Dan memperjelas bahwa hari tersebut adalah pertemuan terakhir sebelum Ujian Akhir Semester. Dosen membahas materi- materi yang sebelumnya dan bertanya kepada mahasiswa apakah masih ada materi yang belum mereka pahami.</p>
3	<p>Mahasiswa sudah memahami semua materi yang dosen sampaikan sebelumnya. Materi pada hari tersebut adalah Fact / Opinion, yaitu fakta atau opini. Mahasiswa dijelaskan oleh dosen tentang apa itu fakta, apa itu opini dan bagaimana membedakannya serta dosen memberikan contoh tentang fakta dan opini. Lalu dosen meminta mahasiswa untuk mengerjakan latihan yaitu memilih mana kalimat fakta dan mana kalimat opini.</p>

4	<p>Setelah itu mahasiswa mulai menjawab pertanyaan dosen dan beberapa mahasiswa mendapat score tambahan karena menjawab pertanyaan dari dosen. Setelah itu dosen meminta mahasiswa untuk mengerjakan latihan yang selanjutnya sampai membuat sendiri kalimat fakta dan kalimat opini. Setelah beberapa jam berlalu kelas pun mulai selesai, dan dosen memberi beberapa kisi- kisi terkait Ujian Akhir Semester yang akan beliau adakan.</p>
5	<p>Beliau berpesan kepada mahasiswa bahwa jangan pernah putus hubungan walaupun nantinya sudah tidak bertemu dengan saya, karena kita masih mempunyai kelas yaitu pada aplikasi edmodo. Dosen menambah beberapa masukan untuk mahasiswa agar tetap semangat belajar, kapanpun dan dimanapun mereka berada. Pada hari tersebut tidak ada aktivitas pada Padlet.</p>
6	<p>Setelah itu dosen mengakhiri kelas, dosen meminta maaf atas kesalahan yang beliau lakukan baik di sengaja maupun tidak disengaja. Mahasiswa pun meminta maaf kepada Mr Vilya lewat ketua kelas. Lalu mereka menandatangani absensi dan mulai meninggalkan kelas Composition & Essay Writing.</p>

PEDOMAN INTERVIEW DOSEN

Daftar Pertanyaan:

1. Sumber materi apakah yang Bapak gunakan dalam mengajar Writing?
2. Apa saja perencanaan yang bapak lakukan sebelum mengajar kelas Writing?
3. Apakah bapak menggunakan aplikasi Padlet dalam media pembelajaran writing?
4. Mengapa Bapak memilih menggunakan Padlet sebagai media pembelajaran writing?
5. Apakah fungsi dari aplikasi Padlet dalam pembelajaran kelas writing?
6. Apakah aplikasi Padlet yang Bapak terapkan dalam pembelajaran kelas writing bisa membuat mahasiswa berinteraksi lebih aktif di dalam kelas?
7. Apakah mahasiswa tertarik dengan aplikasi Padlet yang bapak terapkan?
8. Dalam penggunaan Padlet, langkah-langkah apa saja yang bapak lakukan dalam pembelajaran writing?
9. Permasalahan apa yang dihadapi mahasiswa dalam menggunakan Padlet di kelas Writing?
10. Solusi apakah yang bapak gunakan untuk menyelesaikan masalah mahasiswa tersebut?

DATA INTERVIEW**TEACHER****Informant : Mr. Vilya Lakstian Catra Mulia, SS, M. Hum****Day/ Date : Monday, 26 November 2019****Time : 14.40 – 15.10 WIB****Place : IAIN Surakarta****Code : D1.T**

No	Researcher Questions	Informant Answer
1	Assalamualaikum Wr. Wb.	Waalaiikumsalam Wr. Wb.
2	Apa saja perencanaan yang bapak lakukan sebelum mengajar kelas Writing?	Perencanaan yang saya butuhkan ada beberapa, mulai dari referensi, di awal sebelum memulai perkuliahan sebelum masuk kuliah aktif yang saya siapkan adalah referensi, materi, bahan ajar, kemudian menyusun rancangan pembelajaran semester (RPS), dan rencana aktivitas kelas. Karena di kelas saya, di usahakan ada aktivitasnya yang lebih banyak. Jadi saya buat rencana dari awal
3	Ok, perkenalkan pak, nama saya Rangga Maysa Putra, saya dari semester 11 Pendidikan Bahasa Inggris dan disini saya ingin mewawancarai Mr Vilya sedikit tentang thesis saya yang ber judul bagaimana implementasi Padlet dalam kelas writing. Apakah ada waktu Mr untuk melanjutkan interview?	Ya, Silahkan.
4	Sumber materi apakah yang Bapak gunakan dalam	Untuk Sumber ada buku teks dan

	mengajar Writing?	handout.
5	Oh, Modul latihan berupa handout pak?	Ya, Benar.
6	Untuk pertanyaan selanjutnya, Apakah bapak menggunakan aplikasi Padlet dalam media pembelajaran writing?	Ya, saya menggunakan Padlet dalam pembelajaran writing.
7	Oh, Mengapa bapak memilih menggunakan Padlet dalam pembelajaran writing?	<p>Menurut saya Padlet itu merupakan media sosial bagi kebutuhan pendidikan, cocok untuk pengajar dan peserta didik agar keduanya tetap bisa terhubung.</p> <p>Sekarang akses internet sudah mudah dan diharapkan mahasiswa tetap bisa belajar dan mengirim tugas dimana saja. Kalau Padlet sih saya melihat bahwa dengan Padlet saya bisa mengukur bahwa seberapa besar usaha mahasiswa itu terhadap perkuliahan.</p> <p>Misalnya, waktu ngirim tugas itu bisa terekap dia tanggal berapa jam berapa, dan yang makin aktif kelihatan disitu. Siapa yang mepet deadline.</p>
8	Apakah fungsi dari aplikasi Padlet dalam pembelajaran kelas writing?	Padlet menurut saya sebagai media komunikasi, media distribusi materi dan tugas, dan juga untuk mendapatkan perhatian mahasiswa. Saya gunakan aplikasi Padlet juga untuk partisipasi mahasiswa dalam perkuliahan
9	Apakah aplikasi Padlet yang Bapak terapkan dalam pembelajaran kelas writing bisa membuat mahasiswa berinteraksi lebih aktif di dalam kelas?	Ok ya, kalau saya. Saya gunakan Padlet itu untuk media mahasiswa dalam mencari data sebetulnya. Karna ini kan mata kuliah writing ya, maka kan mereka perlu data-data itu untuk bahan mereka menulis. Jadi seperti contoh waktu mas ranga ikut pertemuan saya beberapa yang lalu, itu saya selalu mengulas hasil pekerjaan mahasiswa dikelas setelah mereka mengunggah materi atau tugas mereka. Dan dari makul ini juga saya

		<p>gunakan untuk misalnya kemarin itu saya pelajarannya itu descriptive text lebih cenderung ke descriptive text, itu setiap mahasiswa itu saya minta untuk memposting di Padlet terhadap suatu visual dan dari situ mahasiswa menggunakannya untuk menghimpun opini dari teman-temannya. Nah dari mengumpulkan opini itu mereka kemudian menyampaikan hasil tulisannya dikelas, nah disitu juga ada tanya jawab kalau rangka lihat kemarin teman-teman juga ada yang mengajukan pertanyaan dan yang presentasi bisa menjawab. Nah jadi itu waktu kemarin saya gunakan untuk mengajar descriptive text itu sebetulnya. Dan ini juga saya hubungkan juga dengan Opinion, Opinion text atau argumentative text.</p>
10	<p>Ok, Apakah mahasiswa tertarik dengan aplikasi Padlet yang bapak terapkan?</p>	<p>Ya, mahasiswa antusias. Mayoritas mahasiswa juga mengumpulkan tugas di Padlet tepat waktu. Kalau saya bilang segera kumpulkan materi ternyata tidak harus menunggu 24 jam itu udah terkumpul.</p> <p>Mereka juga waktu saya tanya bagaimana kalian mengumpulkan opini teman-teman dan kemudian menjadi tulisan. Mereka bisa kok menyampaikan strategy mereka.</p> <p>Bagaimana mereka mengumpulkan opini dari teman-temannya, bagaimana mereka menyortir itu semua, bagaimana mereka mengklasifikasikan dan akhirnya jadi tulisan yang urut yang sistematis, mereka bisa menyampaikannya.</p>
11	<p>Ok kalau begitu pak, untuk aktivitas pembelajaran yang menggunakan aplikasi dalam penggunaan Padlet, langkah-langkah apa saja yang bapak lakukan dalam</p>	<p>Ya, Untuk aktivitas tetap kita menggunakan kelas sebagai utama dan sedangkan Padlet untuk pendukung kelas itu dan sekaligus mengkonfirmasi pemahaman siswa atas apa yang di pelajari.</p>

	pembelajaran writing?	<p>Ok, kalau untuk di kelas aktivitas saya menyampaikan materi, kemudian setelah materi itu bersama latihan-latihannya sudah di ajarkan semua kemudian saya memberi arahan dalam mengerjakan tugas setelah arahan saya berikan kemudian saya beri penugasan pada mereka.</p> <p>Nah penugasan itu dikumpulkan melalui Padlet, di Padlet mahasiswa mengumpulkan tugas mereka dan di Padlet kan ada fitur comment, nah disitu saya juga minta mahasiswa untuk merespon hasil dari teman mereka juga, berbagi pendapat di sini juga bisa</p>
12	Oh, seperti itu Pak. Jadi itu adalah langkah-langkah yang biasa Mr Vilya lakukan dalam pembelajaran kelas writing menggunakan Padlet?	Ya, jadi tidak hanya sebatas kirim aja tapi kita juga apresiasi juga.
13	Oh, baik Pak setelah ini kita akan membahas tentang permasalahan-permasalahan yang biasa Mr. Vilya hadapi ketika menerapkan Padlet di kelas writing Pak. Permasalahan apa yang dihadapi mahasiswa dalam menggunakan Padlet di kelas writing? Ketika Bapak mulai mengenalkan Aplikasi Padlet?	<p>Untuk pengenalan di awal biasanya mahasiswa ini dalam melakukan pendaftaran. Kadang, mereka entah itu password nya kurang panjang, atau email nya sudah dipakai, atau nama, namanya itu sudah ada yang makai. Soalnya Padlet kan pemakainya juga dari seluruh penjuru dunia. Jadi, kadang ada nama depan yang sama dengan yang lain itu sudah pernah di pakai</p>
14	Oh, jadi salah satu permasalahan dalam pengenalan Padlet seperti itu pak, Apakah ada permasalahan lain mengenai pengumpulan tugas di aplikasi?	<p>Saya rasa mahasiswa di kelas. Terkadang, masih ada beberapa yang menanyakan secara personal lewat aplikasi messaging seperti Whatsapp dengan menanyakan seperti “Pak, apakah tugas saya sudah masuk pak?”. Ketika tugas yang berkelompok, salah satu ketua kelompok juga menanyakan hal sama.</p>
15	Jadi mereka kadang masih merasa cemas ya Pak.	Ya, Walaupun sudah saya jelaskan sebelumnya fitur-fitur di aplikasi. Tetapi,

	Walaupun di Padlet jika terikirim melalui wall bapak ataupun wall mereka sendiri yg di group masih merasa cemas.	sebenarnya ketika mereka mengirim hasil tugas baik itu individua tau kelompok. Saya akan mendapatkan 2 notifikasi sekaligus. Dari Padlet dan dari E-mail yg telah di dihubungkan melalu padlet akan mendapatkan notifikasi juga
16	Oke kalau begitu, kira-kira ada permasalahan lain tidak pak?	Kalau disisi lain ya kadang saya juga melihat apakah hasil pekerjaan mahasiswa itu sudah cukup apa belum, karna dengan sifat padlet, mahasiswa bisa mengirim kapan saja dan dimana saja, kadang mahasiswa itu segera kirim tapi apakah yang dikirim itu sudah cukup apa belum, nah itu secara isi selalu saya cek, apakah isi ini sudah cukup atau belum, kalau nanti kurang cukup atau memerlukan pendalaman materi nanti kita evaluasi bersama dikelas.
17	Oke Pak kalau begitu. Berkaitan dengan permasalahan tadi, kira-kira solusi apakah yang bapak gunakan untuk menyelesaikan masalah mahasiswa dalam penggunaan Padlet?	Kalau penyelesaian masalah biasanya kita lakukan evaluasi di kelas. Evaluasi itu meliputi berbagai hal, bisa dari kendala yang mereka hadapi, sehingga saya memberikan arahan dan saran untuk mereka bagaimana mengatasi hal itu, atau evaluasi itu meliputi content atau isi dari hasil kerjaan mereka yang sudah mereka kirim baik itu individual tau group.
18	Jadi solusi yang biasa Bapak lakukan ketika ada masalah terkait Padlet adalah evaluasi bersama di kelas.	Karena saat kita ketemu bareng secara fisik itu kan akan lebih jelas.
19	Saya kira cukup pak. Terimakasih Mr. Vilya atas waktunya. Mohon maaf mengganggu bapak untuk membantu saya dalam interview thesis saya ini. Wassalamualaikum Warahmatullahi Wabarakatuh	Sama-sama, Mas. Walaikumusalam Warahmatullahi Wabarakatuh.

PEDOMAN INTERVIEW MAHASISWA

Daftar Pertanyaan:

1. Perencanaan apa yang dilakukan di kelas writing?
2. Apa sumber materi apa yang digunakan oleh dosen anda dalam mengajar kelas Writing?
3. Sejauh mana pemahaman anda dalam materi writing?
4. Apakah anda tertarik dalam penggunaan aplikasi Padlet untuk memahami materi writing?
5. Apakah aplikasi padlet membantu anda dalam menguasai writing?
6. Permasalahan apa yang anda hadapi ketika menggunakan aplikasi Padlet dalam pembelajaran writing?
7. Apakah yang anda lakukan untuk menyelesaikan permasalahan tersebut?

DATA INTERVIEW**STUDENT 1****Informant : Angling Prima Sakti Husadania****Day/ Date : Monday, 20 November 2019****Time : 14.40 – 15.30 WIB****Place : IAIN Surakarta****Major/Class : PBI 1B****Code : DLS.1.**

No	Researcher Questions	Informant Answer
1	Assalamualaikum Warahmatullahi Wabarakatuh	Walaikumsalam Warahmatullahi Wabarakatuh.
2	Perkenalkan nama saya Rangga Maysa Putra dari semester 11 pendidikan bahasa inggris. Apakah ada waktu untuk interview sebentar?	Oh, Ya ada.
3	Dengan mas siapa?	Nama saya Angling Prima Sakti Husadania
4	Ok, apakah benar anda mengikuti kelas Mr Vilya?	Ya, Benar.
5	Jadi untuk perencanaan diri ketika mengikuti writing secara efektif itu dari Angling sendiri bagaimana?	Untuk perencanaan ya paling baca-baca.
6	Apa sumber materi yang biasa digunakan oleh pak vilya ketika mengajar writing dik?	Biasanya sih suruh print materi

7	Sejauh mana pemahaman mas Angling dalam materi writing?	Saya belum sepenuhnya memahami Writing terutama pada bagian grammar secara kompleks dan urutan penyampaian ide
8	Oh, ok kalau begitu, jadi grammar dan urutan penyampain ide mask angling belum bisa memahami itu ya	Ya, Mas.
9	Apakah mas Angling tertarik menggunakan aplikasi Padlet dalam memahami writing?	Ya, saya tertarik.
10	Apakah aplikasi Padlet tersebut membantu adik dalam menguasai sebuah materi di writing?	Ya membantu sekali, Mas. Karna saya kan ketua kelas, jadi saya tidak perlu mengolektifkan pekerjaan/tugas teman-teman untuk dikumpulkan ke meja pak vilya, jadi semua tugas di Padlet. Jadi lebih efesien waktu saya pribadi. Tidak perlu repot juga tunggung-tunggungan untuk mengumpulkan
11	Oh begitu. Ok, dalam permasalahan penggunaan Padlet, mas Angling bagaimana?	Paling ketika koneksi internet tidak stabil aja mas di kelas, karena kan saya pakai provider yang tidak bagus.
12	Untuk solusi tersebut yang biasa mas angling lakukan untuk mengatasi masalah apa?	Kalau penggunaan Padlet di kelas, saya pakai wifi kampus. Terkadang, ada beberapa tugas yang bisa di kumpulkan di aplikasi Padlet setelah pulang dari kampus. Ketika saya koneksi lemah di kost, saya minta thetering hotspot sama teman se kost.
13	Ok, menurut angling apa nih peran dosen dalam Padlet?	Beliau yang mengatur semua penggunaan Padlet mas. Jadi beliau yang biasa post materi terus kita disuruh komentar terkait topiknya gitu. Nanti dosen memberi nilai keaktifan pada mahasiswa yang komennya terbagus dan memberi tambahan score yang mengirim tugas cepat pada Padlet.

14	Oh begitu, Saya kira cukup untuk pertanyaanya. Terimakasih atas waktunya, maaf mengganggu. Wassalamualaikum Warahmatullahi Wabarakatuh.	Sama-sama, Mas. Waalaikumsalam Warahmatullahi Wabarakatuh.
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DATA INTERVIEW**STUDENT 2****Informant : Lutfi Aulia Amaradani****Day/ Date : Monday, 20 November 2019****Time : 14.40 – 15.30 WIB****Place : IAIN Surakarta****Code : DLS.2**

No	Researcher Questions	Informant Answer
1	Assalamualaikum Warahmatullahi Wabarakatuh.	Walaikumsalam Warahmatullahi Wabarakatuh.
2	Perkenalkan nama saya Rangga Maysa Putra dari semester 11 pendidikan bahasa inggris. Di sini saya mau interview, apakah adek ada waktu untuk interview.	Ya ada.
3	Dengan siapa dek?	Nama saya Lutfi Aulia Amaradani.
4	Ouh ya dek Lutfi, apakah dek lutfi benar mengikuti kuliah writing di kelas Mr Vilya?	Ya benar.
5	Bagaimana adek mempersiapkan diri untuk mengikuti kelas writing secara efektif?	<p>Kalau untuk mempersiapkan diri sendiri itu, dari rumah biasanya sering membaca, kalau tidak menulis. Karena dengan membaca itu kan juga dapat mengasah kemampuan kita dalam menulis juga, kita juga dapat banyak kosa kata baru dan cara menulis.</p> <p>Seseorang yang tulisan terlihat bagus atau tidak kan juga bisa di pengaruhi banyak tidak nya dia membaca.</p>

6	Ouh gitu, jadi untuk mempersiapkan diri mengikuti kelas writing dek lutfi sendiri lebih membaca dan menulis?	Iya, membaca dan menulis
7	Apakah ada persiapan lain adik?	Tidak ada, paling membaca artikel dan berita-berita baru yang update.
8	Untuk sumber materi yang biasa dosen adik gunakan apa?	Sumber materinya biasanya pakai print out / handout gitu.
9	Sejauh mana pemahaman dek lutfi dalam materi writing?	Saya sebagian sudah bisa memahami materi matering. Namun, saya cukup kesulitan dalam penyusunan paragraph berargumentasi di dalam konten
10	Apakah anda tertarik dalam penggunaan aplikasi Padlet untuk memahami materi writing?	Ya, tertarik.
11	Apakah itu membantu dalam proses belajar dan menguasai writing?	Tentunya membantu, karena di Padlet itu juga banyak fitur. Seperti kita bisa nge share langsung karya kita, kita juga bisa mengomentari dari karya teman kita.
12	Lalu untuk permasalahan yang adik hadapi ketika menggunakan aplikasi edmodo itu apa? Untuk pengumpulan tugas di aplikasi Padlet?	Kalau untuk pengumpulan tugas standart ya mas, paling masalah sinyal, sinyal kan juga mendukung lebih cepatnya kita ngumpulin itu kan.
13	Kira-kira ada permasalahan lain tidak dik? Mungkin ada kendala di penulisan writing?	Mungkin dari proses brainstorming dalam menentukan ide – ide dalam penulisan writing. Terkadang, kita sebagai mahasiswa agak sulit dalam proses awal writing untuk merancang tulisan.
14	Jadi solusi dari adik sendiri untuk permasalahan dalam	Untuk permasalahan dalam menggunakan Padlet itu ya

	<p>menggunakan itu apa saja? Dan bagaimana solusi untuk penulisan writing dalam brainstorming?</p>	<p>sebenarnya kita pinter-pinter cari waktu ya mas. Kita kan ngerti, kita sendiri itu longgarnya kapan sih, kita kan juga bikin jadwal nih, kita kalau ada kesempatan ya di ambil. Kalau untuk kendala dalam brainstorming idea dalam penulisan writing, sebenarnya di aplikasi Padlet kan kita bisa melihat pekerjaan orang lain walaupun dengan topik berbeda. Saya fikir itu bisa untuk membantu dalam melihat referensi, terlebih diaplikasi Padlet orang yg mengumpulkan tugas biasanya mahasiswa yg aktif dan pintar di kelas.</p>
15	<p>Jadi agar pengu mpulannya sesuai deadline pada Padlet. Ketika luang waktunya adik meluangkan waktu buat mengerjakan tugas di Padlet.</p>	<p>Ya, benar mas.</p>
16	<p>Ada tambahan lain adik tentang Padlet?</p>	<p>Tidak mbak, cukup sudah baik.</p>
17	<p>Ok. Trimakasih atas waktunya ya. Wassallamualaikum Warahmatullahi Wabarakatuh.</p>	<p>Sama-sama mbak, Walaikumsalam Warahmatullahi Wabarakatuh.</p>

DATA INTERVIEW**STUDENT 3**

Informant : Tonny Prasetyo Utomo
Day/ Date : Monday, 20 November 2019
Time : 14.00 – 15.30 WIB
Place : IAIN Surakarta Script Interview
Code : DLS.3

No	Researcher Questions	Informant Answer
1	Assalamualaikum Warahmatullahi Wabarakatuh.	Walaikumsalam Warahmatullahi Wabarakatuh.
2	Perkenalkan nama saya Rangga Maysa Putra dari semester 11 pendidikan bahasa inggris. Apakah ada waktu untuk interview sebentar?	Oh, Ya boleh mas silahkan.
3	Dengan mas siapa?	Nama saya Tonny Prasetyo Utomo.
4	Ok, apakah benar anda mengikuti kelas Mr Vilya?	Ya, Benar.
5	Jadi untuk persiapan diri ketika mengikuti writing secara efektif itu dari mas tonny sendiri bagaimana?	Untuk persiapan ya biasa sih mba, aku berangkat lebih awal mengikuti pelajaran semampunya, mengikuti pelajaran biasa kayak teman-teman yang lain.
6	Apa sumber materi yang biasa digunakan oleh pak vilya ketika mengajar writing?	Biasanya sih suruh print ya mas.
7	Sejauh mana pemahaman dik mas tonny dalam materi writing?	Untuk writing ya, dalam materi writing saya mengenal tujuan penulisan di dalamnya, seperti tentang brainstorming, composition, ideas dalam sebuah writing.

8	Oke kalau begitu mas. Lanjut ke pertanyaan berikutnya, apakah pak vilya menggunakan aplikasi Padlet dalam pembelajaran kelas writing dik?	Ya, menggunakan.
9	Apakah dik Angling tertarik menggunakan aplikasi Padlet dalam memahami writing?	Ya, saya tertarik.
10	Apakah aplikasi Padlet tersebut membantu mas tonny dalam menguasai sebuah materi di writing?	Ya membantu, terutama kalau ada tugaskan mengirim melalui Padlet mungkin ada teman-teman yang lain yang lebih duluan ngirim jadi kita punya gambaran, oh seperti ini.
11	Ouh gitu jadi bukan bermaksud menyontek ya, tapi hanya melihat gambarannya seperti itu.	Ouh gitu jadi bukan bermaksud menyontek ya, tapi hanya melihat gambarannya seperti itu.
12	Oh begitu. Ok, dalam permasalahan penggunaan Padlet, mas tonny bagaimana?	Pertama itu tadi, kita baru mulai menggunakan Padlet. Kedua mungkin sinyal ya mba yang biasa anak-anak keluhkan.
13	Untuk solusi tersebut yang biasa mas angling lakukan untuk mengatasi masalah apa?	Yang pertama mungkin kita lebih memperhatikan ketika dosen menjelaskan aplikasi Padlet. Kedua, mungkin sinyal ganti provider yang bagus.
14	Ok, ada tambahan mas?	Cukup, Mas.
15	Ok, trimakasih dik atas waktunya, maaf mengganggu. Wassalamualaikum Warahmatullahi Wabarakatuh	Walaikumsalam Warahmatullahi Wabarakatuh.

DATA INTERVIEW**STUDENT 4****Informant : Syarif Adi Saputra****Day/ Date : Monday, 20 November 2019****Time : 14.40 – 15.20 WIB****Place : IAIN Surakarta Script Interview****Code : DLS.4**

No	Researcher Questions	Informant Answer
1	Assalamualaikum Warahmatullahi Wabarakatuh. Perkenalkan dek nama saya Rangga Maysa Putra saya dari semester 11 pendidikan bahasa inggris. Di sini kakak mau interview sebentar, apakah adek ada waktu?	Walaikumsalam. Wr. Wb. Ya, ada mas.
2	Jadi bisa kita mulai interviewnya ya?	Ya, Mas.
3	Dengan mas siapa?	Saya Syarif Adi Saputra.
4	Apakah benar mas mengikuti kelas writing Mr Vilya?	Ya, Benar.
5	Bagaimana mas mempersiapkan diri untuk mengikuti kelas writing di kelas Mr Vilya?	Sebelum pembelajaran writing dimulai, saya biasanya membaca- baca dulu materi-materi yang diberikan oleh pak Vilya. Jadikan kita bisa lebih mempersiapkan diri
6	Jadi sebelum pelajaran atau sebelum kelas writing dimulai mas adi sendiri diberi print out	Ya, Mas benar.

	materi?	
7	Sejauh mana pemahaman mas adi sendiri tentang materi writing?	Menurut pemahaman saya writing yang bagus itu harus mempunyai beberapa elemen dalam sebuah composition.
8	Oh, jadi harus ada elemen yang penting dalam writing ya mas adi, kira-kira elemen apa aja sih yg harus ada dalam sebuah composition itu?	Menurut saya harus berisi narration, exposition, dan argumentation.
9	Oke kalau begitu mas adi. Selanjutnya, Apakah dosen mas adi menggunakan aplikasi Padlet dalam pembelajaran?	Ya, menggunakan aplikasi Padlet sebagai media pembelajaran.
10	Apakah mas tertarik menggunakan aplikasi Padlet yang diterapkan oleh Mr Vilya?	Ya tertarik soalnya itu juga sedikit mudah dipelajari itu sistemnya hampir sperti tampilan media social yg lain. Jadi kita ngerti dan bisa menggunakannya dengan gampang
11	Oh gitu, apakah aplikasi Padlet itu membantu mas adi sendiri dalam menguasai writing?	Ya, sangat membantu.
12	Contohnya bagaimana mas? Mungkin ada materi yang di share atau gimana?	Ya, ada materi yang di share dari temen-temen juga kita bisa lihat, trus ada tugas-tugas kita lebih bisa meluangkan waktu sama meluangkan pikiran juga, kita bisa menulis disitu.
13	Apa permasalahan-permasalahan yang mas adi hadapi ketika menggunakan aplikasi Padlet?	Ya itu masalah login, soalnya namanya manusia kan sering lupa, kadang kita lupa sama email nya, kadang lupa sama password nya, jadi itu kalo ga bisa masuk ya ngulang lagi. Tanya lagi sama Mr Vilya. Jadi agak susahya disitu.
14	Susahnya dari ketika login? Atau pas membuat username ya mas?	Ya, Mas ketika membuat username.
15	Ada permasalahan lain mas?	Ada, ketika submission pengumpulan tugas.
16	Ouh, jadi masalah yang mas adi hadapi sendiri yang kedua itu	Ya, terkadang salah klik ikon, buat dosen buat mahasiswa sama essay

	adalah submission nya, ketika mengumpulkan tugas itu? apakah nanti kita salah klik atau gimana?	composition gitu. Kadang kita gak ngerti yang mana yang harus di klik. Jadi nanti kalau kita gak ngerti juga susah, kadang kami juga nanya sama teman-teman, ini gimana ya yang harus di klik yang mana.
17	Ada tambahan mas adi tentang permasalahan di Aplikasi Padlet?	Kalau pakai aplikasi Padlet kan juga ada kendala koneksi sama data kan, paket data. Nah biasanya kalau kita sih pakainya waktu di kampus, jadi kan yang sinyalnya stabil pakai wifi kan mas, jadi mendingan pakai yang di kampus aja, dari pada nanti waktu di kost malah jadi masalah.
18	Okay itu beberapa masalah yang mas adi hadapi ketika menggunakan Padlet. Lalu solusinya dari adik sendiri ketika menggunakan Padlet gimana? Solusi dari permasalahan tadi?	Ya, sebaiknya kita bisa lebih cermat, teliti dan percaya diri dalam mengerjakan tugas. Kalau sekiranya itu benar insya Allah benar. Kalau koneksi yang sudah saya paparkan pakai WIFI di kampus aja.
19.	Terima kasih mas adi atas waktunya, maaf mengganggu. Wassalamualaikum Warahmatullahi Wabarakatuh	Wasalamualaikum Warahmatullahi wabarakatuh.

PRINTSCREEN OF TEACHER AND STUDENTS PADLET

padlet

Vilya Lakstian + 5 · 12m

Composition Essay Writing

Vilya Lakstian 1h

Venice, Italy.
Respond to this picture.
Don't forget to appreciate your friend by using "like" buttons.

Vilya Lakstian 2h

Tourist Attractions

Vilya Lakstian 2h

Venice Apartment

Vilya Lakstian 2h

Venice Apartment

Vilya Lakstian 1h

Try to answer the questions below.

1. What do you think about Venice?
2. What is/are tourist attractions near Venice's main square?
3. What do you think about the apartment?

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29/02/2020

padlet

Vilya Lakstian · 1m

Composition and Essay Writing

Vilya Lakstian 6m

Brainstorming Writing

There are 3 techniques in Brainstorming Ideas :

1. Freewriting
2. Making List
3. Mapping

Try to make one of the brainstorming techniques "freewriting" in 2 paragraphs with based on your own topic.

Don't forget to appreciated your friend by pressing the like button.

2

Add comment

0:39
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Vilya Lakstian · 1m

Composition & Essay Writing

Vilya Lakstian 24m

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1. Hotel Alana Solo
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Prepare a presentation at the same time in PPT in your own group.

1

Add comment

Teacher's Padlet Material and Assignment

Angling Prima Sakti Husadania 1h

1. What do you think about Venice?

Venice is one of the most popular tourist destinations in Italy, trademark of Italian cultural heritage. Venice is very unusual, beautiful in its own way. Perfect place to get positively lost. And it's truly romantic. The gondolas, the old buildings, the charming little bridges.

At night Venice becomes even more delightful - heat lessens, everything cools down, narrow old streets turn into mysterious passages, and waters glisten with the help of town's lanterns. It's definitely worth visiting Venice, Italy.

Muhammad Asmaul Khusna 34m

2. What is/are tourist attractions near Venice's main square?

The Campanille
The campanile, the tall brick bell tower for the basilica. It towers above the corner of the arcaded Procuratie Nuove, linking the Piazza and the Piazzetta. The campanile is so tall that it was used by approaching ships as a beacon to guide them home. It was begun in the 10th century and completed in the 12th century, but its pointed roof and gilded pinnacle weren't added until the 15th century.

Tonny Prasetyo Utomo 35m

3. What do you think about the apartment?

The apartment location was very good. There is a direct bus (stop name Cappuccina) to Venice. It takes about 15 minutes. Bus is available round the clock every 20-30 minutes.

Nearby is a bakery and a supermarket. Also a halal kebab shop. Apartment was clean. Host is super nice guy. He waited for me to personally meet to checkin and help me understand the whereabouts and how tos. There is also canal river across the street.

Syarif Adi Saputra 33m

2. What is/are tourist attractions near Venice's main square?

St. Mark's Basilica
St. Mark were brought to Venice in 829, this former chapel of the Doges has been an important religious landmark. And when Venetian crusaders brought back shiploads of Byzantine art treasures after the fall of Constantinople, St. Mark's became wealthy beyond imagination. Those treasures and the artistry that has been lavished on the basilica over the centuries make it not just a landmark of Venice and Italy, but of all Europe. Highlights to see are the 4,240 square meters covered in ethereal and luminous gold mosaics, the magnificent golden Byzantine retable known as the Pala d'Oro, the inlaid marble floors, and the gold reliquaries and icons in the Treasury.

Lufti Aulia Amaradani 20m

3. What do you think about the apartment?

Location is great, supermarket close by, so are the bus stop and the train station. Apartment looked like in the pictures and very clean. Owner was very friendly and helpful and he accepted to check in earlier without extra charge. I do recommend this place.

padlet
Viliya Lakstian + 5 + 1m
Composition and Essay Writing

Fernanda Dian Fitaloka 1m

Noise or Silence
Noise or Silence
There's a humming in my ears that won't stop. And an endless drone of electronics and noises in the room: the whir of the refrigerator, the creaking of my daughter's chair every time she leans back while typing IMs to her friends, the click of the keyboard that won't stop.

After that, goes the sliding glass door. Pound, pound, pound go the feet. Another pair race down the stairs, the door slides open again and "Rocky, come on!" as the two bound up the stairs once more. Giggles cascade down the halls and a strange dripping sound

Miftahul Jadid 1m

Anyoltdown, New Mexico.
Anyoltdown, New Mexico.
When I grew up in Anyoltdown, New Mexico, it was a small town in the smallest sense: no movie theaters, no supermarkets, nothing. We had to go into town for the things we needed.

Land sold for \$2000 an acre. Now it sells for about \$50,000 an acre. Anyoltdown was also primarily hispanic, and the families who lived there had very little. Now the people who live there are mostly white and almost exclusively professionals: doctors, lawyers, stockbrokers, and an endless number of people who have money that seems to have

Lisa Mayangari 1m

Clock
Clock
There was a clock that ticked and tocked, ticked and tocked. The tick and tock sounds were hypnotic. "Why does it keep doing that?" The clocks voice pierces my skull with its deafening tone. Looking at the clock causes my eyes to burn and my stomach to cringe.

The clock giggles at me when I do this. "Hey you, every time you look at me, I hope the thoughts of your inevitable death sucks into your brain!" The clocks villainous subconscious voice emits an odor similar to rotting meat. This causing my thoughts to be a

Anik Septyani 1m

Cassidy
Cassidy
Cassidy added the finishing touches to her burnt orange dress—gold hoop earrings, a chunky brown belt, thin leggings, and brown leather riding boot carefully applied her makeup, focusing, as always, on bringing out her chocolate brown eyes. She took one final glance in the mirror to check her appearance.

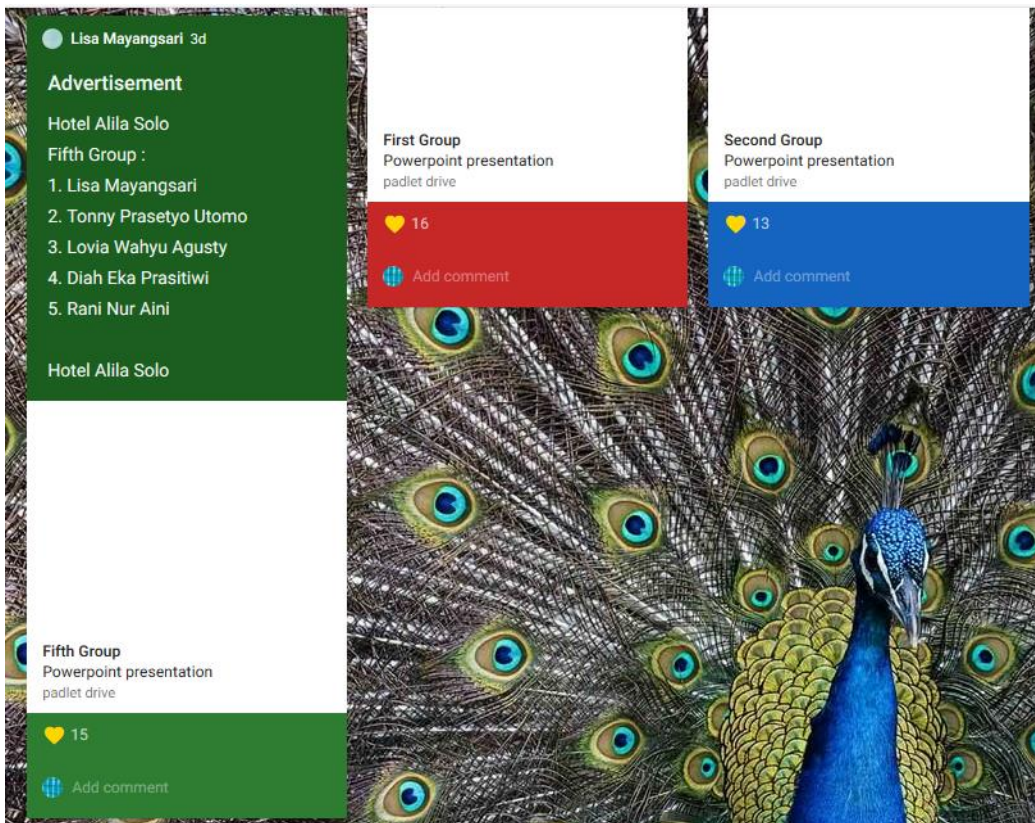
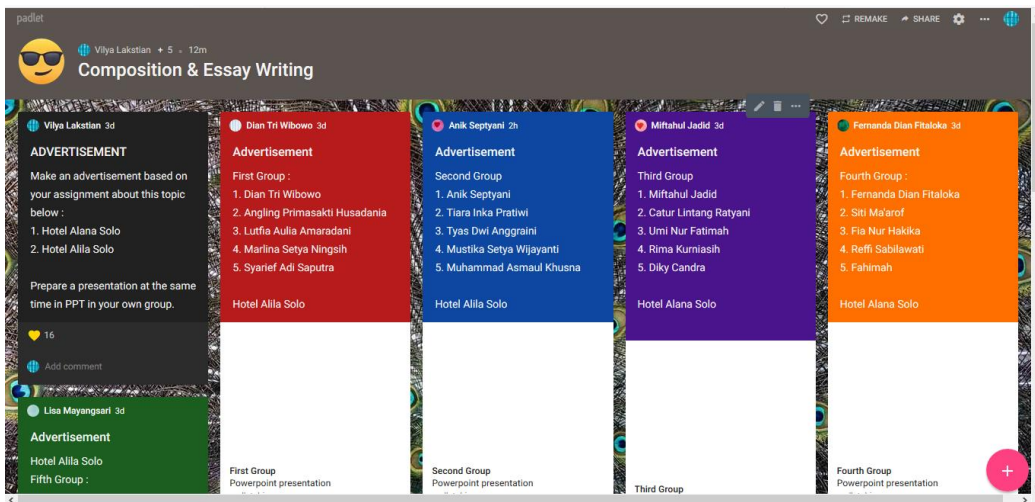
Pausing, she ran her fingers through her hair. It hadn't been this short since the fifth grade when Steven, her best friend's brother, accidentally spit bubblegum into her hair, forcing her to get it cut. She had hated it then, but now she

Dian Tri Wibowo 1m

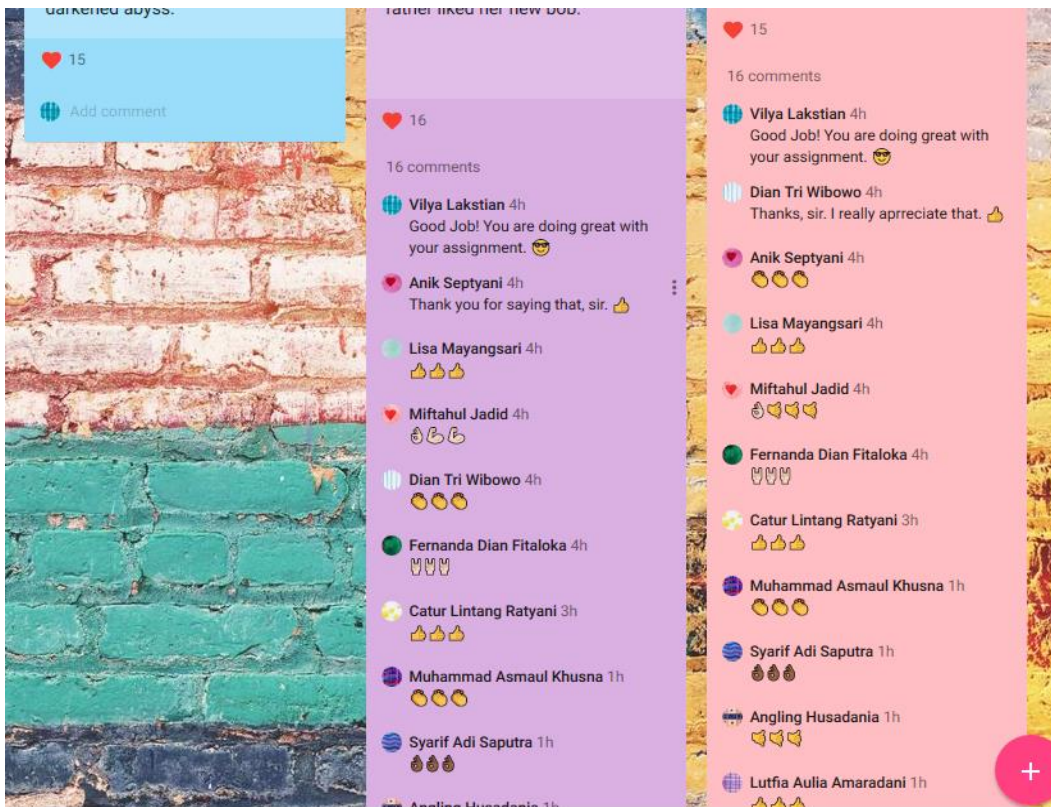
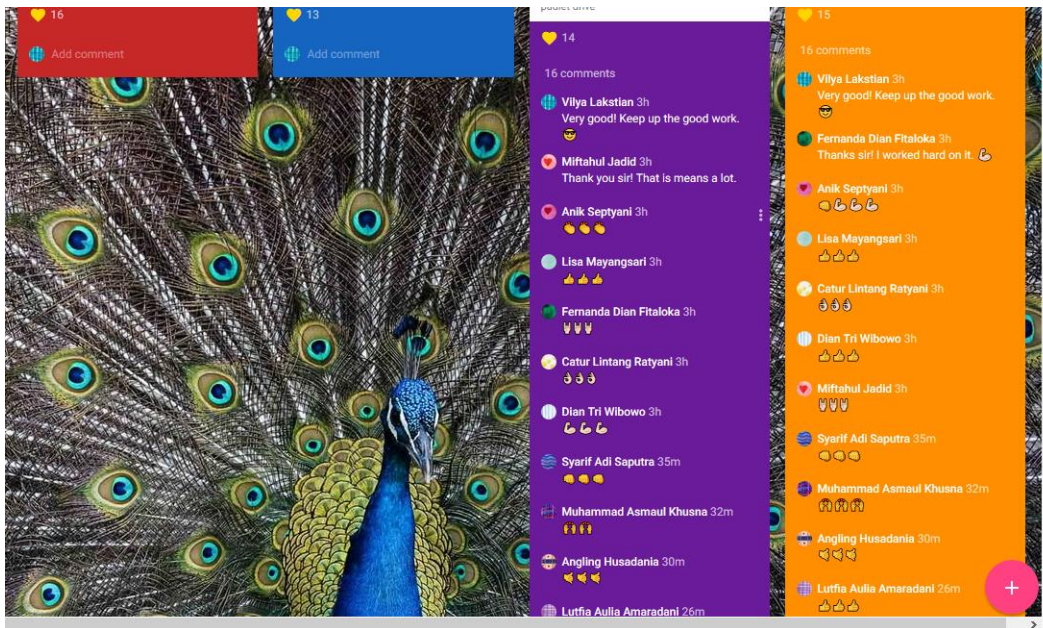
Halloween
Halloween
I used to love Halloween. It was a time when I would get kind of scared, but in that exciting way. We would dress up. It was always hard to decide what to be. I think I was a roller skating waitress one year, a mermaid another year, Belle from Beauty and the Beast another time.

I looked forward to dressing up and going trick or treating. I used to go with my brother for a while, but then he grew out of it, and I don't think I ever did (plus I've always looked younger than my age). So I bet I went trick or treating far longer than any child should, but oh well....

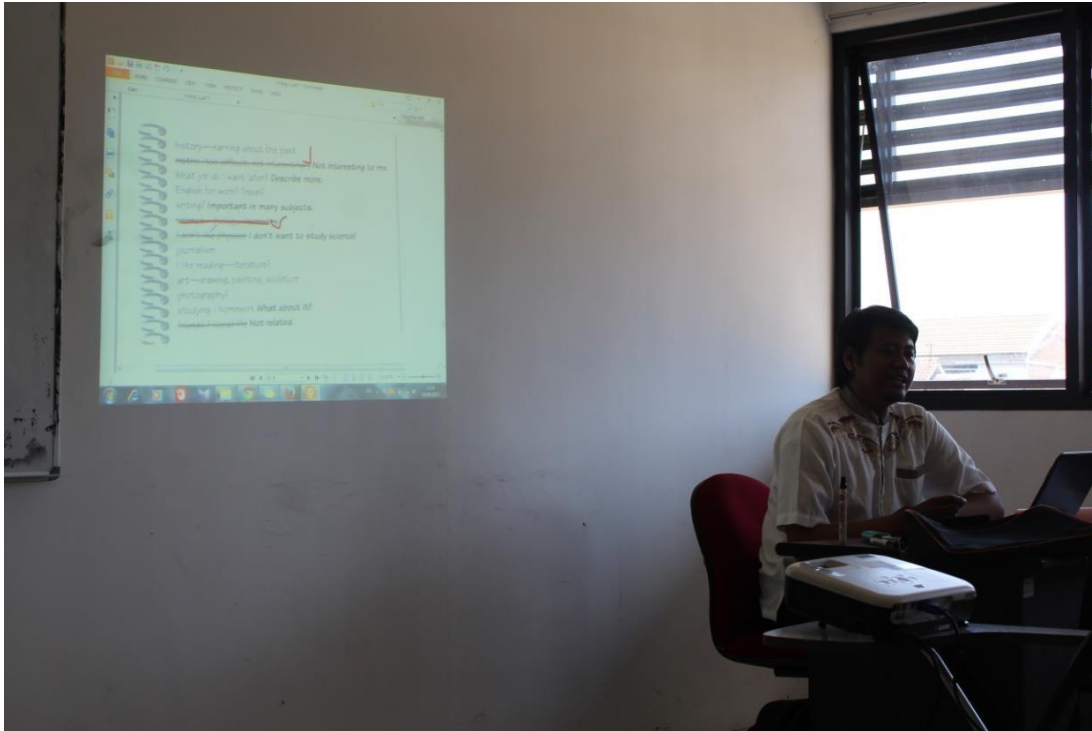
Student's make a Padlet from Teacher assignment.



Student's Padlet Product in Group from Teacher assignment (Material Presentation)



Teacher's feedback and Student's comment reaction on Padlet Application.



Teacher's share materials through media.







Researcher's participated in student's class for observing.

STUDENT'S PARTICIPANT IN COMPOSITION & ESSAY WRITING

Mata Kuliah : COMPOSITION & ESSAY WRITING
 Dosen peampu : Vilya Lakstian Catra Mulia, S. Hum, M. Hum
 Jenjang Studi : S1
 Semester/Kelas : 1/B
 Program Studi : Pendidikan Bahasa Inggris

No.	PBI 1B
1	Angling Prima Sakti Husadania
2	Anik Septyani
3	Catur Lintang Ratriyani
4	Dian Tri Wibowo
5	Dhona Ripta Evanti
6	Dicky Candra
7	Diah Eka Prastiwi
8	Esthi Kusuma Hawati
9	Fernanda Dian Fitaloka
10	Fia Nur Hakiki
11	Fahimah
12	Lisa Mayangsari
13	Lutfia Amaradani
14	Lovia Wahyu Agusti
15	Miftahul Jadid
16	Marlina Setyaningsih
17	Mustika Setya Wijayanti
18	Muhammad Asmaul Khusna
19	Rima Kurniasih
20	Reffi Sabilawati
21	Rani Nur Aini
22	Siti Ma'arofah
23	Tyas Dwi Anggraini
24	Tonny Prastyo Nugroho
25	Titi Israwati
26	Tiara Inka Pratiwi
27	Titin Wigati
28	Umi Nur Fatimah
29	Syarif Adi Saputra
30	Yuni Likitasari