USING PADLET TO IMPROVE STUDENTS' PERSONAL LETTER-WRITING SKILLS

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Article Info	ABSTRACT
	At the SMK level, mastery of English content involves four language skills: listening, speaking, reading, and writing. Students frequently struggle with the four language skills mentioned above when learning English. Up to 75% of students at SMK Maarif NU Doro Vocational School continue to perform below KKM. The author decided to explain the subject of the analysis of the student's abilities to produce personal letter texts since it really caught his or her attention. The goal to be achieved in this research is to improve students' ability to compose a personal letter text. The technique used in this research is to make observations and test student performance in the form of an online written test. The student scores from the evaluation of the written test in the first cycle were 15 students (62.5%) who had reached the KKM. In the assessment of product results in the form of writing a personal letter and then sending it via a padlet, 23 students (95.8%) met the KKM. At the end of the cycle, on the summative test, as many as 20 (80.2%) students passed the summative test without doing any remedial. As suggested, the implementation of online learning activities using the Padlet link to improve students' ability to write texts in the form of personal letters.

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1. INTRODUCTION

In recent years, classroom action research has increasingly become a trend for lecturers and teachers to carry out in an effort to solve problems, improve situations, and/or improve the quality of the learning process in the classroom (Norton, 2009; Altrichter, 2020). CAR was initially carried out with the goal of finding solutions to social problems that arose in society at the time, such as unemployment and juvenile delinquency. CAR is carried out by starting with a systematic study of the problem. Then, based on the results of this study, it is used as the basis for overcoming these problems (Mettetal, 2002; Khasinah, 2013; Meesuk et al., 2020). In the New Normal Era situation or the new normal era with new habits like today, distance education (PJJ) is an option in the midst of the COVID-19 pandemic (Rakhmanina et al., 2020; Subakthiasih & Putri, 202; Maliki et al., 2021). The pattern of implementing face-to-face education cannot be implemented temporarily due to social restrictions imposed by the government. Then how the COVID-19 outbreak has brought positive blessings to

the role of parents in character education of children through the learning process at home. Teachers, on the other hand, can practice their technological skills. PJJ is the most appropriate education system in accordance with the applicable COVID-19 Health Protocol, namely the existence of physical restrictions (physical distancing) to prevent the transmission of COVID-19 (Mishra et al., 2020; Barrot et al., 2021). Through PJJ, the teaching and learning process continues without the need for face-to-face meetings. Currently, the Ministry of Education and Culture provides a Study Aid Quota that can be utilized by teachers and students.

Lack of communication between students and teachers in online learning. The atmosphere of intimacy, mutual attention, and encouragement can only be seen from one direction, namely from the teacher. Most students only answer greetings as necessary through the existing media. Communication between teachers and students should be more intense, even though they can only communicate through social media or online. The current involvement of students in distance learning can be seen from the percentage in online assignment collection. It can be concluded that the assignments submitted by students cannot reach 100%. Another difficulty in changing in the new normal era from conventional learning to online learning is that even though the teacher has given a tutorial, sometimes the participants understand the practice more directly face-to-face (Dhawan, 2020; Rapanta et al., 2020). The tutorial in question is directed individually or in groups via WhatsApp groups or direct personal communication with students.

Students in the online learning process of English should be actively involved, but in reality, they are very passive (Huang, 2002; Michel et al., 2009; Sari, 2020). The learning process should provide opportunities for students to learn to use language communicatively, but in reality, learning activities are limited to vocabulary, pronunciation, and text structure. If English is used as an assessment of the quality of their participation, after being given an example, their writing ability will increase (Mohammadi, 2018; Xiao & Yang, 2019; Chien et al., 2020). If learning is focused on developing communicative competence in English, the quality of communication in the online learning process will increase. Through fun activities in learning to use English, student involvement in learning will increase (Ahmadi & Reza, 2018; Wichadee & Pattanapichet, 2018). If learning activities are created to meet the developmental needs of each student, student learning independence will increase.

The implementation of CAR on "Improving Personal Letter Writing Skills in English using Padlets", means that the teacher is a researcher in CAR activities in Distance Learning, who is always willing to improve the quality of his teaching abilities. The quality improvement efforts are expected to be carried out systematically, realistically, and rationally by researching all his actions in front of an online class (on a network) so that the teacher knows exactly his shortcomings. If in the implementation of the action there are still deficiencies, the teacher is expected to be willing to make changes, improvements, or improvements.

In trying to identify problems that arise in the implementation of distance learning, there are several things that I found, namely that the ability of students in class XI AKL

SMK Maarif NU Doro in writing skills is in the range of values that are less than optimal. From the range of scores for the collected personal letter writing assignments, it was found that values did not meet the Minimum Completeness Criteria. Also, the current problem with sending letters is that it is something that is rarely done or never done.

In trying to analyze the problems that arise in the implementation of distance writing learning, we found several things. Students of Class XI AKL SMK Maarif NU Doro should be able to write simple personal letters, but in reality, their writing is more of a classification of questions about existing text/personal letters.

The formulation of the problem or hypothesis in action research contains the proposed action to produce the desired improvement. In this case, the problem formulation is "how to improve the ability to write personal letters using Padlets for AKL SMK Maarif NU Doro Class XI Students?"

Classroom action research (CAR) conducted by teachers has its own characteristics. CAR's purpose is not to test a hypothesis, as is usually the case with formal research conducted by individuals or institutions. CAR is a step or a series of processes carried out by the teacher in and during learning (Koshy, 2005; Mertler, 2009; Erbil, 2020). This process is completed independently, with the teacher serving as an internal researcher. The implementation never ends. sustainable and forms an iterative cycle of activities.

Teachers realized that something was wrong and blocked their online learning. What's not right? What's bothering you? These points are recorded and scheduled by the teacher as a record of the learning problems they experience.

The goal to be achieved by the teacher in doing CAR is to improve the quality of online learning on personal letter-writing materials in English using Padlet. Unsatisfactory online learning results are an indication of a learning process that is having problems. In fact, there isn't a single teacher who doesn't face challenges and problems while teaching.

Teachers will gain several benefits from participating in CAR activities, including:

Written reports on CAR activities can be used as physical evidence of teachers' having written scientific papers. Teachers can use this scientific work for a variety of purposes, including promotion, class promotion, participation in teacher achievement competitions, teacher creativity competitions, and so on.

Teachers are accustomed to carrying out research independently to solve the learning problems they are facing. In turn, the teacher will become a reliable learning problem solver so that he deserves the title of a professional teacher. can improve the quality of the process and learning outcomes. Usually, a quality process will lead teachers to quality results as well.

2. METHOD

The research used is Classroom Action Research, or in English terms, Classroom Action Research (CAR). In this study, researchers used the Kemmis & McTaggart PTK

method, which in the research flow included planning, implementation, observation, and reflection (McTaggart & Nixon, 2018; Kemmis et al., 2019). The participant in this study is students of class XI AKL SMK Maarif NU Doro for the 2020–2021 academic year.

The datasets collected in this study are as follows:

a. The results of the online mid-semester assessment of students; the results of the work given by the researcher; the test given at the beginning before the action; and the test after the research action.

b. The results of interviews; interviews between researchers and several students via Whatsapp; the principal of SMK Maarif NU Doro; and fellow English teachers.

c. Observation results, obtained from observations of peers or homeroom teachers. The data sources in this study were all students who were the subject of the study, namely students of class XI AKL odd semesters at SMK Maarif NU Doro, totaling 23 children. The students who were taken as interview subjects were 3 students who were presented offline with the permission of their parents/guardians. Attachment number 2.

Data collection techniques are the most important step in research because the main purpose of research is to obtain data. Data collection is the recording of events or things or descriptions of some or all elements of the population that will support or support research.

An interview is a data collection method that requires direct communication between the investigator and the subject or respondent (Husband, 2020). In interviews, one-sided questions and answers are usually carried out systematically and based on research objectives. In this case, the researcher conducted interviews with the principal of SMK Maarif NU Doro, an English subject teacher, and 3 students from class XI. Interviews with school principals aim to obtain data on how far the school is prepared to carry out online learning. Interviews with teachers aim to obtain preliminary data about online learning activities before conducting research. Meanwhile, interviews with students aim to determine the level of students' understanding of the material being studied and delivered online.   This is intended to determine the suitability of planned and implemented actions and to collect data on student activities in the learning process. Observations were carried out by researchers and assisted by colleagues using observation sheets. Moreover, a documentation method means a way of collecting data by recording existing data. Collect photos and any required written documents.

In this study, researchers used a Google form so that the results could be recorded on the researcher's drive. Furthermore, in this classroom action research, the data analysis process begins by examining all available data from various sources, namely from the results of the initial test using the Mid-Semester Examination scores, interviews with the Principal of SMK Maarif NU Doro, fellow English teachers, the results of observations, and observations that have been written. in a note and check list.

3.   RESULTS AND DISCUSSION

The results of the research that has been carried out by the researchers are described in this chapter, covering the first cycle, second cycle, and third cycle according to the plans that

have been made previously. This chapter reports the results of the personal letter-writing test at the end of each cycle. The results of the study can be illustrated through the following stages.

Cycle I

This research was conducted on students of XI AKL SMK Maarif NU Doro in the 2020/21 academic year. Considering the current online condition of 23 students in Class XI AKL. The researcher is an English subject teacher for Class XI AKL.

At this stage, the researchere explains and finds problems with how to improve students' ability to write personal letters and send them through the link padlet. This is done because it looks at the initial conditions on the students' PTS scores. The percentage of students who complete learning is only 20.8%. Meanwhile, the percentage of students who have not finished studying is 75.0%.

The learning model applied in the first cycle is discovery learning. This can be seen when students are asked to find the text of a personal letter in a learning video given by the teacher. Before giving assignments to students, the teacher asks them to set up an online learning group. This group may only consist of two students with the closest housing conditions. Considering that SMK Maarif NU Doro is a school located in a coastal area where students live in one hamlet or one village, delivering student learning outcomes in learning English is challenging. After some time passed for the period of collecting student assignments, there were only 12 students submitting assignments via the link padlet provided by the teacher. Furthermore, some students collect after the expiry of the delivery date. The percentage of students' complete learning scores is 62.5%, while the percentage of students' incompleteness is 33.3%.

Cycle II

In this step, re-examine what has been planned in the Learning Implementation Plan (RPP). Identify the problems experienced by students in the previous cycle. In cycle II, several problems were found. Some students have not seen or paid attention to the videos that have been shared by the teacher in the WhatsApp group and also archived in Google Classroom. Analyze and formulate problems for students about the skills of writing personal letters using padlets. Some students have trouble submitting letters to the link padlet. So, the teacher helps send it off. by first sending the image via WhatsApp group. Choosing an appropriate online learning model for cycle II is In this cycle, the learning model uses project-based learning. Students are asked to rewrite the contents of the letter based on the learning video. Discuss interactive online learning models. Prepare instruments (questionnaires, guidelines, observations, final tests). Plan independent assignments online. After discussing, each participant sends the results of the discussion to the link padlet.

Cycle III

Re-examine what has been planned in the Learning Implementation Plan (RPP). Identify problems experienced by students. In cycle II, several problems were found. Analyze and formulate problems for students about the skills of writing personal letters using padlets.

designing an appropriate online learning model for cycle II. In this cycle, the learning model uses project-based learning. Students write personal letters with the theme of learning experiences during the pandemic at home. Discuss interactive online learning models. Prepare instruments (questionnaires, guidelines, observations, final tests). Previous assignments have been given in Google Classroom, as well as discussions via Whatsapp. After discussion, each student sends the results of the discussion to the link padlet and also takes a summative test via Google form.

Discussion

Implementation or application of the content of the action plan in the class under study. The thing to remember is that at this stage, the implementer (teacher) must remember and try to comply with what has been formulated in the action plan; done fairly, not rigidly, and not made up.

Carry out the steps in accordance with the planning contained in the Learning Implementation Plan. Using the discovery learning model to find the text of a personal letter in a learning video Following this activity, a discussion about text definition, social functions, linguistic elements, and text structure took place. Observation activities are carried out by observers (researchers or teachers). As previously explained, this observation activity is not separate.

Because the observation is carried out while the action is being carried out, the two activities (action implementation and observations) are derived from the action implementation activities.

After discussing with the English Mapel teacher at SMK Maarif NU Doro, the Deputy Head of Curriculum, and the Principal for an observation plan. From the results of the interview, it can be concluded that SMK Maarif NU Doro has tried its best in distance learning and PJJ. The same thing was conveyed by 3 students who were presented offline to fill out the interview sheet. By discussing with the Deputy Head of Curriculum and English subject teachers to discuss the weaknesses, I found students look passive and still look shy about using audio and video in Zoom meetings. The teacher always reminds students to turn on audio and video.

Observing each step of the activity according to the plan. Observations about student activity in participating in online learning. Based on the effective assessment of the number of online activities, both synchronous and asynchronous, being carried out. The researcher concludes the adequacy of online learning time. They learn to anticipate obstacles by looking for solutions when carrying out the next stages of activities. This is done by always being communicative with students and often coordinating via WhatsApp.

Furthermore, in cycle II, implementation or application of the content of the action plan in the class under study. Observations about student activity in participating in online learning paying attention to the available time allocation with the number of online activities, both synchronous and asynchronous, being carried out. Anticipate by looking for solutions if you encounter obstacles when carrying out the stages of activities. This is done by always being communicative with students and often coordinating via WhatsApp.

Make observations and take notes on its implementation. Considering that this incident was carried out simultaneously with the implementation of non-teaching tasks, PTK and PPL. Observing the application of the project-based learning online learning model by the teacher in class XI AKL. Record every change and activity that occurs during the application of the online learning model. At the second meeting, or cycle II, the researcher applied project-based learning. Conduct discussions with the teacher to discuss the weaknesses found. Students look more stable. It means not going in and out of a zoom class. Don't be shy about using audio and video in a Zoom meeting. The teacher always reminds students to turn off the audio.

Student learning outcomes after some time lapsed for the period of collecting student assignments, there were 17 students collecting assignments via the link padlet provided by the teacher and another 6 collecting them offline. The percentage of complete student learning scores amounted to 95.8%. This is the maximum result considering that all students' personal letter-writing assignments have been completed.

In Cycle III, the researcher carries out the steps in accordance with the planning contained in the Learning Implementation Plan. Apply the project-based learning model by writing a personal letter with the theme of learning experiences at home during the pandemic. Observe each step of the activity according to the plan. They are paying attention to the available time allocation with many online activities, both synchronous and asynchronous, being carried out.

Anticipate by looking for solutions if you encounter obstacles when carrying out the stages of activities. This is done by always being communicative with students and often coordinating via WhatsApp.

Make observations and take notes on its implementation. Considering that this activity is carried out simultaneously with the implementation of non-teaching tasks, PTK, and PPL. Record every change and activity that occurs during the application of the online learning model. At the third meeting, or cycle III, the researchers applied project-based learning. Conduct discussions with the teacher to discuss the weaknesses found. Students look more stable. It means not going in and out of a zoom class. Don't be shy about using audio and video in a Zoom meeting. The teacher does not always remind students to turn off the audio.

Student learning outcomes after some time lapsed for the period of collecting student assignments, there were 17 students collecting assignments via the link padlet provided by the teacher and another 6 collecting them offline. The percentage of students complete learning scores is 80.2%. Meanwhile, the percentage of incomplete student learning scores is 16.7%. This number shows a decrease from the previous cycle. The study's findings are pertinent and in line with several earlier studies, including those by Lestari (2017), aufikurohman (2018), Rashid et al. (2019), and Jong & Tan (2021), which found that using Padlet helped students write better letters.

4. CONCLUSION

Finally, the writer can obtain some findings after carrying out the reflection and discussion, and the Classroom Action Research conducted during this distance learning can be concluded as follows:

The use of the Padlet application as a means for sending personal letters can improve the ability of students in class XI AKL SMK Maarif NU Doro. This can be proven through an evaluation/written test with the average score of students in the first cycle was 15 students (62.5%) who had reached the KKM, increasing in the third cycle to as many as 20 (80.2%) students.

Online learning, or distance learning, is currently carried out synchronously or asynchronously. The use of interesting media is proven to increase student activity. In the first cycle, there were nine students who successfully participated in the Zoom Meeting activity. 12 people in the second cycle, and 17 people in the third cycle.

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