Motivating EFL Learners to Write Using Padlet Application

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Abstract

E-learning is a system or concept of education that utilizes information technology in teaching and learning. One of them is Padlet, which is an internet site that allows people and other users to collaborate on text, photos, links or other content. Each of these collaborative spaces called a "wall" that can be used as a personal bulletin board. Tecahers and companies generally use Padlets to encourage creative multimedia conversation and exchange of opinions. So, this media is expected to be useful for teachers and students in writing learning class. This study is the quasi experimental research that aimed to know the effect and the correlation of the implementation of Padlet to the students' achievement and motivation in writing. The implementation Padlet as independent variables and the students' motivation and its correlation with writing achievement as a dependent variable. The population in this research is all second grade students in one of senior high school at Makassar that consist of eight classes. One class took as a control group and one class as an experiment group through cluster random sampling technique. The data of the research was obtained by the study results test on the subject of the velocity reaction for pre-test and post-test and questionnaire. Based on analysis of inferential statistics for writing achievement, the P = 0.001, and for motivation, the P = 0,012 and it less than = 0,05 was obtained, it is means that the implementation Padlet is significantly influence to the students' motivation of the second grade senior high school students' on the material subject of writing. Eventhough, there is no correlation between students' motivation and students' writing achievement.

Keywords: *Writing, Motivation, Padlet Application, EFL Learners*.

INTRODUCTION

Writing as a productive skill is the expression of language that is used to convey and explain the idea in the form of letter, symbol, and word to the reader. The ability to write effectively become important in our global community. This is why the role of instruction in writing need to be increased in both second and foreign language education. Communication across languages become more essential, as advances in transformation

and technology which allow people from nations and cultures throughout the world can interact with each other. Hyland in Richard (2001: 21) states that writing involves composing skills and knowledge about texts, contexts, and readers. The writers not only need realistic strategies for drafting and revising but also a clear understanding of genre to be able to structure their writing according to the context. It means that, they not only focus in grammatical and mechanic, but also, they give attention into meaningful particular context.

Unfortunately, most of the advanced students nowadays find some difficulties to express their ideas in English in written form Nurgiyantoro (2001:269) argued that writing is a more difficult ability to master than three other abilities, namely listening, speaking, and reading. it can be influenced by internal and external factors. They not only have poor ability in writing but also not enjoy the writing process. Motivation is one of the most important factors that influence the students' English writing skill. It has a close relationship with students' success or failure in English learning.

There are many considerations about the effect of technology, especially the online media. The improvement of students' motivation and how useful this online media if we can get the benefit of it, especially in terms of writing (Sakkir, 2021). But there is no one that specifically conducts the research about the use of "Padlet" in teaching writing for English course, which is special produced for class with teacher and students. Lestari (2017) in her research about "Implementing Padlet Application to Improve Writing Ability in English Writing Skill for Non-English Department Students" she concluded that those application can be implemented as online writing practices every time that make students ability improve, the situation of wall in Padlet can stimulate students to explore idea because they could upload video, recording, or picture suitable with topic. Kleinsmith (2017) in her research about "The Effects of Using Padlet on The Academic Performance and Engagement of Students in A Fifth Grade Basic Skills Mathematics Classroom" explained that this study was successful in increased the academic engagement among students in a fifth-grade basic skills mathematics classroom. The study also confirmed that students were satisfied with the use of Padlet. Helmasena, Sutarsyah and Supriyadi (2015) in their research about "The Correlation between the Students' Motivation and Their Writing Ability" concluded that there is significant correlation between the students' motivation and their writing ability. It means that the higher students' motivation level, the higher students' get achievement in their writing ability. There were two factors that could influence the students' writing ability besides motivation and they were related to one another, they were: internal factor and external factor.

The current study is similar to the previous researches, but it differs from the studies cited here in several aspects. The current research focused on the effect of "Padlet" toward students' motivation in writing English and then correlate it with the students' achievement.

Based on previous observation, the students were boring when they wrote in individual, and it will be affected to their motivation and achievement. The students are more interesting writing in group. These facts are strikingly constructed if we compare it when the students write their ideas on social network. They find themselves at ease to write anything on any social media platform such as Facebook, twitter, Tumblr, blog, WhatsApp, live journal, etc (Sakkir, 2019). These applications are comfort, interest, and motivating when they were in classroom, especially in facing of writing task. Social media tolls have changed the way that people connect with one another. In an education setting, appropriate use of these tools can encourage collaboration, sharing of resources, transmitting new ideas, and the virtual expansion of class wall (Atmowardoyo, 2020).

The media tools such as Padlet has a potential to foster EFL students learning in the classroom, one innovation that can be implemented in writing class is by using application/technology, that is: Padlet application. Padlet is application that students can write, communicate, share, and collaborate their paragraph or essay with friends in a class. By using this application, lecturer directly can see, review, and evaluate students' posting and then lecturer will give evaluation and explanation.

There are some researchers that have been used Padlet as a medium in teaching. However, these researchers focused on the other aspects, such as focus on non-English teaching. So that, the present researchers will focus on the implementation of Padlet as a teaching medium in writing English text (Narrative), then they will try to correlate the students' achievement and motivation after the implementation of Padlet in writing.

Based on the consideration above, the researchers will try to engage the students of MAN 1 Makassar to write English on "Padlet" site in hope that they can gain motivation to express their ideas in English written form comfortably that then may foster their writing achievement.

Seeing how students were more comfortable in writing things through online media, the researchers would try to engage the students of MAN 1 Makassar to have English writing activity through online media. One of the special platforms that suitable for this purpose is "Padlet". The application which is specially designed for teacher and student. Regarding this research problem, the researchers formulated 2 (two) research questions as follow:

1. Are the students motivated in writing by the implementation of Padlet?
2. Is there any correlation between students' writing achievement and students' motivation by the implementation of Padlet?

Padlet Application

Padlet is a free online tool that is best described as an online notice board. Padlet can be used by students and teachers to post notes on a common page. The notes posted by teachers and students can contain links, videos, images and document files. When you registered with Padlet, you can create as many "walls" or online notice boards as you like.

These walls can set to private or public, with each wall having separate privacy settings. According to Fiester & Green (2016), Padlet allows for students to be actively engaged in a lesson when they may otherwise be distracted. Padlet may also serve as a FA tool for teachers. On the other hand, it may serve as a bulletin board where students can post their thoughts, ideas, questions, and answers.

Features and benefits of Padlet such as: easy and intuitive; universal and inclusive; perfecting the art of collaboration; supports (almost) every file type; apps for (most) any device; beautiful and fun; private and secure; flexible and versatile; take it with you; premium plans; personal profile; search for information and inspiration and excellent support.

METHOD

The research design of this study takes the form of the quantitative research approach. This research applied total sampling to determine the population samples. In this research, the researchers applied quasi-experimental method which involved two groups. They were experimental group and control group. The experimental group received treatment by using Padlet, while the control group gave a treatment without using Padlet (conventional way). The researchers provided the same material for both the experimental group and control group. Both of the groups gave pre-test and post-test. Pre-test administered before the experimentation to assess the students' prior knowledge on writing skill and the post-test administered to measure the experimentation effects. This research consisted of three variables namely the implementation of Padlet as an independent variable, students' motivation consisting of two aspects (intrinsic motivation and extrinsic motivation) and the correlation between students' writing achievement and students' motivation by the implementation of Padlet as dependent variable.

The population of the research was the first semester of the second grade of students in MAN 1 Makassar academic year 2018/2019. There were 8 classes with number of population were 240 students. The sampling technique of this research was cluster random sampling. For this research, the researchers were randomly select two classes, one class includes all students in the class as the experimental group, and another class includes all students in the class the control group.

The researchers used the following instruments to achieve the purpose of the study: (1) Writing test, writing test designed and developed by the researchers. The test consisted of 4 ideas of narrative texts. Student instructed to choose one of the four ideas that were interested in and (2) writing motivation questionnaire, adapted from academic writing motivation questionnaire (AWMQ) by Ashley (2012), is used to know the motivation of the students in writing English. It is consisted of 30 items. Statements about students' motivation in writing. It divided into: 20 items intrinsic motivation and 10 items extrinsic motivation. The questionnaire would be given before and after the treatment to know whether or not the students' motivation increases. The responses were given in a Four

Point Likert Scale Format, ranging from very high to very low, to examine the participant's motivation.

The procedure of collecting the data was presented in the chronological order as follow: (1) Pre-test, before presenting the materials, the researchers gave pre-test to both experimental group and control group, the writing test to know the students' writing ability before treatment, and questionnaire to know the students' prior motivation, and (2) Post-test, after conducting the treatment, the post-test would give to both experimental and control groups, they were motivation questionnaires and writing test. Post-test gave to know the students' writing achievement after the treatment to see the effectiveness of using "Padlet" in motivating students to write English. The test item and procedures in the post-test were exactly the same as those in the pre-test.

Motivation Questionnaire

After administering a questionnaire to the students, the researchers took the data and analyzed it by the procedures as follow:

a. Scoring

The data through motivational scale used Likert scale and then analyzed in average. The scores on the four-point scale format ranging from strongly agree to strongly disagree.

Table 1. Likert Scale

Statements	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly Disagree	1

b. Interpreting the score

The rating score ranges were from 30-120. Since the questionnaire got four categories, the interval that was used to determine the category 21 and 22. The following was the rating score of the category.

Table 2. Range score of interpreting motivation

Range score	Category
99-120	Very high
76-98	High
53-98	Low
30-52	Very low

c. Calculating the mean score and standard deviation and significant difference by using SPSS

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In calculating the mean score, standard deviation or the descriptive value and significant difference to see the students' motivation in writing English using "Padlet", the researchers also used SPSS program 25.

Correlation Analysis

The analysis of correlation between students' motivation and writing achievement:
a. Calculating the degree of correlation between students' motivation and writing achievement, the researchers would use SPSS version 25.
b. Interpreting the result of the data analysis, the researchers used the standard of Pearson correlation as in the table below:

Table 4. Pearson Correlation Category

R	CATEGORY
0.00 to 0.20	No Correlation
0.21 to 0.40	Weak correlation
0.41 to 0.60	Medium Correlation
0.61 to 0.80	Strong correlation
0.81 to 1.00	Perfect correlation

c. Calculating the significance of correlation between two variables:

Table 5. Category of Significant Correlation

Criteria	Category
If r < 0.05	Significant correlation
If r > 0.05	No significant correlation

FINDINGS AND DISCUSSION

The findings of the research consist of the pre-test and post-test score of experimental group and control group of students' writing achievement and students' motivation. The students' score described the overall students' English writing achievement and their motivation score about the percentage, the frequency, the mean score, the standard deviation and the test of significant.

The Students' Motivation

This section explains about the result description of the research through the scoring classification of the pre-test and post-test of students' motivation generally then specifically on two aspects of English writing motivation, they are: intrinsic and extrinsic motivation. This thought is consistent with Harmer (1991:75) that the kind of motivation consisted of intrinsic and extrinsic motivation. It also explains the mean score standard deviation, significance test result to see the difference between pre-test and post-test.

a. Scoring classification of the students' writing motivation

1) Pre-test

The frequency of the percentage of the students' motivation in pre-test for both experimental and control group can be seen in table below, as follow:

Table 6. The Frequency and the percentage of the students' motivation score in pre-test

PRE-TEST					
Range of Score	Classification	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
99-120	Very High	3	10%	7	23%
76-98	High	27	90%	22	73%
53-75	Low	0	0%	1	3%
30-52	Very Low	0	0%	0	0%
Total		30	100%	30	100%

Table 6 shows that the score of both groups (experimental and control) were categorized as high motivated category. In experimental group, there are 3 students were categorized as very high motivation students, it means that 10% of the students got very high motivation. There are 24 students were categorized as high motivation students, it means that 90% of the students got high motivation. While no one of the students got low and very low motivation, it means that no one of the students got the category of low and very motivation.

In control group, there are 7 students that were categorized as very high motivation students, it means that 23% of the students got very high motivation. There are 22 students that were categorized as high motivation students, it means that 73% of the students got high motivation. There was only 1 of the students that was categorized as low motivation category, it means that 3% of the students got low motivation. While no one of the students got very low motivation, it means that no one of the students got the category of very motivation.

2) Post-test

The frequency of the percentage of the students' motivation in post-test for both experimental and control group can be seen in table below, as follow:

Table 7. The Frequency and the percentage of the students' motivation score in post-test

POST-TEST					
Range of Score	Classification	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
99-120	Very High	6	20%	8	27%
76-98	High	24	80%	22	73%
53-75	Low	0	0%	0	0%
30-52	Very Low	0	0%	0	0%
Total		30	100%	30	100%

Table 7 shows that the score of both groups (experimental and control) categorized as high motivated category. In experimental group, there are 6 students that were categorized as very high motivation students, it means that 20% of the students got very high motivation. There are 24 students that were categorized as high motivation students, it means that 90% of the students got high motivation. While no one of the students got low and very low motivation, it means that no one of the students got the category of low and very motivation.

In control group, there are 8 students that were categorized as very high motivation students, it means that 27% of the students got very high motivation. There are 22 students that were categorized as high motivation students, it means that 73% of the students got high motivation. There is no one of the students that was categorized as low and very low motivation category, it means that 0% of the students got low and very low motivation.

b. Mean score and standard deviation of students' writing motivation in pre-test and post-test

1) Pre-test

The mean score and standard deviation in pre-test of both experimental and control group can be seen in the table below, as follow:

Table 8. Mean score and standard deviation of students' motivation in pre-test

Group Statistics					
Classes		N	Mean	Std. Deviation	Std. Error Mean
Pre-test Questionnaire	Experimental	30	90.6333	6.09400	1.11261
	Control	30	91.8000	9.94953	1.81653

Table 8 shows that the mean score on the pre-test obtained in the motivation for experimental group was 90.63 (highly motivated) with standard deviation 6.094, while the control group was 91.80 (highly motivated) with standard deviation 9.949.

2) Post-test

The mean score and standard deviation in post-test of both experimental and control group can be seen in the table below, as follow:

Table 9. Mean score and standard deviation of students' motivation in pre-test

Group Statistics					
Classes		N	Mean	Std. Deviation	Std. Error Mean
	Experimental	30	92.2000	5.92132	1.08108

Post-test Questionnaire	Control	30	96.4667	6.80128	1.24174

Table above shows that the mean score on the post-test obtained in the motivation for experimental group was 92.63 (highly motivated) with standard deviation 5.921, while the control group was 96.80 (highly motivated) with standard deviation 6.801.

c. The test of significance of students' writing motivation

The researcher used independent sample test that is a test to know the significance difference between the result of the students' score in the pre-test and the post-test.

Table 10. Test of Significance of students' writing motivation score of both experimental and control groups in pre-test and post-test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test Questionnaire	Equal variances assumed	7.374	0,009	-0,548	58	0,586	-1,16667	2,13018	-5,43068	3,09735
	Equal variances not assumed			-0,548	48,074	0,586	-1,16667	2,13018	-5,44951	3,11617
Post-test Questionnaire	Equal variances assumed	0,138	0,712	-2,592	58	0,012	-4,26667	1,64641	-7,56231	-0,97103
	Equal variances not assumed			-2,592	56,921	0,012	-4,26667	1,64641	-7,56364	-0,96970

The result of table above shows that the motivation in pre-test of both experimental group and control group was not significantly different (p>0.05=0.586>0.05) and in the post-test was significantly different (p>0.05=0.012>0.05). It can be concluded that the use of *Padlet* in students' writing motivation was significantly different.

d. Mean and Standard Deviation score on 2 aspects of motivation

After seeing the students' writing motivation in general, the researcher then wanted to see the students score in two aspects of writing motivation, they are: intrinsic motivation and extrinsic motivation. It can be seen in the table below, as follow:

Table 11. Mean and standard deviation score on two aspects of students writing motivation

Aspects	Experimental Group				Control Group			
	Pre-test		Post-test		Pre-test		Post-test	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Intrinsic	61.866	4.174	63.7	4.145	62.9	7.014	66.033	4.723
Extrinsic	28.766	3.47	28.5	2.991	28.9	3.844	30,433	3.53
Total	90.632	7.644	92.2	7.136	91.8	10.858	96,466	8.253

The table above shows that the difference of the mean and standard deviation for both groups, based on the scoring aspects of motivation. In intrinsic, the mean score for experimental group in pre-test was 61.8 with standard deviation 4.174 and in the post-test were 63.7 with standard deviation 4,145. It means that there was improvement from pre-test to post-test. While the mean score for control group in the pre-test was 62.9 with standard deviation 7.014 and in the post-test were 66.03 with standard deviation 4.723. It means that there was improvement between pre-test and post-test.

In extrinsic, the mean score for experimental group in pre-test was 28.7 with standard deviation 3.47 and in the post-test were 28.5 with standard deviation 2.991. It means that the score is decrease from pre-test to post test. While the mean score for control group in the pre-test was 28, 9 with standard deviation 3,844 and in the post-test were 30.43 with standard deviation 3.53. It means that there was improvement between pre-test and post-test.

e. The significance test of two aspects of students' motivation in pre-test and post-test

The researcher used independent sample test that is a test to know the significance difference between the result for each aspects of motivation of the students' score in the pre-test and the post-test.

Table 12. The significance test on two aspects of students' motivation in pre-test and post-test

	Aspects		Levene's Test for Equality of Variances		t-test for Equality of Means					
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

Independent Samples Test

			F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error	Lower	Upper
Pre-test	Intrinsic	Equal variances assumed	7,376	0,009	-0,693	58	0,491	-1,03333	1,49026	-4,01642	1,94975
		Equal variances not assumed			-0,693	47,257	0,491	-1,03333	1,49026	-4,03092	1,96426
	Extrinsic	Equal variances assumed	0,645	0,425	-0,141	58	0,888	-0,13333	0,94569	-2,02634	1,75967
		Equal variances not assumed			-0,141	57,403	0,888	-0,13333	0,94569	-2,02676	1,76009
Post-test	Intrinsic	Equal variances assumed	0,097	0,757	-2,034	58	0,047	-2,33333	1,14734	-4,62999	-0,03667
		Equal variances not assumed			-2,034	57,039	0,047	-2,33333	1,14734	-4,63082	-0,03585
	Extrinsic	Equal variances assumed	1,004	0,321	-2,289	58	0,026	-1,93333	0,84477	-3,62433	-0,24234
		Equal variances not assumed			-2,289	56,480	0,026	-1,93333	0,84477	-3,62530	-0,24137

The result on table above points out that the students' motivation of both experimental and control group in pre-test on aspects of intrinsic and extrinsic motivation were not significantly different. It can be seen that the score of two aspects in motivation (intrinsic ($p>0.05=0.491>0.05$)) and (extrinsic ($p>0.05=0,888>0.05$)). While in the post-test, both of groups were significantly difference. It can be seen about the score of two aspects in motivation (intrinsic ($p<0.05=0.047<0.05$) and (extrinsic ($p<0.05=0.026<0.05$)).

Based on the data above, the implementation of *Padlet* in the students' writing motivation was significantly difference between experimental group and control group.

The Correlation between Students' Motivation and Students' Writing Achievement (Pearson Correlation)

The researcher used *Pearson* correlation analysis to correlate each variable (students' motivation and students' writing achievement), it can be seen in the table below:

Table 13. The correlation between students' motivation and students' writing achievement

			Questionnaire	Writing Test
Pre-Test Mia 1		**Correlations**		
			Questionnaire	Writing Test
	Questionnaire	Pearson Correlation	1	-0,184
		Sig. (2-tailed)		0,331
		N	30	30
	Writing Test	Pearson Correlation	-0,184	1
		Sig. (2-tailed)	0,331	
		N	30	30
Post-test Mia 1		**Correlations**		
			Questionnaire	Writing Test
	Questionnaire	Pearson Correlation	1	0,071
		Sig. (2-tailed)		0,709

			30	30
	Writing Test	Pearson Correlation	0,071	1
		Sig. (2-tailed)	0,709	
		N	30	30
Pre-test Mia 5	**Correlations**			
			Questionnaire	Writing Test
	Questionnaire	Pearson Correlation	1	-0,056
		Sig. (2-tailed)		0,768
		N	30	30
	Writing Test	Pearson Correlation	-0,056	1
		Sig. (2-tailed)	0,768	
		N	30	30
Post-test Mia 5	**Correlations**			
			Questionnaire	Writing Test
	Questionnaire	Pearson Correlation	1	0,024
		Sig. (2-tailed)		0,900
		N	30	30
	Writing Test	Pearson Correlation	0,024	1
		Sig. (2-tailed)	0,900	
		N	30	30

Table 13 shows the correlation between students' motivation and students' writing achievement in 2 groups (experimental group and control group) in the pre-test and post-test.

In the experimental group of pre-test, there is no correlation between two variables. It can be seen that the Pearson correlation value was -0.184 with sig (2 tailed) 0.331 which was categorized as no correlation between each variable. While In the experimental group of post-test, there is correlation between two variables. It can be seen that the *Pearson* correlation value was 0.071 with sig (2 tailed) 0.709 which was categorized as very low between each variable.

In the control group of pre-test, there is no correlation between two variables. It can be seen that the Pearson correlation value was -0.056 with sig (2 tailed) 0.768 which was categorized as no correlation between each variable. While In the control group of post-test, there is correlation between two variables. It can be seen that the Pearson correlation value was 0.024 with sig (2 tailed) 0.900 which was categorized as very low between each variable.

Discussion

This study emphasized to the students' motivation, the students' writing achievement, and the correlation between students' motivation and the students' writing achievement of both experimental group and control group.

In terms of students' motivation, it was found that there were 2 (two) aspects that increased significantly after comparing the pre-test and the post-test score of both the experimental group and control group, they are intrinsic and extrinsic motivation. The statement based on the theory of Harmer (1991:3) that motivation divided into 2 kinds, they are intrinsic and extrinsic motivation. (1) Intrinsic motivation, in the pre-test, the

significant score of intrinsic student's motivation was not significant. It can be seen in the significant score of students after the test. After the researcher analyzed the score of intrinsic students' motivation, the researcher found that students' motivation still low when they did a writing task (especially of narrative text). One of the factors of the students that affect to their motivation is about the method and the medium that the teacher used in teaching and learning process. It similar with the theory of Harmer (1991:5) that intrinsic motivation involves the physical condition, teacher, method, and success. The method and the medium that students used before the researcher did this research while they wrote their task was using a conventional way from the teacher. In the post-test, the researcher found that the intrinsic students' motivation increased after the implementation of Padlet in writing activity, especially in media aspect of intrinsic motivation. The students actually need a media to support their writing activity, and (2) Extrinsic motivation, in the pre-test, the significant score of extrinsic students' motivation was not significantly different between experimental group and control group. In the post-test, the significant score of extrinsic students' motivation was significantly different. After the researcher analyzed the students' score in extrinsic motivation, the researcher found that most of the students got improvement in integrative aspect, which is the students need to be motivated by the other people for example their friends or their teacher. This is similar with the statement of Harmer (1991:4) that extrinsic motivation divided into 2 kinds they are instrumental and integrative motivation. Based on the explanation above, the implementation of Padlet can give contribution in teaching and learning process especially those who want to improve the media that they want to use and who want to have an integrative motivation toward writing English.

The correlation analysis result reveals that there was no a significant correlation between the students' motivation and the students' writing achievement both of groups (experimental group and control group) in the pre-test and post-test. It was strengthened by the statistics of each of the probability value that was bigger than the level of significance.

CONCLUSION

Based on the research findings and discussion, the conclusions are revealed into the following statements:

1. The implementation of Padlet on the students' motivation in writing was significantly different from another way (Conventional way). Because, there was significant difference in all the aspects (intrinsic and extrinsic). It was proved by the score of the experimental group in the pre-test which was not significantly ($p>0, 05=0,586>0, 05$). While in post-test the score of experimental group was significantly different with control group ($p<0, 05=0,012<0, 05$).

2. There is no correlation between students' motivation and students' writing achievement. It can be seen based on the score analysis that had been analyzed by

using Pearson analysis in SPSS. The score is not significant for experimental group and control group in pre-test and post-test.

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