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The Effectiveness Of Padlet Aplication On Teaching Writing Descriptive Text In Eleventh Grade At SMA N 1 Girsang Sipangan Bolon

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Abstract

This research is aimed to find out the effectiveness of Padlet Aplication on Teaching Writing Descriptive Text in Eleventh Grade at SMAN 1 Girsang Sipanganbolon. The research design of this study is True-experimental design. The were chosen as the sample of this study with the total number 60 students. In this research, the researcher took two class as the sample that is eleventh grade class IIS3 and IIS4 of SMA N 1 Girsang Sipanganbolon. The instrument used in this thesis was writing test. In collecting the data, the writer used pre-test and post-test. Before conducting post-test, the writer gave treatment in experimental class and used convensional teaching in control class. In experimental class given pre-test before being given treatment, after being given treatment then gives post-test. Then, in control class given pre-test , then given conventional teaching then gives post-test. After getting enough data, the researcher calculated the data using t-test formula. The result showed that the post-test score in experimental class was higher than the post-test scores in control class. The finding showed that Padlet significantly effect on the students writing ability. There was an enhancement of the students number score. The mean score of the post-test in experimental class was 72 and the post-test in control class was 66. The data analysis showed that t-count was 3,83 and t-table was 2,045. The data can be stated that t-test was higher than t-table $3,83 > 2,045$. The data showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

Keyword: *Padlet, Descriptive Text, Writing*

Abstrak

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Penelitian ini bertujuan untuk mengetahui keefektifan Penerapan Padlet dalam Pembelajaran Menulis Teks Deskriptif di Kelas XI SMAN 1 Girsang Sipanganbolon. Desain penelitian dari penelitian ini adalah True-experimental design. Mereka dipilih sebagai sampel penelitian ini dengan jumlah total 60 siswa. Dalam penelitian ini peneliti mengambil dua kelas sebagai sampel yaitu kelas XI IIS3 dan IIS4 SMA Negeri 1 Girsang Sipanganbolon. Instrumen yang digunakan dalam tugas akhir ini adalah tes tertulis. Dalam mengumpulkan data, penulis menggunakan pre-test dan post-test. Sebelum melakukan post-test, penulis memberikan perlakuan di kelas eksperimen dan menggunakan pengajaran konvensional di kelas kontrol. Pada kelas eksperimen diberikan pre-test sebelum diberikan treatment, setelah diberikan treatment kemudian diberikan post-test. Kemudian pada kelas kontrol diberikan pre-test, kemudian diberikan pembelajaran konvensional kemudian diberikan post-test. Setelah mendapatkan data yang cukup, peneliti menghitung data dengan menggunakan rumus t-test. Hasil penelitian menunjukkan bahwa skor postes di kelas eksperimen lebih tinggi daripada skor postes di kelas kontrol. Temuan menunjukkan bahwa Padlet berpengaruh signifikan terhadap kemampuan menulis siswa. Terjadi peningkatan nilai jumlah siswa. Nilai rata-rata post-test di kelas eksperimen adalah 72 dan post-test di kelas kontrol adalah 66. Analisis data menunjukkan bahwa t-hitung adalah 3,83 dan t-tabel adalah 2,045. Data tersebut dapat dinyatakan bahwa t-test lebih tinggi dari t-tabel $3,83 > 2,045$. Data menunjukkan bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak.

Kata Kunci: *Padlet, teks deskriptif, tulisan*

INTRODUCTION

Language is a tool of communication that is used by many people to express their feelings, ideas, desires in order to the people can understand what they mean. Language has its own uniqueness because it exists are the various languages of the world. Language also influences human life so although language we can understand what other people do or say. According to Oxford (Leijten et al., 2019). The dictionary states that "Language is a system of communication in speech and writing used by people from a particular country or region". Everyone uses a certain language when they want to communicate with others either directly through the words that come out of our words or what we write to convey. One of the components of written language. Through this language, it will create a written activity of a person in which he or she can place their thoughts, them opinions and ideas in written form. A language that can be understood by everyone in the world and use the international language, namely English (Miller et al., 2018b).

English is an international language, that cannot be denied or avoided because this language is a universal language that is often used in the world. In some other research papers,

international conferences, or discussion forums, people choose to use English as the primary language for sharing information. English can also be used as a daily language and it can be seen from technology that assists the community in activities of daily life. English is one of the main operational languages used in this technology and people need to understand it. As can be seen lately that there are really many companies that are looking for workers who are able to use English well. It was made to be one of the benchmarks in the terms of their employees a requirement to get a job in that place Handayani (2016). Therefore, to understand the flow of information and to gain higher opportunities in the future, people need learn and understand about English language (Miller et al., 2018a).

In English, there are four skills that need to be learned, and these skills are listening, reading, speaking, and writing Simanungkalit, Sipayung, and Silitonga (2019:14). The student must have capability related to the four following skills because the relationship between these skills is very closed because they cannot be essential apart from each other Anita Sitompul, Kammer Tuahman Sipayung and Jubil Sihite (2019). These skills may help students to generate their ideas in spoken or written form, to listen, and to understand the information it receives Sreena and Ilankumaran (2018). In learning the skill, it takes a lot of time as well as effort. Students also eventually notice the value and opportunities for them by learning it Nishanthi (2018). In Indonesia, English is taught from elementary school to the college level. This study focus on writing (writing descriptive text). The ability to write in English is important because it supports students to interact with each other through their writing.

Teaching is about process how to share and transfer the knowledge for the people. Teaching writing skills provide an important focus of study to a significant extent. Learning activities in class are spent by the teacher in explaining the lesson, while the student's pay attention and listen to the teacher Chang (2011). This point of view is usually referred to as learning using the teacher centered approach or conventional approach. said that it is a clear contrast with the opinion that learning is a constructive process, where students construct knowledge actively and do not receive passively from the teacher. Therefore, teachers must choose and apply appropriate learning process. Specifically, determining what application to use in learning is important for teachers because the application is defined as a perspective on the learning process (Bai & Guo, 2021). Applying the appropriate application can help and influence the success of teaching writing in school classes. So that with the suitability of the application used the teacher understand better in teaching writing especially writing descriptive text.

Writing is one of the most essential skills to achieve educational success. Writing is an activity that must be understood by every individual. Thus, one of the successes of writing skills education can be achieved. Therefore, to be able to understand writing, students must understand the definition, types, purpose of writing and process to make writing. Notwithstanding its importance, writing skill is complex skills to master. Writing is very different from other skills although they are the same as production skills (Jesson et al., 2018a). Many students said that writing is the most difficult skill in English because the students have to follow instructions in writing and they should think correctly about what they want to write. It is known students often feel that the learning system is less interesting and monotonous because teachers only teach through available school books without encouragement from other aspects such as digital media that are relevant to learning. This problem affects students to become demotivated and often results in their poor writing. This research intended to depict the teaching of writing descriptive text by utilizing a digital tool called Padlet. Therefore, the reason for the writer researching this is because the writer wants to know the effectiveness of Padlet application on teaching descriptive text by using the application and it is very interesting to research, therefore the writer is interested in researching this on senior high school students (Cho et al., 2019).

Sipayung et al (2021) "Descriptive text is the type of text that used when the writers want to tell how something looks, smells, feels, action, tastes, sounds. This means that when describing something, how it looks, feels, smells in written form is a text with the type of descriptive text. Basically, it provides details information about the characteristics of people, places, and things. They add that there are two generic structures of descriptive text; that is, identification and description. In identification, students will identify phenomena or subjects that will be explained. In description, students will describe specific parts, qualities, and characteristics of an object being explained. In addition, the teaching process not only focuses on the text itself but also focus on how to construct the new text. For example, when the English teacher explains the descriptive text, they are does not only explain the generic structure of descriptive text but also provides examples of descriptive text and explains how to compose or make descriptive texts. Then because there is not much time it will make students overwhelmed in summarizing the explanation from the teacher. So it is important for the teacher to make a way out so that students can learn the lessons given by the teacher anywhere and anytime (Khair et al., 2021).

Based on interview with the English teacher at the SMA N 1 Girsang Sipangan Bolon, there are several problems with writing English students especially in eleventh-grade students. The main problem that occurs is the wrong use of tenses in the sentence, mistakes in writing vocabulary, and also the arrangement of paragraph patterns in text especially in descriptive text. Then, it makes them stiff in writing English. Nevertheless, the teachers did not pay much attention to it. Teachers use textbook-based techniques and read aloud from a book while teaching English. Because only this technique is used, the student feels bored and does not have the enthusiasm in developing their writing skills. Therefore, in this case teacher's help is needed. The teacher is one of the sources in the process of developing the students' skills in learning English. They tend to be monotonous and only listen to explanations from the teacher who only uses repeated teaching methods. Hence, in this case, the teacher should be able to control most of the activities and use minimal media to support writing teaching (Haerazi et al., 2020).

As in the last two years, teachers really need application that can be used even though the places of teachers and students are different. There are several applications that are used in distance teaching, such as Quiz, Kahoot, Google Classroom, and etcetera. There are also various technologies that can be applied in language teaching. Initially, teachers usually only used books in the classroom or language laboratory. However, because of technological developments as seen today, teachers get easy access to use new technology and apply it in practice classes. On the other hand, by applying technology in the classroom, students can be more independent and enthusiastic in learning the target language. Sidabutar (2021) states that some online systems have several advantages when applied in the classroom. The development of this technology, students are more flexible in learning languages and students will be more independent in learning, and they have more flexible time and places because it can be accessed easily and anywhere. One of the free modern online media that can be used by English teachers at teaching writing is Padlet as the researcher said above. Today, the Padlet application is one of the modern technologies available to teachers.

In a classroom setting, Padlet works well with activities such as brainstorming, discussion, and project work Alihar (2018). Padlet has created a better learning environment and improved the learner's language accuracy along with their confidence Rashid, Yunus, and Wahi (2019:613). It also supports students to have more space to participate in every learning activity carried out in the Padlet room Haris, Yunus, and Badusah (2017:783). As a result, students have more time and motivation to practice writing through this application. Padlet

web-based online wall display that can be used to study together. On the wall, ideas can be arranged via virtual posts from users. This tool offers a variety of benefits to users without having a special account. As long as the user has Google email, they can use the Padlet application. Users can create three walls that can be used freely. However, this application also provides various features but only premium users can access them. Besides that, Padlet too able to invite other users to collaborate on their walls. Definitely, this Padlet is one of the most useful learning media because of the various features available.

Based on the explanation above, the writer found Padlet application to solve the problem. The effectiveness of Padlet to teach students to write when they use Padlet is worth knowing. Related to this, the writer decided to use a Padlet to find out whether or not Padlet can solve the problem. During the process of writing, students should be helped by the use of appropriate media for students. Therefore, the writer choose Padlet as an alternative to help students improve their writing skills. This research entitled "The Effectiveness of Padlet Application on Teaching Writing Descriptive Text in Eleventh Grade at SMA N 1 Girsang Sipanganbolon"

RESEARCH METHOD

The researcher used True-experimental with Posttest-Only Control Group Design because the writer gives treatment in teaching writing and the sample is taken randomly. According to Gall and Borg in (IN Buska et al., 2018) the experiment is the most powerful quantitative research method for establishing cause and effect relationships between two or more variables. According to Sugiyono (2020) True experiment is a real experiment because in this design, researchers can control all external variables that affect the course of the experiment. Posttest-Only Control Design is a group where two groups are each selected randomly. The first group was given treatment or called the experimental group and the second group was called the control group which was not given any treatment. So, this study divided into two different groups, namely the experimental group and the control group. The experimental group given special treatment used a Padlet application. The control group given the conventional technique without Padlet application, which is based on textbooks as teachers usually do. This study discusses the effectiveness of the Padlet application in teaching writing.

The population was eleventh grade in SMA N1 Girsang Sipanganbolon. It has four classes from IPS, and four classes from IPA which consist of 282 students from two majors classes.

The sample of this study are eleventh grade which has 60 students and that was experimental class 30 students and control class 30 students. The writer used a test as the instrument of collecting the data. The form of the instrument is essay writing test. Tests was given for both groups with pre-test and post-test. The test would be written in a form of descriptive text after the teacher explained how to write down a descriptive text by applying Padlet Application. The writer asked the students to write the correct answer based on the questions of the topic. The researcher will do the Pre-Test, Treatment, and Post-Test.

To evaluate students' mastery of writing skills, the teacher must have an appropriate writing assess writing work appropriately. This research gave the score to the writing test papers of the students. There are some aspects of writing like content, organization, vocabulary, grammar and mechanics. This research belongs to quantitative research, so it needs a data analysis. To analyze the data, the researcher applied an appropriate technique to find out the effect of both variables of this research.

RESULT AND DISSCUSION

Data

The Research used True-Experimental research. The data where the scores and the data were taken from the result of the writing test. The writer choose two classes, they were experimental class and control class. It was 30 students as experimental class and 30 students as control class. The data were obtain after conducting the pre-test and post-test in experimental class and control class. Firstly, the writer gave pre-test to experimental class and control class, after that checked the students writing test. Then, the writer gave treatment in experimental by used Padlet application, the writer teach descriptive text by used padlet application. In control class the writer teach descriptive text but did not used padlet application or with conventional method (Jesson et al., 2018b).

Inferential Analysis

Test of Normality

Normality test is used to check whether the distribution of data is normal or not. The researcher uses Liliefors formula to process the data to check if the data that has been gathered having normal distribution data. From compulation above, it can be concluded that mean score 63,10 and standard deviation 6,71. Moreover, based on assistant table showed that score $L_count(2,91) > L_table (0.161)$. It means that the sample data of experimental class has normal distribution and can be used for research data.

Table 1. Normality of Experiment Class

No	X	z	F(z)	S(x)	Fz-S(z)	Mean	62,2
1	66	0,508926	0,694598	0,033333	0,661265	Std.D	7,466708
2	64	0,24107	0,59525	0,066667	0,528583		
3	40	-2,9732	0,001474	0,1	0,098526	Max	0,882195
4	64	0,24107	0,59525	0,133333	0,461916	Min	0,015866
5	58	-0,5625	0,286889	0,166667	0,120222		
6	48	-1,90178	0,0286	0,2	0,1714	Lcount	0,882195
7	64	0,24107	0,59525	0,266667	0,328583	Ltable	0,161
8	64	0,24107	0,59525	0,266667	0,328583		
9	68	0,776781	0,781356	0,3	0,481356		
10	70	1,044637	0,851905	0,333333	0,518571		
11	64	0,24107	0,59525	0,366667	0,228583		
12	60	-0,29464	0,384134	0,4	0,015866		
13	66	0,508926	0,694598	0,433333	0,261265		
14	70	1,044637	0,851905	0,466667	0,385238		
15	58	-0,5625	0,286889	0,5	0,213111		
16	69	0,910709	0,818776	0,533333	0,285442		
17	60	-0,29464	0,384134	0,6	0,215866		
18	60	-0,29464	0,384134	0,6	0,215866		
19	66	0,508926	0,694598	0,633333	0,061265		
20	60	-0,29464	0,384134	0,7	0,315866		
21	60	-0,29464	0,384134	0,7	0,315866		
22	66	0,508926	0,694598	0,733333	0,038735		
23	65	0,374998	0,646169	0,766667	0,120498		
24	66	0,508926	0,694598	0,8	0,105402		
25	74	1,580348	0,942986	0,833333	0,109653		
26	64	0,24107	0,59525	0,866667	0,271417		
27	74	1,580348	0,942986	0,9	0,042986		
28	50	-1,63392	0,051138	0,933333	0,882195		
29	54	-1,09821	0,136057	1	0,863943		
30	54	-1,09821	0,136057	1	0,863943		

From compilation above, it can be concluded that mean score 62,2 and standard deviation 7,46. Moreover, based on assistant table showed that $L_{count}(0,88) > L_{table}(0,161)$. It means that the sample data of experimental class has normal distribution and can be used for research data.

Test of Homogeneity

Homogeneity test is a statistical test procedure that aims to show that two or more groups of sample data that have been taken come from populations that have the same variance. The researcher uses Fisher homogeneity test to process the data.

The testing steps are as follows:

- Find the variables that will be compared
- Find out the total data in each variables
- Calculate the variance of each data group.
- Calculate the division between the large variance and the small variance.
- Compare F count with F table using degrees of freedom (n - 1), (n2-1) with the following criteria:

If F count is greater than F table (Fcount > Ftable), it means that the sample group has non-homogeneous variance.

If F count is smaller than F table (Fcount < Ftable), it means that the sample group homogeneous variance.

From the result above it calculated, there is Fcount 1,235 < Ftable 2,555. It means that the variance of the group (pretest) has homogen. In table of F post-test there is Fcount 1,767 < Ftable 2,555. It means the variance of group is homogen.

Test of Hypothesis

The researcher used T-test to test hypothesis. The t test is used to assess whether or not there is a significant difference between the conditions before and after a treatment, as well as whether or not there is a difference between the two samples.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$
$$t = \frac{72-66}{\sqrt{\frac{(30-1)46 + (30-1)27}{30+30-2} \left(\frac{1}{30} + \frac{1}{30}\right)}}$$
$$t = \frac{6}{\sqrt{\frac{1334+783}{58} 0,067}}$$
$$t = \frac{6}{\sqrt{36,5(0,067)}} = \frac{6}{1.563}$$
$$t = 3.83$$

Based of the calculation above, t_{count} is 3,83 > 2,045

For the level of significance (p) = 0.05 and the degree of freedom = 29, then t-table value is 2,045. Thus, the value of the t-test was greater than the t-table (3,83 > 2,045) it means that, there is a significant difference between the experimental class and control class of the

students' writing achievement after being taught teaching writing descriptive text by used Padlet. In other word, teaching using Padlet is an appropriate way to improve the students' writing skill. Then, it can concluded the Alternative Hypothesis is accepted.

Research Findings and Discussions

The goal of this study is to know the effectiveness of Padlet in teaching writing in eleventh grade at SMA N 1 Girsang Sipanganbolon. It can be seen from who uses the Padlet, the value greater than who not uses the Padlet. The data were obtained from the pre-test and post-test on the eleventh grade at SMA N 1 Girsang Sipanganbolon. In experimental class used Padlet as the media in teaching learning process and in control class used conventional method. The writer analyzed the result of the students post test score in both of class to know the if the Padlet was affected in students writing descriptive text.

To answer the research question, does Padlet application significantly affect in teaching writing descriptive text in eleventh grade at SMA N 1 Girsang Sipanganbolon, From all calculation of data which writer have been analyzed , the writer found that there was affected by using Padlet . It was proven by the calculation of the data obtained from the score of the experimental group and the score of the control group by applying the t-test formula. The result can be seen in table below;

Table 2. The T-test Value of the Students' Writing achievement

Variable	T-test	T-table
$X_1 - X_2$	3,83	2,045

The result of the calculation of t - test presents that $t - \text{observed} > t \text{ table} = (3,83 > 2,045)$ is the level of significance (p) 0.05 of two tailed test and degree of freedom (df) = $N_x + N_y - 2 = 30 + 30 - 2 = 38$. If $t - \text{observed}$ is higher than $t - \text{table}$. It indicates that Padlet The students who were taught by using Padlet got the higher score than those who were taught without using Padlet. The writer found benefit of Padlet that the students ' participation in learning activities is strongly affected by this media in contextual teaching and learning which students are more creative provide their own essay (Thuong & Phusawisot, 2020). Padlet works well with activities such as brainstorming, discussion, and project work Alihar (2018:74). Applying the appropriate application can help and influence the success of teaching writing in school classes Fayez and Al-zu (2013:30). So that with the suitability of the application used the teacher understand better in teaching writing especially writing descriptive text. Padlet can used by students or teacher anytime, anywhere, with internet-enabled devices such as smartphones, tablets, and computers with an internet connection. So, it concluded that this

application is very suitable for teachers to use as a place for distance learning. Because the application is also equipped with many features. The using of Padlet also helped the students to be easier to mastery the mechanic, structure and the vocabularies that used in their essay because the activity in their classroom is more interesting and fun , so they were not bored in learning writing . It can be proved from the data that the mean score in Post Test is better than the mean score in Pre Test . The finding showed that there was different score of pre - test and post test after receiving the treatment . It can be said that teaching writing by using Padlet gave positive effect on the students writing descriptive text . The result of Hypothesis show that there is significant effect of using Padlet into students writing descriptive text in eleventh grade at SMA N 1 Girsang Sipanganbolon. Because of it, using Padlet is one of a good tool in teaching writing

The result of this research is supported with the previous study conducted by Haris, Yunus, and Badusah (2017), it concluded that Padlet is a multimodal production tool is simple yet powerful to support teaching and learning and Padlet provides a platform for students to actively participate in their learning and students engagement in learning established through collaboration and sharing ideas using Padlet. Supported by Ismawardani and Sulistyanto (2006), using Padlet as media is one of the ways to teach writing. Using Padlet as media help students make the students more excited in writing (Afrianto et al., 2021).

Finally, the finding of this study shows that there is a significant difference in students writing text before and after utilizing Padlet as a teaching tool. Padlet has been successfully used to construct students eleventh grade at SMA N 1 Girsang Sipanganbolon.

CONCLUSION

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

1. The purpose of this research is to see the effectiveness of Padlet application on teaching writing descriptive text in eleventh grade at SMA N 1 Girsang Sipanganbolon, who have difficulties in writing text.
2. The result of the study showed that students writing descriptive text in eleventh grade at SMA N 1 Girsang Sipanganbolon before given the treatment and after given the treatment. The score before treatment 62,86 meanwhile after given treatment the score is 72,13. It means that the used of Padlet application in teaching writing is effective in students writing.
3. There is significant effect of using Padlet application in teaching writing descriptive text in eleventh grade at SMAN 1 Girsang Sipanganbolon. Padlet is effective way for the students

to learning writing skills. It had been seen when the researcher gave the students materials about writing descriptive text in the class and the mean of post test Experimental class is (72) has bigger mean than post test of control class (66). Using Padlet makes the students easy to write because students were freely to write down which students can use all of their time in Padlet to support their writing. It also can be seen in following thing, the score increased more than the standard score (KKM) which is 70. The mean of students that used Padlet or Experimental class 72. Meanwhile, the scores before give the treatment it below of the standard score (KKM) and control class still below of standard score (66). After give treatment the score of students significantly increased above the standard score. The t-test calculation reveals that t_{count} is greater than t_{table} ($3,86 > 2,045$). Then, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

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