

**THE EFFECTIVENESS OF COLLABORATIVE WRITING USING
PADLET ON THE WRITING SKILLS OF SENIOR HIGH SCHOOL
STUDENTS**

THESIS

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2024

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STUDENTS**

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of The Requirement of the Degree of English Language Teaching (S.Pd) in the
English Education Department*

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2024

APPROVAL SHEET

**THE EFFECTIVENESS OF COLLABORATIVE WRITING USING
PADLET ON STUDENTS SENIOR HIGH SCHOOL**

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LEGITIMATION SHEET

**THE EFFECTIVENESS OF COLLABORATIVE WRITING
USING PADLET ON THE WRITING SKILLS OF SENIOR
HIGH SCHOOL STUDENTS**

THESIS

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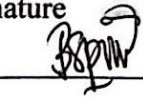
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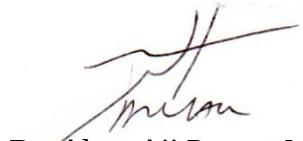
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DECLARATION OF AUTHORSHIP

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Declare that :

1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, not does is included, without due acknowledgment, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, March 19, 2024
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MOTTO

“I’m not competing with anyone, I’m just trying to conquer myself”

THESIS DEDICATION

This thesis is dedicated to my family, who have been my source of support, motivation, encouragement, and prayers. My father Drs. Muat, M.Si, my mother Dra. Nur Laila, S.Pd.SD., my older sister Septy Kusumaning Pratiwi, my little nephew Damitsa Kahda Mazira, and my entire family, whom I cannot mention individually. In addition, I dedicate my thesis to my thesis supervisor, Dr. Alam Aji Putera, M.Pd., who has always supported me and offered insightful advice and recommendations to help me finish my thesis successfully. Lastly, I dedicate my thesis to friends, too many to list individually, who have always supported, encouraged, prayed for, and motivated me as I prepared this thesis.

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After finishing this thesis to fulfill the requirements for the undergraduate final project, the researcher would like to thank everyone who made the research process go more smoothly since the researcher believes that the researcher would not have been able to complete this thesis on time without this assistance and support. In the utmost humility, the researcher thanks:

1. The researcher is grateful for the opportunity and good health provided by Allah SWT to complete this thesis. The findings are presented with utmost respect to the prophet Muhammad SAW, who guided his people towards Islam.
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4. Prof. Dr. H. Nur Ali, M.Pd as the Dean of the faculty of Education and Teacher Training Maulana Malik Ibrahim Malang State Islamic University.
5. Dr. H. Langgeng Budianto, M.Pd as the Head of English Education Department.
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To all parties who have provided support and encouragement while writing this thesis, The writer acknowledges that several aspects of this thesis still require improvement. Thus, the researcher anticipates receiving recommendations and feedback thereafter to fill up the gaps and make improvements. This thesis should be beneficial to readers and researchers alike.

Malang, March 19, 2024

A handwritten signature in black ink, featuring a stylized 'I' and 'P' with a small star-like mark at the bottom left.

Intan Puspita Sari

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Diphthong Vocal

أو	= aw
أي	= ay
أو	= û
إي	= î

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ABSTRACT

Sari, Intan Puspita. 2024. The Effectiveness of Collaborative Writing Using Padlet on The Writing Skills of Senior High School Students. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor : Dr. Alam Aji Putera, M.Pd

Keywords: Writing Skills; Collaborative Writing; Padlet Online Website

One of the most essential skills is writing. Writing functions as a medium for someone to express their thoughts and points of view, and it is an essential instrument for communication. Writing can not only be done individually but can also be done by more than one person to produce jointly written work, or what can be called collaborative writing. In today's learning, technology-based media is often used. One of the media that can be used for collaborative writing is Padlet. Padlet is an online site that facilitates teachers' and students' learning and is very suitable for collaborative learning, such as collaborative writing. This research used a quantitative approach with a quasi-experimental method with 33 students in class X-12 as the experimental class, and 33 students in class X.10 as the control class at SMAN 1 Puri school, Mojokerto. Researchers used pre-test and post-test as data collection techniques to determine the effectiveness of collaborative writing using Padlet by increasing students' writing skills between before and after the treatment was given. In this study, researchers found an increase in post-test scores in the experimental class that received treatment using Padlet. Calculating the T-test for two sample variants with the same assumptions shows that the T count value of 1.997 is smaller than the T table, namely 2.631. This shows that collaborative writing using the Padlet website is effective for applying in learning writing.

ABSTRAK

Sari, Intan Puspita. 2024. Efektivitas Menulis Kolaborasi Menggunakan Padlet Terhadap Kemampuan Menulis Siswa Sekolah Menengah Atas. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Dr. Alam Aji Putera, M.Pd

Kata Kunci : Kemampuan Menulis; Menulis Kolaborasi, Situs Web Online Padlet

Salah satu kemampuan yang paling penting adalah menulis, menulis berfungsi sebagai media bagi seseorang untuk mengungkapkan pikiran dan sudut pandangnya, serta menjadi instrumen penting untuk berkomunikasi. Menulis tidak hanya dapat dilakukan oleh seseorang, tetapi dapat dilakukan oleh lebih dari satu orang untuk menghasilkan sebuah karya tulis bersama, atau dapat disebut dengan menulis kolaborasi. Dalam pembelajaran saat ini, media berbasis teknologi sering digunakan. Salah satu media yang dapat digunakan dalam menulis kolaborasi adalah Padlet. Padlet merupakan situs online yang memfasilitasi guru dan murid dalam pembelajaran dan sangat cocok digunakan dalam melaksanakan pembelajaran kolaboratif seperti menulis kolaboratif. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimental dengan 33 siswa pada kelas X-12 sebagai kelas eksperimen, dan 33 siswa pada kelas X.10 sebagai kelas kontrol pada sekolah SMAN 1 Puri, Mojokerto. Peneliti menggunakan pre-test dan post-test sebagai teknik pengumpulan data untuk mengetahui keefektifan menulis kolaborasi menggunakan Padlet melalui peningkatan kemampuan menulis siswa antara sebelum dan setelah diberikannya perlakuan. Pada penelitian ini, peneliti menemukan adanya peningkatan nilai post-test pada kelas eksperimen yang mendapatkan perlakuan menggunakan Padlet. Dalam perhitungan T-test Dua sample varian dengan asumsi yang sama, menunjukkan bahwa nilai T hitung 1.997 adalah lebih kecil dari T table yakni 2.631. Hal tersebut menunjukkan bahwa menulis kolaborasi menggunakan website Padlet efektif untuk diterapkan dalam pembelajaran writing.

مستخلص البحث

ساري ، إنتان بوسبيتا. 2024. فعالية الكتابة التعاونية باستخدام padlets على القدرة الكتابية لطلاب المدارس الثانوية. أطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف : د. علام آجي بوتيرا، دكتوراه في الطب

الكلمات المفتاحية: القدرة على الكتابة. التعاون في الكتابة ، موقع Padlet على الإنترنت

واحدة من أهم القدرات هي الكتابة ، والكتابة بمثابة وسيلة للشخص للتعبير عن أفكاره ووجهات نظره ، فضلا عن كونها أداة مهمة للتواصل. لا يمكن أن تقوم الكتابة من قبل شخص ما فحسب ، بل يمكن أن يقوم بها أكثر من شخص واحد لإنتاج عمل مكتوب مشترك ، أو يمكن أن يطلق عليه الكتابة التعاونية. في تعلم اليوم ، غالبا ما تستخدم الوسائط القائمة على التكنولوجيا. إحدى الوسائط التي يمكن استخدامها في كتابة التعاون هي Padlet. Padlet هو موقع على الإنترنت يسهل على المعلمين والطلاب التعلم وهو مناسب جدا للاستخدام في تنفيذ التعلم التعاوني مثل الكتابة التعاونية. استخدمت هذه الدراسة منهجا كميا مع طريقة شبه تجريبية مع 33 طالبا في الفصل X-12 كفصل تجريبي ، و 33 طالبا في الفصل X.10 كفصل تحكم في مدرسة SMAN 1 Mojokerto ، Puri. استخدم الباحثون الاختبار القبلي والبعدي كتقنيات لجمع البيانات لتحديد فعالية الكتابة التعاونية باستخدام Padlet من خلال تحسين مهارات الكتابة لدى الطلاب بين قبل العلاج وبعده. في هذه الدراسة ، وجد الباحثون زيادة في درجات ما بعد الاختبار في الفصول التجريبية التي تلقت العلاج باستخدام Padlet. يظهر متغيران للعينة لهما نفس الافتراض أن قيمة T المحسوبة ل 1,997 أصغر من جدول T البالغ 2,631. هذا يدل على أن الكتابة التعاونية باستخدام موقع Padlet فعالة للتطبيق في تعلم الكتابة.

CHAPTER I

INTRODUCTION

In this chapter presents the background of the research, research question, research objective, significances of the study, limitation of the study, definition of key term and research originality.

1.1 Background of The Research

One of the most significant and proficient languages in the world is English. English is recognized as the international language of conversations that bring people together around the globe. Four abilities in English alone must be learned, specifically speaking, listening, reading, and writing. One of the four language skills that pupils should be proficient in is writing.

Writing is seen as a productive talent in which pupils begin by gathering thoughts before organizing them into a text. Writing serves as a medium for people to express their thoughts and viewpoints. Writing is a productive talent that is seen as a crucial component of learning a second language (Akmar et al., 2017). One of the most crucial abilities is writing, as it's a vital instrument for communication. Everyone uses writing as a means of recalling information and ideas, communicating with others, and expressing feelings and thoughts (Agustin & Roni, 2021). Writing skills are very important in life, as in the command of Allah SWT in Surah Al-Ankabut verse 48, which reads:

وَمَا كُنْتَ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكَ إِذَا لَارْتَابَ الْمُبِطُونَ

"And you (Muhammad) never read a book before (the Qur'an), and you did not (ever) write a book with your right hand; If (you had read and written), people would doubt it."

The prophet Muhammad SAW also ordered his people to write down the knowledge they gained, the hadith, which read:

إِذَا سَمِعْتَ شَيْئًا فَأَكْتُبْهُ وَلَوْ فِي الْحَائِطِ

"When you hear something (knowledge), then write it down even on a wall"
(Narrated by Abu Khaitamah in Al-'Ilmu no. 146; authentic).

Writing well requires an understanding of the type of text one will be writing, as well as the general structure and linguistic elements of the text (Teodora Haran & Arifin, n.d.). Writing can not only be done individually but writing can be done by more than one person to produce a joint written work. This is in line with the directive from Allah SWT found in Surah Al Maidah (5) verse 2:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

"And cooperate in goodness and religion, but do not cooperate in sin aggressiveness".

This strategy is usually called collaborative writing.

Working with others on writing or other tasks is known as collaborative strategy, or just "collaboration," and it's a crucial part of contextual teaching and learning. The majority of collaborative learning activities focus on students' application or investigation of the material. A scenario where two or more individuals attempt to learn something together is known as collaborative learning (Agustin & Roni, 2021). In collaborative writing, students write texts, receive feedback from other group members, and share ideas that will be edited and encouraged by others. Through collaborative work, students can derive enjoyment from the writing process. Students can easily develop ideas and

accept criticism or arguments from others when they write collaboratively (Agustin & Roni, 2021).

Collaborative Writing has many advantages for both the writer and the writing produced. Among these advantages is honing the writer's skills, expertise, ideas, and perspective, thereby reducing the writer's difficulties and anxiety in sharing his opinion (Ansarimoghaddam & Tan, 2013). Differences of opinion between writers will make the writer think critically in collaborative writing and be able to accept other author's opinions. Implementing collaborative writing will reduce the possibility of errors in writing compared to individual writing.

In implementing collaborative writing, several difficulties are often encountered, such as writers finding it difficult to produce writing due to a lack of ideas or incorrect use of grammar. Apart from that, students' difficulties in writing can also be caused by teachers' less varied learning methods, which can cause students to feel bored. These various problems can occur, among others, due to a lack of vocabulary, understanding of English grammar, and writing practice.

Nowadays, online and mobile applications are used in the teaching and learning process. This can help students and teachers communicate better and allow learning to take place outside of the classroom. Adding elements of online and mobile applications to the classroom makes learning more efficient, more enjoyable, and more motivated (Rashid et al., 2019). Studies have given Padlet a lot of positive feedback, and its features make it a good choice for

pedagogical tools in language assessment and instruction (Jong & Kim Hua, 2021). Using Padlet as a learning tool is an effective way to learn a language. The use of Padlet in classroom activities could facilitate language learning in areas like writing (Özdemir, 2021). As a result, Padlet has the potential to function as a different type of collaborative setting that can be used to write collaboratively (Özdemir, 2021).

Several previous studies have related to the use of Padlet in teaching and learning activities. First, the study "Students' Perception of Using Padlet as a Learning Tool for English Writing" by Zaidi Mahmud (2019). This study aims to find out how students feel about studying English writing in an ESL tertiary classroom using Padlet as a learning tool. Padlet is utilized for writing in this investigation. This study differs in that its goal was to ascertain how well senior high school collaborative writing may be implemented through the use of Padlet.

The second study is titled "Using Padlet As a Technological Tool for Assessment of Students' Writing Skills in Online Classroom Setting" and was conducted in 2021 by Kim Hua and Jong. In this study, students' writing abilities are evaluated using Padlet, an online learning environment. The distinction in this study is the usage of a Padlet for writing.

The third study by Allastal et al. (2022) is titled "The Impact of Using the Padlet Application on Improving 7th Graders' English Speaking and Deductive Thinking Skills". The aim of this research is to investigate the ways in which seventh-grade students can improve their deductive reasoning and English

speaking skills by using the Padlet application. This study differs in that it shows how students may enhance their logical reasoning and English speaking skills by utilizing the Padlet application.

Based on several previous studies, most of the Padlet media is used in writing applications and is also used to become more proficient in deductive reasoning and English. In this case, researchers found a gap that never existed before: using the Padlet website learning media in implementing Collaborative Writing has never been conducted in senior high schools. The researcher believes that using Padlet to implement collaborative writing is a suitable medium and an innovation to improve students' writing skills. Therefore, the researcher will try out an alternative way to show that Padlet will be effective in implementing collaborative writing. So, the researchers will examine this with the research title "The Effectiveness of Collaborative Writing Using Padlet in High School Students".

1.2 Research Question

1. Is the implementation of collaborative writing using Padlet effective on students' writing skills?

1.3 Research Objective

1. To determine whether the implementation of Collaborative Writing using Padlet is effective on students' writing skills.

1.4 Significances of the Study

This research is conducted to provide benefits to several parties. such as students, educators, and educational institutions:

1. For students, this research can be used as a new, more enjoyable way to implement collaborative writing learning.
2. For educators, this research serves to provide new insights and innovations that can be applied and adapted to increase students' interest in writing. This research can also help overcome problems that occur in implementing student writing learning.
3. Next researcher can develop this research to combine the media with other methods or collaborative writing with other media, so it does not only focus on collaborative writing using Padlet.

1.5 Scope and Limitation

The limitation of this research is that it was carried out in class X at SMAN 1 Puri Mojokerto. This school was chosen because students at this school are used to carrying out technology-based learning and this school needs more interesting innovation in learning English, especially in learning writing. This research was conducted in grade X in the 2023-2024 academic year, especially in class X-12 and X-10. Class X-12 as the experimental class with the total of 35 students, and Class X-10 as the control class with the total of 36 students. This research includes the application of collaborative writing to Descriptive Text material using Padlet media. Researchers limit this research to the effectiveness of using Padlet in learning writing. It is hoped that the implementation of collaborative writing using Padlet media can be an effective way of learning writing.

1.6 Definition of key term

1. Writing skill

Writing is the activity of conveying or expressing ideas, thoughts, or feelings with the aim of communicating with other people in written form that can be understood.

2. Collaborative Writing

Collaborative writing is a writing strategy that more than one person carries out to combine ideas and opinions to produce a jointly written piece.

3. Padlet

Padlet is an online website media that can facilitate teachers and students in learning and is very suitable for use in implementing collaborative learning such as collaborative writing.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theories appropriate to the research discussion, including the theoretical framework, and research hypothesis.

2.1 Theoretical Framework

To assist researchers in formulating hypotheses and conducting experiments, theoretical frameworks often relate to theoretical links between variables (applied theory, prior research, logical claims). We will talk about the broad outline of the study that will be conducted in this part. The theories relevant to the research topic are offered in this chapter, including the research hypothesis, thinking framework, and theoretical framework.

2.1.1 Writing Skills

Writing is one of the four skills, and it is an important process in learning English. Writing is an activity that cannot be separated from our daily life. Writing is an activity or process to express ideas or opinions. Writing is a skill used by writers to communicate information or messages to readers. By writing, people can share their ideas and feelings in some ways to compete with envisioning readers' expectations. Writing is a productive skill since it allows students to express their thoughts and feelings in the target language. Writing is said to be the most difficult language skill because of its many linguistic requirements, including word choice, syntax, spelling, punctuation, and more (Nguyen Hoang Tuan et al., 2022). Therefore, in order for language learners to write

successfully, they must meet two requirements: writing accuracy and writing fluency (Nguyen Hoang Tuan et al., 2022).

Writing represents about what we think and how we communicate the language in the written form. It is because the writing process reflects things that stay in the mind. As writers, they have to think about what they think and state on a paper by using the correct procedures. Writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one reader, to persuade one's readers, and to create a literary work. The term ability is defined as a skill or power. Writing is the expression of language in the form of letters, symbols, or words. People have used many tools for writing, including paint, pencils, pens, typewriters, and computers. Then, writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing process involves a series of procedural activities, for example, pre-writing, drafting, responding, revising, and editing. This is the stage of writing that makes writing easier to do or practice (Ismail & Ramadhan, 2019). Writing is one way of making meaning from experiences for ourselves and for others. So, writing serves as the most available and the most compelling way because the outcome, visible language, is a satisfaction of thoughts and feelings.

Writing is a productive skill that English learners must learn and master, involving the process of thinking, drafting, and revising. Writing

is a means of communication that enables the students to synthesize the knowledge they have in an acceptable text that is appropriate with the English writing conventions, such as using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, letter formation, and soon.

2.1.2 Collaborative Writing

This section includes definitions, procedures, and media on collaborative writing.

2.1.2.1 Definition of Collaborative Writing

Writing is a productive skill since it allows the learner to express their thoughts and feelings in the target language. Writing is the most difficult language skill because of its many linguistic requirements, including word choice, syntax, spelling, punctuation, and more. Therefore, in order for language learners to write effectively, they need to meet two requirements: writing accuracy and writing fluency (Nguyen Hoang Tuan et al., 2022). The principles governing writing, as a component of productive abilities, are more intricate and equally significant to communication than speech. Academic writing proficiency is crucial because it teaches students how to communicate their ideas, inventions, thoughts, and information (Putri Utami et al., 2022).

According to Neomy Storch (2021), collaboration refers to co-labor, which means division of work, while collaborative writing is a process carried out by more than two authors to produce a joint document. Considering a specific audience or seeking the help of another writer carried by individual writers can be categorized as collaborative writing. Collaborative writing based on a broad definition can be qualified as a form of peer editing or peer planning in producing a piece of writing.

Neomy Storch (2021), also mentioned that collaborative writing has three qualities: (1) meaningful participation throughout the writing process, (2) shared authority and accountability for the text generated, and (3) the production of a single written work. It is clear from the aforementioned point of view that collaborative writing is a unique process and outcome. It is known that collaborative writing can overcome students' writing problems at school. Writing is the work done by several authors to produce a text (Putri Utami et al., 2022).

2.1.2.2 Procedure in Collaborative Writing

According to Sukirman (2016), there are several procedures of collaborative writing, such as:

1. Before beginning any pre-writing exercises, the instructor groups the students encourages them to learn in an open manner, and

provides an outline of the collaborative writing tasks that will be completed.

2. Assignments: As they write, students work in groups to come up with discussion topics that are relevant to the work. Later, they get together outside of class to continue discussing the data that will be used to support the paper. In addition, students will plan, organize, and create an outline for their first draft. After that, everyone will edit and revise the draft.

Following their writing assignments, students will examine the work of their peers and offer comments and feedback. The teacher will also grade the final paper.

2.1.2.3 Media on Collaborative Writing

Social networking sites (SNS): A "social network" is a specific website or program where users can publish messages, photographs, comments, and other forms of communication with one another (Jaganathan, 2016). With this tool, users can share information and regulate who they want to share the information with. People use this social networking function to communicate and share their interests, opinions, and thoughts, and users can also find out other people's thoughts.

Today's higher education system integrates online and mobile applications into the teaching and learning process, increasing student and teacher engagement and enabling learning

to occur outside of traditional classroom settings. These components improve learning outcomes, raise motivation, and make learning more pleasurable in the classroom (Nur Ardini, 2023).

According to Akmar et al., (2017), In addition to allowing teachers to write online, the online environment allows teachers and students to communicate online at convenient times without physically meeting. Students who are bashful and find it difficult to express their ideas in front of their peers will benefit from using this website as it will make writing on social media platforms easier and more confident for them. One of the social networking sites for collaborative writing used in this research is Padlet.

2.1.3 Padlet

In this study, Padlet is a tool for media. This section will go over the definition, advantages, disadvantages, and steps for utilizing Padlet.

2.1.3.1 Definition of Padlet

Currently, many tools can be used as supporting tools to maximize learning, including Google, Quizizz, Edmodo, Wiki, and others. One of the tools used in this research is Padlet. One popular platform that has been used in education is Padlet. It's thought of as a place where virtual barriers can be built. Students can upload many file types, including documents, multimedia

files, and images, to this wall, which functions similarly to an online board or bulletin board (Nguyen Hoang Tuan et al., 2022).

Padlet is a web technology tool that provides a platform that can be used to share knowledge and collaborate. This website facilitates students' and teachers' ability to carry out online learning without time constraints. According to Rashid et al., (2019), Padlet offers the ability to view a variety of responses that can provide opportunities for peer learning and self-assessment, as students have immediate access to a broad spectrum of responses from classmates. Padlet is a great online tool for encouraging kids to collaborate on projects. It's like paper, but it's on the internet. Padlet is a web application that allows users to create and share notes on a digital wall. This website can be used in a variety of ways in the classroom (Ramadhani et al., 2023).

2.1.3.2 Advantages of Padlet

Learning using online website media such as Padlet has several advantages. Firstly, Padlet is easy to access. No account is needed; students don't have to make an account to participate; the teacher just shares the link, and the students can access it. Students can participate in learning from wherever and whenever they want without being bound by distance and time. Students can also adjust their abilities and speed in learning, making it easier for them to follow and understand the learning.

Second, it is free and cheaper to purchase. Padlet can be accessed for free by users. If you use it for free, we will get 4 Padlet slots, but if you need more, you can update it to pro mode for a fee. Or, if you want to keep it free, you can delete the Padlet slot and use it again.

Third, apart from being free, Padlet also has an attractive appearance and is very easy for both students and teachers to use in learning. The color display and wallpaper can be changed according to the user's wishes so that it can increase interest and reduce boredom in learning.

Fourth, manage privacy. By using Padlet, users can share information and regulate who the information is shared with. Padlet allows users to control what other people can do on their wall, such as only being able to read, edit, and write. User privacy will also be maintained because Padlet does not sell your information.

Fifth, collaborative study. Not only can it be used to share information, but Padlet also provides facilities for posters and readers to interact with each other. So, Padlet is very suitable for use in various types of collaborative study, such as collaborative writing.

2.1.3.3 Disadvantages of Padlet

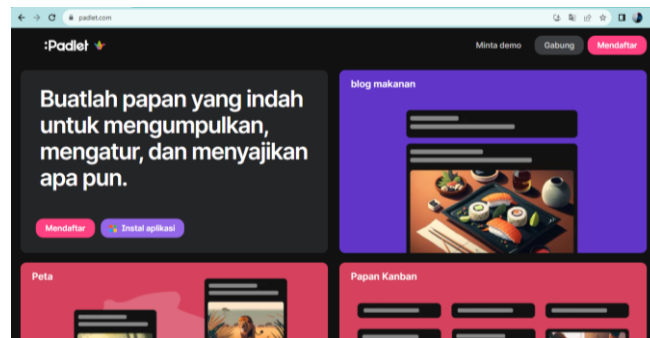
The disadvantages of using Padlet there are online teaching and learning can feel cold and impersonal due to the lack of direct communication or face-to-face communication (F2F), which creates distance between teachers and students personally and can make students feel not very close to the teacher, this can also affect the emotional approach between teachers and students in learning.

Additionally, teachers have no control over what students are allowed to type or post. There are also many dangers on the internet; browsing walls can produce material that may not be suitable for children and can affect students' personalities and mental health.

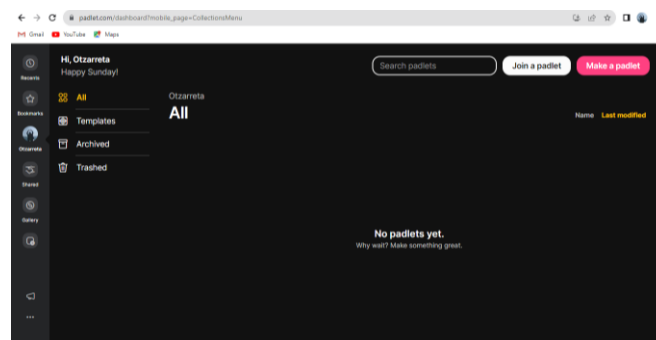
2.1.3.4 Steps Using Padlet

There are step-by-step instructions for using Padlet for collaborative writing; here is the explanation.

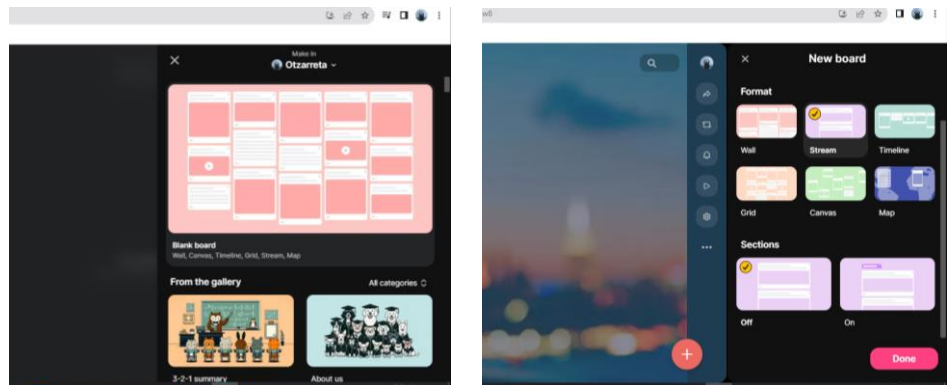
1. Open Google or Chrome and type Padlet.com, if you don't have an account, select 'create an account,' choose what you sign up with, and then log in to access it.



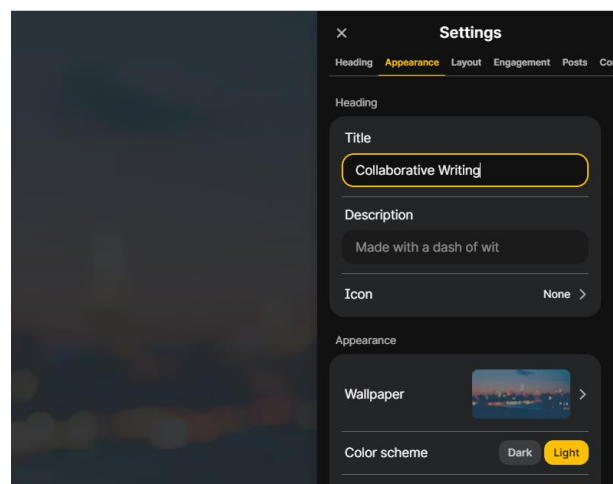
2. The first time you access it, free and paid options will appear; choose free. In the free feature, we can use four slot Padlets; if you need more than that, you can upgrade to pro and purchase.
3. There will be the options 'Make a Padlet' to make a new Padlet and 'Join a Padlet' to join someone else's existing Padlet. Click 'Make a Padlet.'



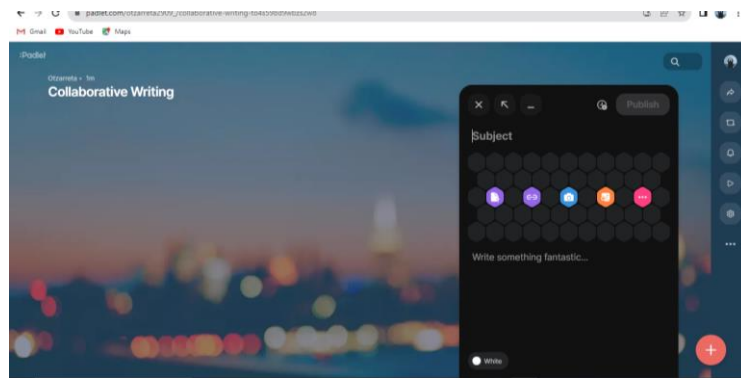
4. In the 'make a Padlet' feature, many options will appear that can be adjusted to the user's needs. Choose 'Blank board.' In this research, the most suitable feature for collaborative writing is 'stream.' Click 'Stream', then click 'Done'.



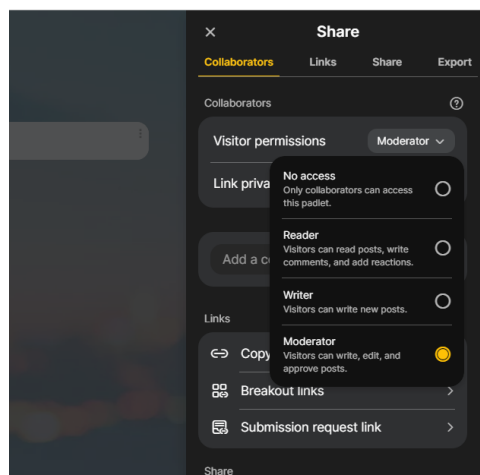
5. After that, click 'setting,' and we will be directed to create a title and description of what we will write. We can also set wallpaper, color shame, font, post size, layout, posts, and content. In this feature, we can also set reader or viewer permissions to comment on posts and then click close to see the results.



6. After that, click the + icon in the bottom right to add a post. In this feature, we can add files, images, links, and other options. We can also adjust the colors we want. Write down your subject and description, and click 'publish' if you finish it. The student will edit your description there.



7. Once posted, click the arrow to share. We can add members on this feature. We must set 'visitor permission' to 'moderator' before sharing our Padlet with students.



8. Click the copy link to get access and share it with the students. Students will be able to access it and write down their work in your post. You can divide your students into several groups and adjust the number of posts to the number of groups.
9. Then, each group will submit their work in a post appropriate to their respective groups. Each group member will collaborate to write on a post you have created, and you can see the result of your student's work that has been submitted.

When they click on the shared link, students who get the Padlet link from the teacher will be sent straight to the posting page the teacher has made. After that, pupils can submit their work in the postings that the instructor has supplied.

2.2 Research Originality

A variety of research comparable to or connected to the use of Padlet in learning English provides the theoretical foundation.: First, the research by Zaidi Mahmud (2019), titled "Students' Perception of Using Padlet as a Learning Tool for English Writing". This study seeks to investigate the students' perceptions of using Padlet as a learning tool to study English writing in the ESL tertiary classroom. In this study, Padlet is used in writing. The difference of this study is the purpose was to determine how effectively senior high school collaborative writing can be implemented using Padlet.

The second research is "Using Padlet As a Technological Tool for Assessment of Students' Writing Skills in Online Classroom Setting" by Jong & Kim Hua (2021). In this research, Padlet is used as an online learning platform to assess students' writing skills. The use of a Padlet for writing is the difference in this study.

The third research is "The Impact of Using The Padlet Application on Improving 7th Graders' English Speaking and Deductive Thinking Skills" by (Alastal et al., 2022). To find out how utilizing the Padlet application helps seventh graders become more proficient in deductive reasoning and English speaking are the purpose of this study. The difference in this research is that

using the Padlet application can help students improve deductive reasoning and English speaking.

According to several previous studies, the majority of Padlet media is utilized for writing purposes and to improve students' English and deductive reasoning skills. In this instance, when employing the Padlet website's learning resources to conduct collaborative writing, researchers discovered a gap that had never been there before. Senior high schools have never been the subject of research in the past. "The Effectiveness of Collaborative Writing Using Padlet in High School Students" is the research title that the researchers will use to research this.

Tabel 2.1 Research Originality

No.	Name of Researcher-Tittle-Year of Research	Equation	Differences	Research Originality
1.	Moh Zaidi Mahmud. Students' Perceptions of Using Padlet as a Learning Tool for English Writing-2019	This study aims to find out how students feel about utilizing Padlet as a teaching tool when studying	The difference in this study is that Padlet is used for writing.	The purpose of this study was to determine how effectively senior high school collaborative writing can be

		English writing in postsecondary ESL classes.		implemented using Padlet.
2.	Bonaventure Jong, Kim Hua, Tan. Using Padlet As a Technological Tool for Assessment of Student's Writing Skills in Online Classroom Setting-2021	This research uses Padlet as an online learning platform to assess students' writing skills.	The difference in this study is that Padlet is used for writing.	This research was conducted to determine the effectiveness of using Padlet in implementing collaborative writing in senior high school.
3.	Mahmoud Alastal, Alaa Aladini, Mahmoud Jalambo, Hosni Alattal. The Impact of	This study aims to find out how utilizing the Padlet application helps seventh	The difference in this research is that using the Padlet application can help students improve	This research was conducted to the effectiveness of collaborative writing using

Using The Padlet Application on Improving 7 th Graders' English Speaking and Deductive Thinking Skills-2022	graders become more proficient in deductive reasoning and English speaking.	deductive reasoning and English speaking.	Padlet in senior high school.
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2.3 Research Hypothesis

From the review and explanation related to the literature and problem statement above, the researcher puts forward as follows:

1. The null hypothesis (Ho): Padlet on collaborative writing is not effective in improving student's writing skill
2. The alternative hypothesis (Ha): Padlet on collaborative writing is effective in improving student's writing skill

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, time and setting, research variable, research population and sample, data sources, validity and reliability, data collection technique, and data analysis.

3.1 Research Design

A quantitative research approach and quasi-experimental method are the approaches and methods used in this research. According to (Sugiyono, 2018), quantitative data is a research method based on concrete data, research data in the form of numbers that will be measured using statistics as a test tool related to the problem being studied to produce a conclusion.

The focus of this study is on experimental research methods, and the hypothesis is tested as well. There are two forms of quasi-experimental designs: the time series design and the nonequivalent control group design. (Sugiyono, 2013). In summary, the method's goal is to describe how one variable affects another and the causal connection between one variable and another variable or between variable X and Variable Y.

The following is an overview of the research design.

Tabel 3.1 Research Design

Groups	Pre-Test	Treatment	Post-Test
Experimental	Y ₁	X	Y ₂
Control	Y ₁	-	Y ₂

This research will consist of two groups for the observation, the experimental group, and the control group, as can be seen from the accompanying table. The researcher will conduct research by using Padlet in the experimental group, and the control group will not be treated.

3.2 Time and Setting of The Research

This research was conducted in SMAN (Senior High School) 1 Puri, Mojokerto, located at Jayanegara Street, No.2, Gatul, Banjaragung, Puri Mojokerto, East Java. This research was conducted in class X in the 2023-2024 academic year. This school was chosen because students at this school are used to carrying out technology-based learning, but Padlet media has never been used before at this school in learning writing. In addition, this school needs more interesting learning innovations in learning English, especially in learning writing. The table below shows the time series for the research to be carried out:

Tabel 3.2 Research Schedule

No.	Activity	Date
1	Observation	Desember 7 th , 2023
2	Pre-test	January 19 th , 2024
3	Treatment 1	January 23 th , 2024
4	Treatment 2	January 30 th , 2024
5	Treatment 3	February 6 th , 2024
6	Post-test	February 16 th , 2024

3.3 Research Variable

Research variables are qualities, traits, or ideals of a subject, thing, or activity that exhibit certain variances that researchers have observed and are used to derive conclusions from (Sugiyono, 2013). Variables are divided into

two types: independent and dependent variables. Independent variables (X) are those that influence or generate changes, and dependent (Y) variables are those that are impacted or turned into the result. This research involves three variables: the first independent variable (X1) is collaborative writing, the second independent variable (X2) is Padlet, and the dependent variable (Y) is writing skill.

3.4 Research Population and Sample

According to (Sugiyono, 2013), the population is the area of generalization, which comprises the object's subject matter with particular quantities and attributes ascertained by researchers via their investigation and conclusion-making. The sample is a part of the population that provides the study data, and the population shares several features with the sample (Sugiyono, 2013). The population of this research is class X of students at SMAN 1 Puri, Mojokerto, with a total of around 432 students, which is divided into 12 classes; each class contains around 30-36 students. The sample of this research will be applied to classes X-12 and X-10, class X-12 with a total of 33 students, for the experimental group, and class X-10, with a total of 33 students, for the control group. So the population of this research is 66 students.

3.5 Data Source

Data sources were used in the collection process to gather information for the research and meet its goals. Since gathering data is the main objective of research, it is the most important stage of the procedure. (Sugiyono, 2013). The research used a quantitative approach with a quasi-experimental method. In

this research entitled “The Effectiveness of Collaborative Writing Using Padlet on Students Senior High School”, the researcher will collect data by pre-test and post-test.

3.5.1 Primary Data

Primary data sources, also known as significant data sources, are sources of data that are directly provided to researchers. The principal data used in this study came from respondents, and students who participated in the survey completed the responses. The pre-test and post-tests that will be used in this study's data collection are designed to be administered twice. The students in the experimental class and the control class took the test administered by the researcher.

3.5.2 Secondary Data Sources

Additional information unrelated to the source is referred to as secondary data. Additional information that may be obtained in books, journals, private files, and other official documents is referred to as secondary data. The secondary data used in this study came from books, journals, and articles.

3.6 Research Instrument

Research instruments are used as data collection tools as well. One of the research tools used in this research is writing on descriptive test material. In this study, a writing exam including a pre-test and post-test were employed. The differences between the experimental class and the control class before and after treatment will be determined using the pre-test and post-tests.

Researchers will use a pre-test in the control class and experimental class to determine students' writing abilities before being given treatment. The experimental class will receive treatment using Padlet, while the control class will not. Researchers will give a post-test to the control class and experimental class to determine the development of student's abilities and the comparison between the control class and the experimental class that received treatment.

The pre-test and post-test given by the researcher were in the form of an essay with three questions of descriptive text according to the material the respondent had studied such as describing something and giving an opinion about social problems. The research instrument is attached in Appendix IV, the pre-test instrument is in Appendix VIII, and the post-test is in Appendix IX.

Assessment rubric of this research:

Tabel 3.3 Assessment Rubric

No.	RATED ASPECT	SCORE
1	Accuracy of content with theme - Mentioned 5 or more words related to the theme - Mentioned 3-4 words related to the theme - Mentioned 1-2 words related to the theme - There are no words that match the theme	0-3 3 2 1 0
2	Sentence structure - Using the 'SPOK' arrangement in 5 or more sentences - Using the 'SPOK' structure in 3-4 sentences - Use the 'SPOK' structure in 1-2 sentences - There is no correct 'SPOK' arrangement or do not use it at all	0-3 3 2 1 0
3	Coherence between sentences - Coherence between sentences is correct - The coherence between sentences is quite correct - Coherence between sentences is slightly imprecise - Coherence between sentences is not correct	0-3 3 2 1 0
4	Vocabulary and spelling - There are 0-2 vocabulary or spelling errors - There are 3-4 vocabulary or spelling errors	0-3 3 2

	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
5	Punctuation	0-3
	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2
	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total		15

Score calculation: $\frac{\text{Score obtained} \times 100}{\text{Maximum score}}$: Number of questions

Information:

Tabel 3.4 Score Criteria

Value	Criteria
80-100	Very Good
70-79	Good
60-69	Sufficient
50-59	Poorly
0-40	Failed

3.7 Validity and Reliability

As a test tool, the instrument will support the realization of this study. Its validity and reliability will be examined to gauge the accuracy and dependability of the research tool.

3.7.1 Validity

According to (Ghozali, 2009), validity test is used for measure whether something is valid or not questionnaire. A questionnaire is said to be valid if the questions are revealed and will be measured through a questionnaire. Therefore, validity is a measure of how good a question is in the questionnaire actually created and can measure the object to be measured.

Assessing the validity of a test utilized in research is one method for figuring out how accurate the study is. Excel or SPSS may be used to calculate the validity test; in this case, researchers utilized Excel's product moment formula to complete accordingly:

$$R_{xy} : \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}$$

Description:

R_{XY} = Correlation coefficient between variables X and Y

N = Total number of Respondents

$\sum X$ = Total score of items

$\sum Y$ = Individual total scores

$\sum X^2$ = Sum of the squared scores of the items

$\sum Y^2$ = Sum of the total scores for the squares of the items

Value of r count $\geq$ r table in sig. 0,05 with db: n-2 then the item is valid.

3.7.2 Reliability

Questionnaire reliability is a tool for measuring constructs or variables (Ghozali, 2009). A questionnaire is said to be reliable if someone's answer to the statement is consistent or stable from time to time. Respondents' answers to this question are said to be reliable if each question is answered consistently, or the answer cannot be random

because each question wants to measure the same thing if the answer to this indicator is random, so it is not reliable (Ghozali, 2009).

Researchers can determine whether or not to employ a study instrument for pre-test and post-tests by looking at its reliability. In this instance, Excel or SPSS may be utilized to calculate reliability. Excel will be used by the researcher in this study as a tool for calculating the reliability.

3.7.2.1 Scale Reliability

To measure the scale of reliability, researchers used Cronbach's Alpha formula.

$$R_{tt} = \left[\frac{K}{K-1} \right] \left[1 - \frac{\sum S_1^2}{S_t^2} \right]$$

Description:

R_{tt} = Instrument reliability coefficient

K = Number of valid instruments

$\sum S_1^2$ = Number of item variants

S_t^2 = Variant of the total score

Value of r count > r table 5%, then the item is accepted.

3.7.2.2 Test Reliability

To measure the reliability of the test, researchers used the Kudr-Richardson formula 20 (K-R 20).

$$R_{tt} = \frac{K}{K-1} \left(\frac{v_t - \sum pq}{v_t} \right)$$

Description:

R_{tt} = Test reliability

k = Number of valid items

v_t = Varian total

p = Proportion of subjects who answered the questions correctly

q = Proportion of subjects who answered the question incorrectly

$\sum pq$ = Number of multiplication results between p and q

The following table is an interpretation of correlation coefficient value;

Tabel 3.5 Correlation Criteria Value

Coefficient Interval	Correlation Level
0.00 – 0.199	Very Low
0.20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

3.8 Data Collection Technique

In this research, data collection technique using pre-test, treatment and post-test.

3.8.1 Pre-Test

The purpose of conducting a pre-test is to determine the extent of students' writing abilities before conducting research. The pre-test will be carried out in two classes, namely the control class and the experimental class. The results of the pre-test will later be used as measuring material for the post-test results after implementing Padlet on students' writing abilities. This post-test consists of 3 essay questions of descriptive text material with a duration of 40 minutes.

3.8.2 Treatment

After getting the results from the pre-test, the next stage is treatment. The treatment was only carried out in the experimental class, not the control class. In this treatment, learning will be carried out directly by researchers using Padlet as a learning medium and will be held in 3 meetings. The procedure for providing treatment is by dividing students into several groups, then each group applies collaborative writing, and each student/each group where submit it in the Padlet.

At the first meeting, students will be divided into several groups. Each group is tasked with creating descriptive text together without using Padlet, and at the end of the lesson, students are introduced to Padlet and how to use it, which will be practiced at the next meeting. At the second and third meetings, after students were divided into several groups, students were given the task of creating descriptive texts together with different themes at each meeting. Then, each member in each group

writes the sentences they have made on Padlet, and they can discuss them to provide feedback to other groups. After giving treatment, continue with giving a post-test.

3.8.3 Post-Test

A post-test is an evaluation used to measure the extent of students' writing abilities. The post-test was carried out in two classes, namely the control class and the experimental class. The results of this post-test serve as a comparison of the data with the pre-test results. After carrying out the post-test, it will be known whether there are differences in students' abilities before and after treatment, and it can also be seen whether there are differences between classes that received treatment and those that did not receive treatment. This post-test consists of 3 essay questions of descriptive text material with a duration of 40 minutes.

3.9 Data Analysis

The process of arranging data sequences into patterns, classifications, and fundamental descriptive units is known as data analysis. To elucidate, data collection from respondents is the goal. The pre-test and post-test scores that students completed for this study provided the quantitative data, which Microsoft Excel was utilized to evaluate. Evidence in favor of or against the research hypothesis is among the data that will be gathered for this study. In order to determine the usefulness and application of collaborative writing learning utilizing media in the form of Padlet to enhance student's writing abilities, this study employed statistical testing techniques to gather meaningful

score differences. The following procedures were used in order to analyze the data in this study:

3.9.1 The Normality Test

Finding out if data originates from a population that is regularly distributed or not is the goal of the normality test. Pre-test data, a subset of the chosen data, is used to perform the normality test. Microsoft Excel was used in this study's normality testing process.

1. Hypothesis:

Ha: Gain score data for students in the experimental class and control class come from populations that are **normally** distributed.

Ho: Gain score data for students in the experimental class and control class come from populations that are **not** normally distributed

2. Significances Level: $\alpha = 0.05$

3. Statistical Test: Using Microsoft Excel

4. Decision criteria:

H_0 is rejected if $\text{Sig.} \leq \alpha 0.05$

3.9.2 The Homogeneity Test

The homogeneity test aims to determine if the skills in the experimental and control classes have the same or different data variance. The findings of the pre-tests in each of the conducted control and experimental classes also demonstrate the homogeneity test. Homogeneity testing was done in this study using Microsoft Excel.

1. Hypothesis :

Ha: The gain score data group comes from a population that has homogeneous variations

Ho: The gain score data group comes from a population that has non-homogeneous variations

2. Significance Level: $\alpha = 0.05$
3. Statistical Test: Using Microsoft Excel.
4. Decision criteria :

H_0 is rejected if $\text{Sig.} \leq \alpha 0.05$

3.9.3 Hypothesis Test

A hypothesis test is a component of inferential statistics that uses data from the sample hypothesis to draw conclusions about the population. Additionally, the idea is a stopgap solution to an issue in the shape of a scientific claim, and the reality has to be initially demonstrated by the study. The statistical hypothesis is a hypothesis about the conditions that are assumed in a population because this hypothesis is being tested statistically, the procedure for evaluating this. It is possible to accept or reject a hypothesis. Testing this hypothesis using the t-test: Two-Sample Assuming Equal.

1. Hypothesis :

Ha: $t \leq 0,05$ Padlet on collaborative writing is **effective** in term of increasing students' writing skill

Ho: $t > 0,05$ Padlet on collaborative writing is **not effective** in term of increasing students' writing skill

1. Significance Level: $\alpha = 0.05$
2. Test Statistics: Using Microsoft Excel.
3. Decision Criteria:

H_0 is rejected if $\text{Sig.} \leq \alpha 0.05$

3.10 Research Procedure

In the data collection technique that researcher will carry out, several stages will later be carried out by researchers to conduct research, including:

3.10.1 Preparing Research Proposal

The first step for the researcher was to draft a research proposal and send it to the Maulana Malik Ibrahim State Islamic University in Malang's Faculty of Teacher Training and Education (FITK). This proposal contains details of the research plan that will be carried out by the researcher. The aim of preparing this research proposal is to obtain approval from the faculty regarding the research plan that will be carried out.

3.10.2 Arranging Licensing

The researcher's next stage was asking to request a research permit from the Faculty of Teacher Training and Education (FITK) Maulana Malik Ibrahim State Islamic University Malang, to be submitted to the school where the researcher would conduct the research. This permission letter will bridge communication between the campus and the school concerned when the research will be carried out.

3.10.3 Preparing the Research

Before conducting research, researchers must first prepare the research, both in the form of equipment and other supporting factors.

3.10.4 Taking Action in the Field

In this stage, the researcher goes into the field to conduct research directly by carrying out several research stages that have been prepared previously. In this research, the research stages include conducting a pre-test, treatment, and post-test. At this stage, the researcher also carries out data collection and data analysis and manages the data that has been obtained in carrying out the research.

3.10.5 Stages of Research Implementation

1. Data Collection

At this stage, data collection was carried out by researcher, including:

a. Observation

Before deciding to determine the research location, the researcher made observations first. Researchers carried out this observation directly by visiting and interviewing several related parties. To determine the conditions and learning habits carried out at the school is the purpose of this observation. Some information needed before conducting research and during research is also obtained by researchers at this stage.

b. Observation of research objects

After conducting field observations and interviews, the researcher then made observations regarding which classes would be the research objects in this study.

c. Conducting pre-test for students

The pre-test was carried out in the control class and experimental class. The pre-test contains one description question and a processing time of 30 minutes.

d. Giving treatment

This treatment was carried out in the experimental class by implementing collaborative writing using Padlet.

e. Doing post-test for students

The post-test was given to the control class and experimental class with one descriptive question and a processing time of 30 minutes.

2. Data Identification

At this stage, researchers collect, process and analyze data that has been obtained from the pre-test and post-test that have been carried out.

3.10.6 Final Stage of The Research

The researcher creates the research results in this final stage so that the reader is able to read, comprehend, and be aware of them. The research results are then combined into conclusions based on the study results.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data analysis, normality testing, homogeneity testing, hypothesis testing, and discussion.

4.1 Findings

In this section, the researcher will present the findings during the research, including data analysis from the pre-test and post-test for each class, both in the experimental and control classes.

4.1.1. Data Analysis of Pre-Test

The pre-test activity was carried out directly by researchers on January 19, 2024. This pre-test contains three essay questions of descriptive text material with a duration of 40 minutes. The pre-test was carried out in 2 classes, namely the control class and the experimental class. This pre-test was attended by 66 students, with details of 33 students in the control class and 33 students in the experimental class. The sample in this study was class X-10 as the control class and X-12 as the experimental class. The researcher carried out the class selection based on the supervising teacher's recommendation after making observations before carrying out the research. This class was chosen because it felt appropriate for the study to be conducted, and the class was a potential class at SMAN 1 Puri Mojokerto.

The pre-test instrument was given to the control class and experimental class with the same level of difficulty and duration of processing time in each class. In implementing Collaborative Writing learning, the experimental class will receive treatment by learning using the Padlet online website media, while the control class will receive learning but will not receive treatment using the Padlet online website media. So, the purpose of carrying out this pre-test is to measure students' writing abilities before being given treatment in a study. The results of class experimental student pre-test scores are presented in the table below;

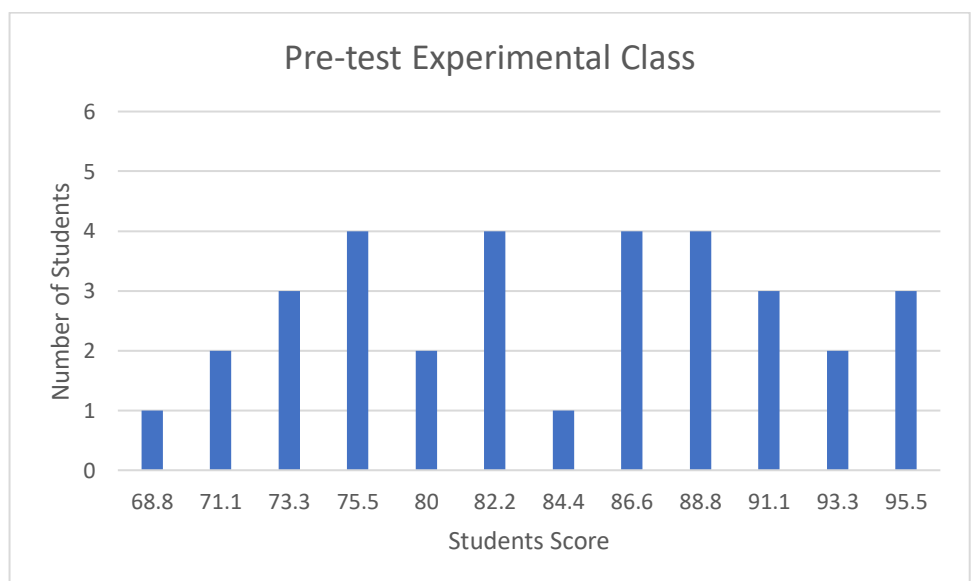
Tabel 4.1 Pre-test Scores of Experimental Class Students

No.	Initial Name	Pre-test Score
1	AAR	93.3
2	ADA	82.2
3	AEP	73.3
4	AP	71.7
5	AYS	95.5
6	BSH	82.2
7	CMP	93.3
8	DN	80
9	DNA	82.2
10	ESM	82.2
11	FIF	86.6
12	FNR	91.1
13	FR	91.1
14	HKD	88.8
15	KPS	80
16	MAP	88.8
17	MGS	91.1
18	MNL	75.5
19	MRA	75.5
20	MRDS	86.6
21	NA	75.5

22	NHR	88.8
23	NJP	86.6
24	NKPW	95.5
25	QFC	86.6
26	RAA	71.1
27	RAR	68.8
28	SRT	73.3
29	STA	95.5
30	TZR	75.5
31	VZA	88.8
32	YAN	73.3
33	ZSP	84.4
Σ		2754.7
Average Score		83.4

Based on this table, it can be seen that in carrying out the pretest in the experimental class, which was attended by 33 students, the lowest score was 68.8, and the highest score was 95.5. The average pretest score for the experimental class was 83.4. The distribution of student scores can be seen in the following diagram.

Diagram 4.1 Pre-test Scores of Experimental Class Students



Based on this diagram, 12 students got scores in the 60-80 range, and 21 students got scores in the 81-100 range. In the diagram, it can be seen that there were ten students who obtained scores below the KKM, the KKM is 80. For more complete information regarding statistical descriptions, visit the following table;

Tabel 4. 2 Descriptive Statistic of Experimental Class

<i>Pre-test</i>	
Mean	83.47575758
Standard Error	1.395820536
Median	84.4
Mode	82.2
Standard Deviation	8.018378511
Sample Variance	64.29439394
Kurtosis	-1.179957086
Skewness	-0.180933983
Range	26.7
Minimum	68.8
Maximum	95.5
Sum	2754.7
Count	33
	0

This descriptive statistical calculation was carried out using Microsoft Excel. The table states that the mean of the experimental class pre-test results is 83.47, the median value is 84.4, and the standard deviation is 8.01. In the table above, the number of students in the experimental class pre-test is 33. The minimum score is 68.8, and the maximum score is 95.5. Based on the data in the table, it

shows that the standard deviation is smaller than the mean, it can be concluded that the experimental class pre-test has good data quality.

The following table is data on pre-test results from the control class;

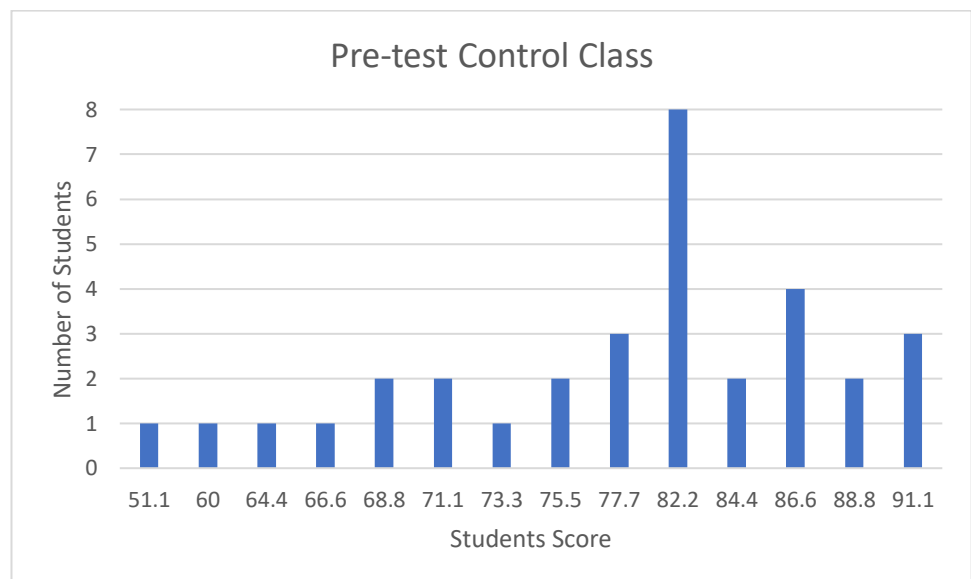
Tabel 4. 3 Pre-test Scores of Control Class Students

No.	Initial Name	Pre-test Score
1	A	82.2
2	AA	86.6
3	AED	88.8
4	AFI	88.8
5	ARAN	68.8
6	ARG	51.1
7	ARW	66.6
8	ARZ	86.6
9	CH	82.2
10	DAS	91.1
11	DNRSL	82.2
12	EM	60
13	FFM	82.2
14	FPN	82.2
15	GRPR	82.2
16	KMK	84.4
17	KR	77.7
18	MAF	91.1
19	MAP	71.1
20	ME	82.2
21	MGAH	86.6
22	MRI	68.8
23	NAAB	77.7
24	NAF	75.5
25	NPR	75.5
26	PNER	82.2
27	RAP	73.3
28	RDF	84.4
29	RS	64.4
30	SDP	71.1
31	SFA	91.1
32	VGS	86.6
33	YMS	77.7

Σ	2603
Average Score	78.87878788

Based on this table, it can be seen that 33 students participated in the pre-test in the control class, the lowest score was 51.1, and the highest score was 91.1. The average pre-test score in the control class was 78.8. The distribution of student scores can be seen in the following diagram.

Diagram 4.2 Pre-test Scores of Control Class Students



Based on this diagram, 11 students got scores in the range of 50-76, and 22 students got scores in the range of 77-100. In the diagram, it can be seen that there were 14 students who got scores below the KKM, the KKM is 80. For more complete information regarding statistical descriptions, see the following table;

Tabel 4.4 Descriptive Statistic of Control Class

Pre-test	
Mean	78.87878788

Standard Error	1.658139689
Median	82.2
Mode	82.2
Standard Deviation	9.525287318
Sample Variance	90.73109848
Kurtosis	0.918036632
Skewness	-1.016011563
Range	40
Minimum	51.1
Maximum	91.1
Sum	2603
Count	33
	0

These descriptive statistics were calculated using Microsoft Excel. The table states that the mean of the experimental class pre-test results is 78.87, the median value is 82.2, and the standard deviation is 9.52. In the table above, the number of students in the experimental class pre-test is 33. The minimum score is 51.1, and the maximum score is 91.1. Based on the data in the table, it shows that the standard deviation is smaller than the mean, it can be concluded that the experimental class pre-test has good data quality.

4.1.2 Data Analysis of Post-Test

The post-test was carried out directly by researchers on February 16, 2024, and was attended by two classes, namely the experimental class and the control class. The number of students who have taken this post-test is 66 students, with details of 33 students in class X.12 as the experimental class and 33 students in class X.10 as the control class. This post-test contains three essay questions of descriptive text material with a duration of 40 minutes.

This post-test instrument has the same level of question difficulty and duration of time for the experimental class and control class.

This post-test was given with the aim of knowing the development between the experimental class and the control class. The experimental class received treatment using the online Padlet media website to implement collaborative writing, while the control class did not receive it. The score from this post-test will be a benchmark for the effectiveness of the treatment that has been given. Apart from that, post-test scores were also used to provide a comparison of the improvement in students' writing skills between the experimental class and the control class. The results of experimental class students' post-test scores are presented in the table below;

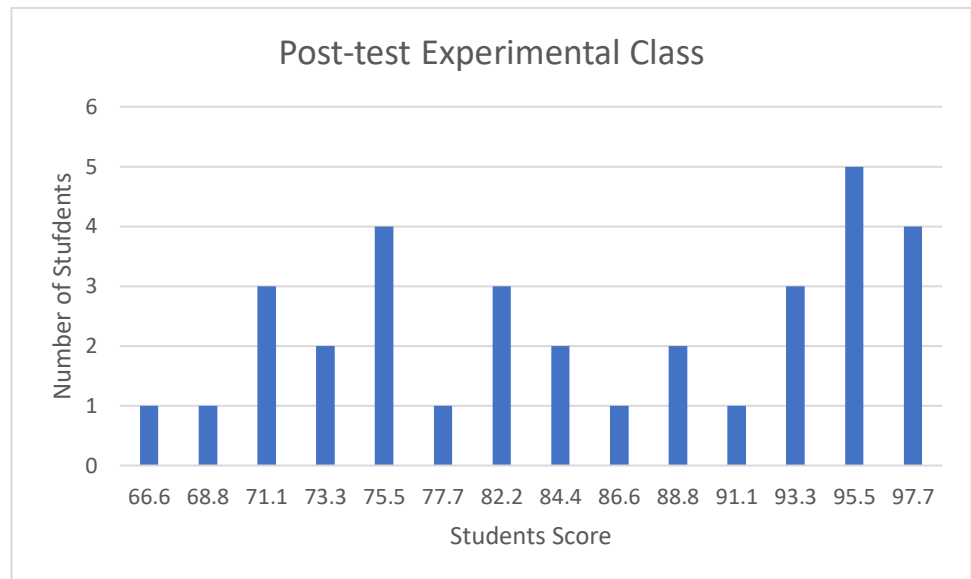
Tabel 4.5 Post-test Scores of Experimental Class

No.	Initial Name	Post-test Score
1	AAR	97.7
2	ADA	66.6
3	AEP	75.5
4	AP	73.3
5	AYS	97.7
6	BSH	84.4
7	CMP	88.8
8	DN	71.1
9	DNA	93.3
10	ESM	75.5
11	FIF	73.3
12	FNR	84.4
13	FR	95.5
14	HKD	97.7
15	KPS	68.8

16	MAP	91.1
17	MGS	82.2
18	MNL	82.2
19	MRA	75.5
20	MRDS	71.1
21	NA	93.3
22	NHR	88.8
23	NJP	93.3
24	NKPW	95.5
25	QFC	95.5
26	RAA	75.5
27	RAR	77.7
28	SRT	82.2
29	STA	95.5
30	TZR	86.6
31	VZA	97.7
32	YAN	71.1
33	ZSP	95.5
Σ		2793.9
Average Score		84.66363636

The table shows that 33 students in the experimental class have taken the post-test. Based on the table above, the highest post-test score in the experimental class was 97.7, and the lowest score was 66.6. The average post-test score in the experimental class was 84.6. The distribution of post-test results in the experimental class can be seen in the following diagram.

Diagram 4.3 Post-test Scores of Experimental Class



Based on the following diagram, it can be seen that there are 12 students in the score range 60-80, and there are 21 students in the score range 81-100. The KKM for this test is 80, so there are 12 students who got scores below the minimum limit. A statistical description of the experimental class post-test can be seen in the following table.

Tabel 4.6 Descriptive Statistic of Experimental Class

<i>Post-test</i>	
Mean	84.66363636
Standard Error	1.784013702
Median	84.4
Mode	95.5
Standard Deviation	10.24837847
Sample Variance	105.0292614
Kurtosis	-1.461637829
Skewness	-0.191470373
Range	31.1
Minimum	66.6

Maximum	97.7
Sum	2793.9
Count	33
	0

Based on the statistical description table of the post-test scores in the experimental class, it can be seen that the mean is 84.66, the median is 84.4, and the standard deviation in the table is 10.24. The maximum score from the experimental class post-test was 97.7, and the minimum score was 66.6. Based on the data in the table, it shows that the standard deviation is smaller than the mean, it can be concluded that the experimental class pre-test has good data quality. The following table shows the results of the post-test in the control class;

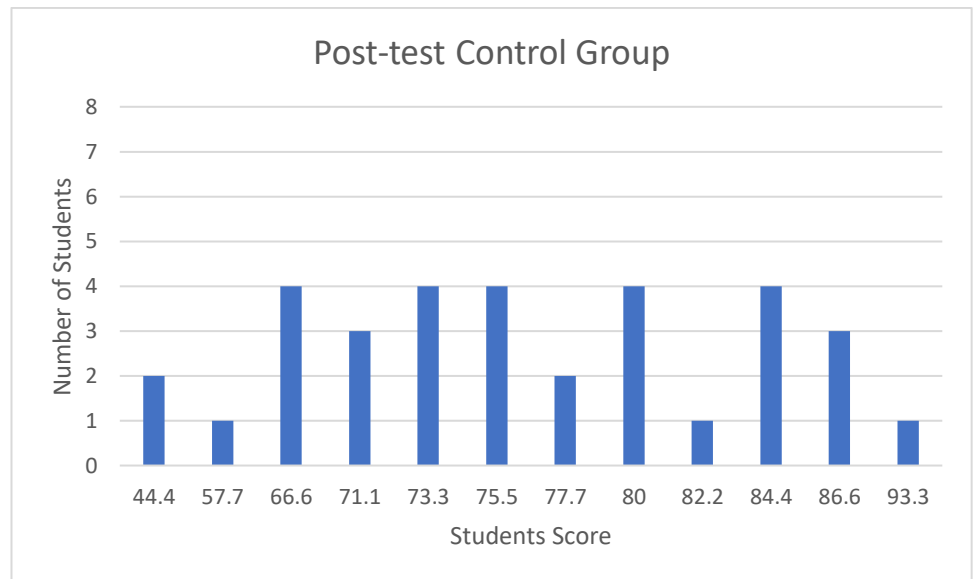
Tabel 4.7 Post-test Scores of Control Class

No.	Initial Name	Post-test Score
1	A	73.3
2	AA	86.6
3	AED	80
4	AFI	84.4
5	ARAN	75.5
6	ARG	44.4
7	ARW	71.1
8	ARZ	82.2
9	CH	80
10	DAS	84.4
11	DNRSL	80
12	EM	66.6
13	FFM	77.7
14	FNP	73.3
15	GRPR	86.6
16	KMK	66.6
17	KR	71.1
18	MAF	84.4

19	MAP	57.7
20	ME	75.5
21	MGAH	84.4
22	MRI	77.7
23	NAAB	44.4
24	NAF	66.6
25	NPR	66.6
26	PNER	71.1
27	RAP	73.3
28	RDF	75.5
29	RS	73.3
30	SDP	75.5
31	SFA	93.3
32	VGS	86.6
33	YMS	80
Σ		2469.7
Average Score		74.83939394

The table shows that this post-test was taken by 33 students in the control class. The highest score obtained in the post-test in the control class was 93.3, and the lowest score was 44.4. The average score obtained in the control class post-test was 74.8. The distribution of post-test results in the control class can be seen in the following diagram.

Diagram 4.4 Post-test Score of Control Class Students



Based on this diagram, it can be seen that there are 3 students in the score range 40-60, 21 students in the score range 65-80, and 9 students in the score range 81-100. The KKM for this score is 80, so in the control class post-test, there were 20 students who got a score below the minimum limit. Descriptive statistics of students' scores in the control class post-test can be seen in the following table.

Tabel 4.8 Descriptive Statistic of Control Class

<i>Post-test</i>	
Mean	74.83939394
Standard Error	1.889469118
Median	75.5
Mode	73.3
Standard Deviation	10.85417372
Sample Variance	117.8130871
Kurtosis	2.224954534
Skewness	-1.253580435
Range	48.9
Minimum	44.4

Maximum	93.3
Sum	2469.7
Count	33
	0

The control class post-test table shows that the mean is 74.83, the median is 75.5, and the standard deviation is 10.85. Based on the following table, the maximum score is 93.3, and the minimum score is 44.4. Based on the data in the table, which shows that the standard deviation is smaller than the mean, it can be concluded that the pre-test of the experimental class is of good data quality.

4.1.3 Students Achievement in Writing Skills Before and After Using Online Website Padlet in Learning

In this section, we will explain the achievement of students' writing skills before and after giving treatment using the online Padlet media website in implementing collaborative writing. The pre-test is given before giving treatment, and the post-test is given after giving treatment. The results of students in each class will be displayed in the table below. The following are the achievements of students in the experimental class;

Tabel 4.9 Student Achievement of Experimental Class

No.	Initial Name	Difference		Description
		Pre-test	Post-test	
1	AAR	93.3	97.7	Increase
2	ADA	82.2	66.6	-
3	AEP	73.3	75.5	Increase
4	AP	71.7	73.3	Increase
5	AYS	95.5	97.7	Increase
6	BSH	82.2	84.4	Increase

7	CMP	93.3	88.8	-
8	DN	80	71.1	-
9	DNA	82.2	93.3	Increase
10	ESM	82.2	75.5	-
11	FIF	86.6	73.3	-
12	FNR	91.1	84.4	-
13	FR	91.1	95.5	Increase
14	HKD	88.8	97.7	Increase
15	KPS	80	68.8	-
16	MAP	88.8	91.1	Increase
17	MGs	91.1	82.2	-
18	MNL	75.5	82.2	Increase
19	MRA	75.5	75.5	-
20	MRDS	86.6	71.1	-
21	NA	75.5	93.3	Increase
22	NHR	88.8	88.8	-
23	NJP	86.6	93.3	Increase
24	NKPW	95.5	95.5	-
25	QFC	86.6	95.5	Increase
26	RAA	71.1	75.5	Increase
27	RAR	68.8	77.7	Increase
28	SRT	73.3	82.2	Increase
29	STA	95.5	95.5	-
30	TZR	75.5	86.6	Increase
31	VZA	88.8	97.7	Increase
32	YAN	73.3	71.1	-
33	ZSP	84.4	95.5	Increase
Average Score		83.4758	84.6636	Increase

The following table shows the pre-test and post-test scores in the experimental class. This table shows the difference in achievement scores for each student in the experimental class between the pre-test and post-test. There were 19 students who experienced an increase in their scores between the pre-test and post-test, and there were 14 students who did not experience an increase in their scores. Based on the table, this treatment was proven

effective for 19 people. The table also states that the average score obtained by experimental class students in the pre-test was 83.47, and the post-test was 84.66; the average post-test score was higher than the pre-test score. This shows that there has been an increase in scores in the experimental class, so it can be concluded that students in the experimental class have experienced an increase in their writing skills after receiving collaborative writing learning treatment using the Padlet online media website. The following are the achievements of students in the control class;

Tabel 4. 10 Student Achievement of Control Class

No.	Initial Name	Difference		Description
		Pre-test	Post-test	
1	A	82.2	73.3	-
2	AA	86.6	86.6	-
3	AED	88.8	80	-
4	AFI	88.8	84.4	-
5	ARAN	68.8	75.5	Increase
6	ARG	51.1	33.3	-
7	ARW	66.6	71.1	Increase
8	ARZ	86.6	82.2	-
9	CH	82.2	80	-
10	DAS	91.1	84.4	-
11	DNRSL	82.2	80	-
12	EM	60	66.6	-
13	FFM	82.2	77.7	-
14	FNP	82.2	73.3	-
15	GRPR	82.2	86.6	Increase
16	KMK	84.4	66.6	-
17	KR	77.7	71.1	-
18	MAF	91.1	84.4	-
19	MAP	71.1	57.7	-
20	ME	82.2	75.5	-
21	MGAH	86.6	84.4	-

22	MRI	68.8	77.7	-
23	NAAB	77.7	44.4	-
24	NAF	75.5	66.6	-
25	NPR	75.5	66.6	-
26	PNER	82.2	71.1	-
27	RAP	73.3	73.3	-
28	RDF	84.4	75.5	-
29	RS	64.4	73.3	Increase
30	SDP	71.1	75.5	Increase
31	SFA	91.1	93.3	Increase
32	VGS	86.6	86.6	-
33	YMS	77.7	80	Increase
Average Score		78.8788	74.503	Not increase

The following table shows the pre-test and post-test scores in the control class. Based on this table, the difference in achievement scores for each student in the control class between the pre-test and post-test can be seen. There are 7 students experienced an increase in their scores between the pre-test and post-test, and there were 26 students who did not experience an increase in their scores. The table also states that the average score obtained by experimental class students in the pre-test was 78.87, and the post-test was 74.50; the average post-test score was lower than the pre-test score. This shows no increase in scores in the control class, which did not receive treatment implementing collaborative writing using the online media website Padlet. From these two tables, the experimental class that received collaborative writing learning treatment using the online media website Padlet can improve students' ability to write.

4.1.4 Result of Validity Testing

Validation tests are a series of tests that aim to determine the validity of an instrument after going through expert validity. Before conducting research, this test will determine whether an instrument is valid or invalid. Valid questions will go through a series of subsequent tests so that they can be used as research instruments and tested on respondents, while invalid questions cannot be used. In this validity test, researchers gave ten questions to students in classes other than the experimental class and control class, namely class X-2. This validation test was carried out directly by researchers on January 11, 2024. This test was carried out in 1 meeting and was attended by 30 students. In this research, researchers used Microsoft Excel to test validity by using a correlation formula to find out the r count for each number of questions, the following results are obtained;

Picture 4.1 Validity Testing

No.	Respondent	1	2	3	4	5	6	7	8	9	10	Total
1	ACK	11	10	12	10	6	9	11	11	8	8	88
2	AER	12	6	3	8	10	10	13	10	12	8	84
3	AH	8	3	8	10	9	5	10	7	7	10	67
4	AHD	12	10	6	10	10	8	10	8	8	10	82
5	AR	8	6	8	8	8	8	10	10	8	10	74
6	BNAW	12	10	10	8	6	7	8	8	8	10	77
7	CLW	12	8	10	12	10	10	10	10	10	6	92
8	DAA	10	10	10	8	10	6	10	10	8	6	82
9	DRK	8	10	10	12	6	8	10	10	12	10	86
10	DYO	10	10	6	8	10	6	10	8	10	6	78
11	EFPS	10	10	6	10	10	8	10	10	10	10	84
12	FA	12	10	10	8	10	6	7	8	8	10	79
13	FAP	10	8	8	10	8	6	10	10	8	4	78
14	HHC	12	10	10	12	10	8	12	10	12	10	96
15	KCK	8	10	10	10	10	8	12	8	12	12	88
16	LMN	12	10	10	10	10	10	10	10	10	12	92
17	MAPS	10	8	8	10	10	10	10	8	8	10	82
18	MJAPR	12	4	7	8	8	6	10	8	8	6	71
19	MRAB	11	6	8	8	8	6	8	8	8	8	71
20	N	8	4	6	10	6	8	10	10	8	8	70
21	NLM	10	8	7	8	8	8	12	10	12	6	83
22	NPR	10	8	10	8	8	8	8	8	9	8	77
23	R	10	9	7	8	6	10	8	10	10	5	78
24	RAR	8	8	10	10	10	8	10	10	12	8	86
25	RBP	10	8	8	8	8	6	8	10	10	6	76
26	RNAA	13	10	10	10	6	10	8	10	10	10	87
27	SER	12	8	10	10	8	8	12	12	12	10	92
28	SZF	10	10	10	10	10	6	8	8	10	8	82
29	V	8	8	8	10	6	8	6	8	8	8	70
30	YZAF	10	8	9	9	8	8	8	10	8	8	78
n		30										
df = n-2		28										
r count		0.411	0.632	0.409	0.535	0.336	0.538	0.509	0.54	0.68	0.299	
r tabel		0.306	0.306	0.306	0.306	0.306	0.306	0.306	0.306	0.306	0.306	
status		Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	

In the validation test, the number of questions can be said to be valid if the r count is greater than the r table and said to be invalid if the r count is smaller than the r table. Based on these results, it can be seen that there are 1 out of 10 questions that have an invalid status, namely question number 10, and there are nine valid questions, namely questions 1,2,3,4,5,6,7,8, and 9. Based on the results of the validation test, valid question numbers will be used as

research instruments, namely in the pre-test and post-test. Then, the pre-test and post-test questions will be given to the experimental class and control class.

4.1.5 Result of Reliability Testing

Reliability tests are a series of tests carried out after validation tests. Reliability tests are used to determine the reliability of a research instrument. In this reliability test, only valid question numbers will be collected to determine reliability, so there are only nine questions that will be tested at this stage. In this study, researchers used Microsoft Excel to test reliability, the following are the results;

Picture 4.2 Reliability Testing

No.	Respondent	1	2	3	4	5	6	7	8	9	Total
1	ACK	10	10	10	10	6	8	10	10	8	82
2	AER	10	10	6	10	10	9	10	10	12	87
3	AH	8	3	8	9	9	5	10	7	8	67
4	AHD	12	10	6	10	10	8	10	8	8	82
5	AR	8	6	8	8	8	8	10	10	8	74
6	BNAW	12	10	10	8	6	7	8	8	8	77
7	CLW	12	8	10	12	10	10	10	10	10	92
8	DAA	10	10	10	8	10	6	10	10	8	82
9	DRK	8	10	10	12	6	8	10	10	12	86
10	DYO	10	10	6	8	10	6	10	8	10	78
11	EFPS	10	10	6	10	10	8	10	10	10	84
12	FA	12	10	10	8	10	6	7	8	8	79
13	FAP	10	8	8	10	8	6	10	10	8	78
14	HHC	12	10	10	12	10	8	12	10	12	96
15	KCK	8	10	10	10	10	8	12	8	12	88
16	LMN	12	10	10	10	10	10	10	10	10	92
17	MAPS	10	8	8	10	10	10	10	8	8	82
18	MJAPR	12	4	7	8	8	6	10	8	8	71
19	MRAB	11	6	8	8	8	6	8	8	8	71
20	N	8	4	6	10	6	8	10	10	8	70
21	NLM	10	8	7	8	8	8	12	10	12	83
22	NPR	10	8	10	8	8	8	8	8	9	77
23	R	10	9	7	8	6	10	8	10	10	78
24	RAR	8	8	10	10	10	8	10	10	12	86
25	RBP	10	8	8	8	8	6	8	10	10	76
26	RNAA	13	10	10	10	6	10	8	10	10	87
27	SER	12	8	10	10	8	8	12	12	12	92
28	SZF	10	10	10	10	10	6	8	8	10	82
29	V	8	8	8	10	6	8	6	8	8	70
30	YZAF	10	8	9	9	8	8	8	10	8	78
Variant butir		2.372	4.041	2.464	1.628	2.599	2.079	2.259	1.357	2.672	53.817
jumlah variant butir		21.472									
variant total		53.817									
rtt		0.686871276									
Reliabilitas		Strong									

This reliability calculation was carried out using the KR 20 formula, so it can be seen that the result is 0.68. These results are then adjusted to the categories in the correlation coefficient value and can be categorized as 'Strong', the data is stated to be reliable.

4.1.6 Result of Normality Testing

The normality test is used to determine whether the population distribution of data can be said to be normal or not in a study. In this study, researchers used Microsoft Excel to test normality. In this normality test, researchers used the Lilliefors normality test using a significance level (α) of 0.05. With the decision criteria, if the L count is smaller than the L table, then the data is normally distributed, and if the L count is greater than the L table, then the data is not normally distributed. The following are the results of the normality test from the pre-test data in the experimental class.

Picture 4. 3 Normality Testing Pre-test Experimental Class

Pre-test Experimental Group					
No	x	z	F(z)	S(z)	F(z)-S(z)
1	68.8	-1.821598575	0.034257959	0.03030303	0.003954928
2	71.1	-1.535761627	0.062298427	0.090909091	0.028610664
3	71.1	-1.535761627	0.062298427	0.090909091	0.028610664
4	73.3	-1.262352372	0.10341101	0.181818182	0.078407172
5	73.3	-1.262352372	0.10341101	0.181818182	0.078407172
6	73.3	-1.262352372	0.10341101	0.181818182	0.078407172
7	75.5	-0.988943117	0.161345487	0.303030303	0.141684816
8	75.5	-0.988943117	0.161345487	0.303030303	0.141684816
9	75.5	-0.988943117	0.161345487	0.303030303	0.141684816
10	75.5	-0.988943117	0.161345487	0.303030303	0.141684816
11	80	-0.429696914	0.333708064	0.363636364	0.029928299
12	80	-0.429696914	0.333708064	0.363636364	0.029928299
13	82.2	-0.156287659	0.437903142	0.484848485	0.046945343
14	82.2	-0.156287659	0.437903142	0.484848485	0.046945343
15	82.2	-0.156287659	0.437903142	0.484848485	0.046945343
16	82.2	-0.156287659	0.437903142	0.484848485	0.046945343
17	84.4	0.117121595	0.546618152	0.515151515	0.031466636
18	86.6	0.39053085	0.651927976	0.636363636	0.01556434
19	86.6	0.39053085	0.651927976	0.636363636	0.01556434
20	86.6	0.39053085	0.651927976	0.636363636	0.01556434
21	86.6	0.39053085	0.651927976	0.636363636	0.01556434
22	88.8	0.663940105	0.746635677	0.757575758	0.010940081
23	88.8	0.663940105	0.746635677	0.757575758	0.010940081
24	88.8	0.663940105	0.746635677	0.757575758	0.010940081
25	88.8	0.663940105	0.746635677	0.757575758	0.010940081
26	91.1	0.949777053	0.828887226	0.848484848	0.019597622
27	91.1	0.949777053	0.828887226	0.848484848	0.019597622
28	91.1	0.949777053	0.828887226	0.848484848	0.019597622
29	93.3	1.223186308	0.889370332	0.909090909	0.019720577
30	93.3	1.223186308	0.889370332	0.909090909	0.019720577
31	95.5	1.496595563	0.932750737	1	0.067249263
32	95.5	1.496595563	0.932750737	1	0.067249263
33	95.5	1.496595563	0.932750737	1	0.067249263
Average			83.45757576		
Standard deviation			8.046545466		
L Count			0.141684816		
L Table			0.154232803		
Decition : Normally distributed					

Based on this data, it can be seen that the L count is 0.141 and the L table is 0.154, so the L count is smaller than the L table, and it can be concluded that the pre-test data in the experimental class is normally distributed.

Picture 4.4 Normality Testing Pre-test Control Class

Pre-test Control Group					
No	x	z	F(z)	S(z)	F(z)-S(z)
1	51.1	-2.916320207	0.001770934	0.029411765	0.027640831
2	60	-1.981965189	0.023741568	0.058823529	0.035081961
3	64.4	-1.520036866	0.064250855	0.088235294	0.023984439
4	66.6	-1.289072704	0.098686406	0.117647059	0.018960653
5	68.8	-1.058108542	0.14500298	0.176470588	0.031467608
6	68.8	-1.058108542	0.14500298	0.176470588	0.031467608
7	71.1	-0.81664601	0.207065377	0.235294118	0.028228741
8	71.1	-0.81664601	0.207065377	0.235294118	0.028228741
9	73.3	-0.585681848	0.279044667	0.264705882	0.014338785
10	75.5	-0.354717686	0.36140055	0.323529412	0.037871138
11	75.5	-0.354717686	0.36140055	0.323529412	0.037871138
12	77.7	-0.123753525	0.450755215	0.411764706	0.03899051
13	77.7	-0.123753525	0.450755215	0.411764706	0.03899051
14	77.7	-0.123753525	0.450755215	0.411764706	0.03899051
15	82.2	0.34867317	0.636332655	0.647058824	0.010726168
16	82.2	0.34867317	0.636332655	0.647058824	0.010726168
17	82.2	0.34867317	0.636332655	0.647058824	0.010726168
18	82.2	0.34867317	0.636332655	0.647058824	0.010726168
19	82.2	0.34867317	0.636332655	0.647058824	0.010726168
20	82.2	0.34867317	0.636332655	0.647058824	0.010726168
21	82.2	0.34867317	0.636332655	0.647058824	0.010726168
22	82.2	0.34867317	0.636332655	0.647058824	0.010726168
23	84.4	0.579637331	0.718920394	0.705882353	0.013038041
24	84.4	0.579637331	0.718920394	0.705882353	0.013038041
25	86.6	0.810601493	0.79120272	0.823529412	0.032326691
26	86.6	0.810601493	0.79120272	0.823529412	0.032326691
27	86.6	0.810601493	0.79120272	0.823529412	0.032326691
28	86.6	0.810601493	0.79120272	0.823529412	0.032326691
29	88.8	1.041565655	0.85119345	0.882352941	0.031159491
30	88.8	1.041565655	0.85119345	0.882352941	0.031159491
31	91.1	1.283028187	0.9002589	0.970588235	0.070329336
32	91.1	1.283028187	0.9002589	0.970588235	0.070329336
33	91.1	1.283028187	0.9002589	0.970588235	0.070329336
Average			78.87878788		
Standard deviation			9.525287318		
L Count			0.070329336		
L Table			0.154232803		
Decision : Normally distributed					

Based on this data, it can be seen that the L count is 0.070 and the L table is 0.154, so the L count is smaller than the L table, and it can be concluded that the pre-test data in the control class is normally distributed.

Picture 4. 5 Normality Testing Post-test Experimental Class

Post-test Experimental Group					
No	x	z	F(z)	S(z)	F(z)-S(z)
1	66.6	-1.762584823	0.038985269	0.03030303	0.008682239
2	68.8	-1.547916717	0.060821175	0.060606061	0.000215114
3	71.1	-1.32349097	0.092836079	0.151515152	0.058679073
4	71.1	-1.32349097	0.092836079	0.151515152	0.058679073
5	71.1	-1.32349097	0.092836079	0.151515152	0.058679073
6	73.3	-1.108822863	0.133753303	0.212121212	0.078367909
7	73.3	-1.108822863	0.133753303	0.212121212	0.078367909
8	75.5	-0.894154757	0.185619548	0.333333333	0.147713786
9	75.5	-0.894154757	0.185619548	0.333333333	0.147713786
10	75.5	-0.894154757	0.185619548	0.333333333	0.147713786
11	75.5	-0.894154757	0.185619548	0.333333333	0.147713786
12	77.7	-0.679486651	0.248414782	0.363636364	0.115221582
13	82.2	-0.240392797	0.405012881	0.454545455	0.049532574
14	82.2	-0.240392797	0.405012881	0.454545455	0.049532574
15	82.2	-0.240392797	0.405012881	0.454545455	0.049532574
16	84.4	-0.02572469	0.489738465	0.515151515	0.02541305
17	84.4	-0.02572469	0.489738465	0.515151515	0.02541305
18	86.6	0.188943416	0.574931417	0.545454545	0.029476872
19	88.8	0.403611522	0.656750794	0.606060606	0.050690188
20	88.8	0.403611522	0.656750794	0.606060606	0.050690188
21	91.1	0.62803727	0.735010237	0.636363636	0.098646601
22	93.3	0.842705376	0.80030338	0.727272727	0.073030653
23	93.3	0.842705376	0.80030338	0.727272727	0.073030653
24	93.3	0.842705376	0.80030338	0.727272727	0.073030653
25	95.5	1.057373482	0.854829416	0.878787879	0.023958463
26	95.5	1.057373482	0.854829416	0.878787879	0.023958463
27	95.5	1.057373482	0.854829416	0.878787879	0.023958463
28	95.5	1.057373482	0.854829416	0.878787879	0.023958463
29	95.5	1.057373482	0.854829416	0.878787879	0.023958463
30	97.7	1.272041589	0.898320828	1	0.101679172
31	97.7	1.272041589	0.898320828	1	0.101679172
32	97.7	1.272041589	0.898320828	1	0.101679172
33	97.7	1.272041589	0.898320828	1	0.101679172
Average			84.66363636		
Standard deviation			10.24837847		
L Count			0.147713786		
L Table			0.154232803		
Decision : Normally distributed					

Based on this data, it can be seen that the L count is 0.147 and the L table is 0.154, so the L count is smaller than the L table, and it can be concluded that the post-test data in the experimental class is normally distributed.

Picture 4.6 Normality Testing Post-test Control Class

Post-test Control Group					
No	x	z	F(z)	S(z)	F(z)-S(z)
1	44.4	-2.804395316	0.002520553	0.058823529	0.056302977
2	44.4	-2.804395316	0.002520553	0.058823529	0.056302977
3	57.7	-1.57906022	0.057161122	0.088235294	0.031074172
4	66.6	-0.75909914	0.223896627	0.205882353	0.018014274
5	66.6	-0.75909914	0.223896627	0.205882353	0.018014274
6	66.6	-0.75909914	0.223896627	0.205882353	0.018014274
7	66.6	-0.75909914	0.223896627	0.205882353	0.018014274
8	71.1	-0.344512078	0.365230607	0.294117647	0.07111296
9	71.1	-0.344512078	0.365230607	0.294117647	0.07111296
10	71.1	-0.344512078	0.365230607	0.294117647	0.07111296
11	73.3	-0.141825069	0.443609091	0.411764706	0.031844385
12	73.3	-0.141825069	0.443609091	0.411764706	0.031844385
13	73.3	-0.141825069	0.443609091	0.411764706	0.031844385
14	73.3	-0.141825069	0.443609091	0.411764706	0.031844385
15	75.5	0.060861939	0.524265419	0.529411765	0.005146345
16	75.5	0.060861939	0.524265419	0.529411765	0.005146345
17	75.5	0.060861939	0.524265419	0.529411765	0.005146345
18	75.5	0.060861939	0.524265419	0.529411765	0.005146345
19	77.7	0.263548948	0.603936249	0.588235294	0.015700955
20	77.7	0.263548948	0.603936249	0.588235294	0.015700955
21	80	0.475449002	0.682766513	0.705882353	0.02311584
22	80	0.475449002	0.682766513	0.705882353	0.02311584
23	80	0.475449002	0.682766513	0.705882353	0.02311584
24	80	0.475449002	0.682766513	0.705882353	0.02311584
25	82.2	0.67813601	0.75115727	0.735294118	0.015863152
26	84.4	0.880823019	0.810793191	0.852941176	0.042147986
27	84.4	0.880823019	0.810793191	0.852941176	0.042147986
28	84.4	0.880823019	0.810793191	0.852941176	0.042147986
29	84.4	0.880823019	0.810793191	0.852941176	0.042147986
30	86.6	1.083510027	0.860708949	0.941176471	0.080467522
31	86.6	1.083510027	0.860708949	0.941176471	0.080467522
32	86.6	1.083510027	0.860708949	0.941176471	0.080467522
33	93.3	1.700784098	0.955508232	0.970588235	0.015080003
Average			74.83939394		
Standard deviation			10.85417372		
L Count			0.080467522		
L Table			0.154232803		
Decision : Normally distributed					

Based on these data, it can be seen that the L count is 0.080 and the L table is 0.154, so the L count is smaller than the L table, and it can be concluded that the pre-test data in the experimental class is normally distributed.

4.1.7 Result of Homogeneity Testing

The homogeneity test is a series of tests used in this research. The homogeneity test aims to compare the data so that the homogeneity of the data can be determined. This homogeneous test was taken from data from pre-test results that were carried out in the experimental class and control class. In this homogeneity test, researchers will compare the pre-test data between the experimental class and the control class using Microsoft Excel using the F-test Two-Sample Variances formula to find out whether the data is homogeneous or inhomogeneous. The pre-test results and homogeneity calculations will be shown in the following table;

Picture 4.7 Homogeneity Testing

Pre-test Score		F-Test Two-Sample for Variances		
experimental	control		Experimental	Control
93.3	82.2	Mean	83.45757576	78.87878788
82.2	86.6	Variance	64.74689394	90.73109848
73.3	88.8	Observations	33	33
71.1	88.8	df	32	32
95.5	68.8	F	0.513613028	
82.2	51.1	P(F<=f) one-tail	0.172402829	
93.3	66.6	F Critical one-tail	0.554175779	
80	86.6			
82.2	82.2			
82.2	91.1			
86.6	82.2			
91.1	60			
91.1	82.2			
88.8	82.2			
80	82.2			
88.8	84.4			
91.1	77.7			
75.5	91.1			
75.5	71.1			
86.6	82.2			
75.5	86.6			
88.8	68.8			
86.6	77.7			
95.5	75.5			
86.6	75.5			
71.1	82.2			
68.8	73.3			
73.3	84.4			
95.5	64.4			
75.5	71.1			
88.8	91.1			
73.3	86.6			
84.4	77.7			

Based on the results of the pre-test between the experimental class and the control class and the homogeneity calculation table, it can be seen that the F count is 0.5136, and the F table is 0.5541. if the F count is smaller than the F table, then the data is homogeneous, and if the F count is greater than the F table, then the data is not homogeneous. Based on these data, the pre-test results from the experimental class and control class are homogeneous.

4.1.8 Result of Hypothesis Testing

After going through normality and homogeneity tests, the final step carried out by researchers was hypothesis testing. This hypothesis test was carried out with the aim of finding out whether there was a significant effect between the experimental class, which received learning treatment using the online media website Padlet, and the control class, which did not receive the treatment. In testing this hypothesis, researchers used the Two-Sample Assuming Equal Variance T-test in Microsoft Excel. The results of the data analysis can be seen in the following table;

Picture 4.8 Gain score Students

Experimental Class				Control Class			
No.	Pre-test	Post-test	Gainscore	No.	Pre-test	Post-test	Gainscore
1	93.3	97.7	4.4	1	82.2	73.3	-8.9
2	82.2	66.6	-15.6	2	86.6	86.6	0
3	73.3	75.5	2.2	3	88.8	80	-8.8
4	71.7	73.3	1.6	4	88.8	84.4	-4.4
5	95.5	97.7	2.2	5	68.8	75.5	6.7
6	82.2	84.4	2.2	6	51.1	33.3	-17.8
7	93.3	88.8	-4.5	7	66.6	71.1	4.5
8	80	71.1	-8.9	8	86.6	82.2	-4.4
9	82.2	93.3	11.1	9	82.2	80	-2.2
10	82.2	75.5	-6.7	10	91.1	84.4	-6.7
11	86.6	73.3	-13.3	11	82.2	80	-2.2
12	91.1	84.4	-6.7	12	60	66.6	6.6
13	91.1	95.5	4.4	13	82.2	77.7	-4.5
14	88.8	97.7	8.9	14	82.2	73.3	-8.9
15	80	68.8	-11.2	15	82.2	86.6	4.4
16	88.8	91.1	2.3	16	84.4	66.6	-17.8
17	91.1	82.2	-8.9	17	77.7	71.1	-6.6
18	75.5	82.2	6.7	18	91.1	84.4	-6.7
19	75.5	75.5	0	19	71.1	57.7	-13.4
20	86.6	71.1	-15.5	20	82.2	75.5	-6.7
21	75.5	93.3	17.8	21	86.6	84.4	-2.2
22	88.8	88.8	0	22	68.8	77.7	8.9
23	86.6	93.3	6.7	23	77.7	44.4	-33.3
24	95.5	95.5	0	24	75.5	66.6	-8.9
25	86.6	95.5	8.9	25	75.5	66.6	-8.9
26	71.1	75.5	4.4	26	82.2	71.1	-11.1
27	68.8	77.7	8.9	27	73.3	73.3	0
28	73.3	82.2	8.9	28	84.4	75.5	-8.9
29	95.5	95.5	0	29	64.4	73.3	8.9
30	75.5	86.6	11.1	30	71.1	75.5	4.4
31	88.8	97.7	8.9	31	91.1	93.3	2.2
32	73.3	71.1	-2.2	32	86.6	86.6	0
33	84.4	95.5	11.1	33	77.7	80	2.3

Picture 4.9 Hypothesis Testing

t-Test: Two-Sample Assuming Equal Variances		
	Gainscore Experimental	Gainscore Control
Mean	1.187878788	-4.375757576
Variance	70.79422348	76.70814394
Observations	33	33
Pooled Variance	73.75118371	
Hypothesized Mean Difference	0	
df	64	
t Stat	1.631577785	<i>T count</i>
P(T<=t) one-tail	0.005319008	
t Critical one-tail	1.669013025	
P(T<=t) two-tail	0.010638016	
t Critical two-tail	1.997729654	<i>T table</i>

In hypothesis testing, if Sig. 0.05 or the T count is smaller than the T table, H_0 is rejected, or there is a significant change, and if the T count is bigger than the T table, then H_a is rejected, or there is no significant change. Based on the data analysis, researchers found that the T count was 1,631 and the T table was 1,997. This shows that the T count is smaller than the T table, namely $1,631 < 1,997$, so H_0 is rejected and H_a is accepted. So, there was a significant change in the experimental class before and after receiving treatment, and the implementation of collaborative writing using Padlet was declared effective.

4.2 Discussion

This research was carried out at State Senior High School (SMAN) 1 Puri, Mojokerto. This research uses a quantitative approach with a quasi-experimental method. This research uses two classes in the sample, namely the experimental class and the control class. The samples in this study were class

X students, specifically class X.12 as the experimental class and X.10 as the control class. In these two classes, the number of students in each class was 33, so the student population in this study was 66. In this study, researchers used pre-tests and post-tests as data collection techniques.

Before the research was implemented, the researcher had first gone through several stages, such as validity and reliability tests. Validity and reliability tests have been carried out by researchers in classes other than the experimental class and control class, namely class X.2. The purpose of carrying out this stage is to test the validity and reliability of an instrument before it is used as a pre-test and post-test instrument in a study. This test contains ten essay questions of descriptive text material such as describing something and giving an opinion about social problems, which were carried out in one meeting and attended by 30 students. Researchers used Microsoft Excel in Validity and Reliability tests. The results of the analysis of the validity test there are 9 question numbers with valid status, namely question number 1,2,3,4,5,6,7,8,9, and 1 question number with invalid status, namely question number 10. In the test analysis results reliability, based on the known KR 20 formula, the reliability test result is 0.68. Then the results are broken down into correlation coefficient values in the 'Strong' category, so that the data is declared reliable.

After carrying out validity and reliability tests, the researcher then gave a pre-test and post-test to the experimental class and control class. The pre-test was given before the Collaborative Writing treatment using Padlet, and the post-test was given after the treatment. The pre-test aims to measure students'

writing abilities before being given treatment, and the post-test aims to measure students' writing abilities after being given Collaborative Writing using Padlet treatment. The post-test results can also be used to compare scores between the experimental class and the control class to find out whether or not there is improvement after being given treatment. The pre-test and post-test contained three essay questions of descriptive text material with a duration of 40 minutes and were taken by 66 students, consisting of 33 students in each class.

The treatment was given directly by the researcher to the experimental class over a period of three meetings or three weeks. The treatment begins with providing descriptive text theme material, then implementing Collaborative Writing with students divided into nine groups, each group containing 3-4 children. Each group was given the task of creating descriptive text with the theme 'inspirational teacher'. At this meeting, students are trained to work together in groups to create a description test. In this meeting, students can improve their writing skills by exchanging opinions and thoughts in group discussions, and students are also trained to work together to produce a descriptive essay.

At the second meeting, students were introduced to the online media website Padlet. The researcher provided an explanation about Padlet and the tools available there, the researcher also provided a tutorial according to the research procedures that had been planned. Then, the students were again divided into nine groups with different members from the previous meeting. Each group was given the task of creating a text description with the theme 'my school'.

The researcher has prepared posts on the page for use by each group. Each group member can write their sentence in the specified section. So, at this meeting, students did Collaborative Writing using the online media Padlet.

Similar to the second meeting, at the third meeting, students were again divided into nine groups with different members. Then students apply collaborative writing using Padlet with the theme 'describe one of your classmates without saying his name'. At this meeting, after all groups had completed it. Researchers provide discussion sessions and provide feedback to each group. Apart from that, students are also allowed to provide written feedback or comments to other groups. At this meeting, students are trained to think more critically so that students can participate in providing input to other groups. The class atmosphere at this meeting was also more active and interactive. On the other hand, learning in the control class was still carried out with the same material, namely descriptive text and collaborative writing, but did not use Padlet media.

After giving the treatment, a post-test was given to the experimental class and control class to measure the improvement in students' writing abilities after receiving the treatment. In carrying out the pre-test and post-test, it is known that in the experimental class, the average pre-test score was 83.47, and the average post-test score was 84.66. Meanwhile, in the control class, the average pre-test score was 78.87, and the average post-test score was 74.83. Based on the results of the pre-test and post-test scores in each class, there was an increase in scores that occurred in the experimental class or classes that

received treatment between before and after the Collaborative Writing treatment using Padlet was given.

After knowing the results of the pre-test and post-test in each class, the next stage the researcher carried out was to analyze the data using normality tests, homogeneity tests, and hypothesis tests using Microsoft Excel. In analyzing the data, the first stage is the normality test. In this normality test, a significance level of $\alpha = 0.05$ is used. If $L_{\text{count}} < L_{\text{table}}$, then the data is normally distributed, and if $L_{\text{count}} > L_{\text{table}}$, then the data is not normally distributed. Based on the results of the normality test, the calculated L in the experimental class pre-test was 0.141, and the post-test was 0.147. Meanwhile, in class L , the pre-test count for the control class was 0.070, and the post-test was 0.080. The L table for 33 students is 0.154, and it can be seen that all the calculated L in the test results are smaller than the L table, so it can be determined that the normality test results are the data is normally distributed.

After going through the normality test, the next stage is the homogeneity test. This homogeneity test uses a significance level of $\alpha = 0.05$. If $F_{\text{count}} < F_{\text{table}}$, then the data varies homogeneously, and if $F_{\text{count}} > F_{\text{table}}$, then the data does not vary homogeneously. Based on the results of the analysis in the homogeneity test, it can be seen that the F count is 0.5136, and the F table is 0.5541. So, the analysis results from the homogeneity test are homogeneous. After the results of the normality and homogeneity tests are known, the final stage in data analysis is hypothesis testing. In testing this hypothesis, the significance level $\alpha = 0.05$. If $T_{\text{count}} < T_{\text{table}}$, then it is effective, and if T

count > T table, then it is not effective. Based on the analysis results, it can be seen that the T table is 2.631, and the T count is 1.997. So it can be determined that H_0 is rejected and H_a is accepted, or collaborative writing using Padlet provides a significant improvement in the writing abilities of high school students.

In this research, the form of student improvement that occurred during the treatment was not only an increase in writing, but students were also trained in teamwork. In providing treatment, students are trained to think critically in group discussions, also practice accepting and respecting other people's opinions, and work together to produce a joint descriptive text. In implementing collaborative writing using Padlet, students can add new vocabulary from sentences created by their friends, and they can also hone their writing and structure skills through the sentences they create and create by their friends. So, in this research, developing students' skills not only focuses on writing skills but also adds new vocabulary, structure, critical thinking, working in teams, and so on.

Based on the data from the pre-test and post-test results that were given to the experimental class and control class, it shows that there was an increase in student scores that occurred in the experimental class, or the class that received treatment, whereas in the control class that did not receive treatment, there was no increase student scores. Based on these results, in the experimental class that received treatment, there was an increase in writing ability, and in the control class that did not receive treatment, there was no increase in students'

writing ability. This is in accordance with what was explained in previous chapter, namely, Padlet is a suitable medium for use in collaborative learning, especially collaborative writing (Özdemir, 2021).

The results of this study correlate with several previous research that have stated the research's originality, including the first research from Zaidi Mahmud (2019), which states that using Padlet as a writing learning tool is an effective way to help students write better in English and showed that Padlet benefits both students and lecturers in learning. The results of this research show that Padlet is an effective way to improve writing and provides many benefits and conveniences in learning that can be felt by learning practitioners. Apart from that, the results of research which show that students can be more confident in writing and students can receive feedback from teachers and friends are supported by the results of this study, which found that Padlet gives students comfort when it comes to honing their writing abilities and getting evaluation feedback from teachers outside of the classroom Jong & Kim Hua, (2021). From these two previous studies, Padlet, when combined with collaborative writing, can also improve students' writing skills.

Padlet not only provides benefits and has a positive influence on students' writing skills, but in Alastal et al. (2022) research stated that Padlet is useful for improving students' speaking skills and deductive thinking abilities. In this research, Padlet was used as a medium to share a current issue to be discussed with the group in order to hone students' deductive thinking skills. After several weeks of treatment, students are given an oral test to determine the increase in

their' deductive thinking abilities so that it can be seen the increase in two different abilities, namely thinking ability and deductive thinking ability.

In this study, researchers found some evidence of increasing students' abilities, apart from increasing post-test scores in the experimental class, researchers also found out students' responses during the treatment. Learning using Padlet media makes it easier for students to understand the material and hone their writing skills, apart from that, Padlet is also easy to access and easy to use by students and teachers, as explained in chapter II.

Implementing learning using Padlet also trains students to discuss and respect each other's opinions, as well as work together in groups to produce a jointly written work. So that students will be more confident in conveying ideas and putting them into written form, especially for students who still need clarification or have a high fear of making mistakes in producing written work. Implementing learning using Padlet also provides a more enjoyable learning atmosphere and can minimize the boredom experienced by students while studying. Another advantage of learning using Padlet is that students are more active in participating in the lesson, thereby creating an interactive and effective teaching and learning atmosphere.

Based on the tests carried out by researchers in this study, it can be seen that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. So, the application of Padlet in Collaborative Writing is effective in improving students' writing skills. Thus, in this research, Padlet is an

appropriate innovation to be applied in collaborative writing learning and is effective in improving students' writing skills.

CHAPTER V

CONCLUSION

This final chapter contains conclusions from what was written in the previous chapter, as well as suggestions from researchers.

5.1 Conclusion

The study found that the experimental class, which received treatment, showed increased student scores and writing ability compared to the control class. Based on the tests carried out by researchers in this study, in hypothesis testing, the significance level $\alpha = 0.05$. If $T_{\text{count}} < T_{\text{table}}$, then it is effective, and if $T_{\text{count}} > T_{\text{table}}$, then it is not effective. From the analysis results, it can be seen that the T_{table} is 2.631, and the T_{count} is 1.997. The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

The use of Padlet media in learning made it easier for students to understand the material and improve their writing skills. It also fostered discussion and respect for opinions, making students more confident in conveying ideas. Additionally, Padlet provided an enjoyable learning atmosphere, reducing boredom and encouraging active participation in lessons, creating an effective teaching and learning environment. The implementation of collaborative writing using Padlet provides a significant improvement in the writing abilities of high school students. So, the application of Padlet in Collaborative Writing is effective in improving students' writing skills. Thus, in this research, Padlet is an appropriate innovation to be applied in collaborative writing learning and is effective in improving students' writing skills.

5.2 Suggestion

Based on the results of the research that has been carried out, the researcher provides several suggestions for several sections;

5.2.1 English Students

For students, Padlet can be a medium that can be used to implement online collaboration-based learning and online discussions. Padlet is very easy to access and free, so students will be able to use it easily. Apart from that, students will be able to easily understand and use the features there to support learning to be more effective and interesting.

5.2.2. English Teacher

Researchers suggest that teachers, especially English teachers, use Padlet media in implementing collaborative learning, especially collaborative writing. Implementing Collaborative Writing using Padlet can be a new and effective innovation in learning to write and can improve students' writing skills. Apart from that, Padlet also makes it easy for students and teachers to carry out collaborative learning and creates an interesting and interactive learning atmosphere.

5.2.3 Further Researcher

This research can be used as a reference for the effectiveness of collaborative writing using Padlet on high school students' writing skills. The researcher provides suggestions to future researchers to further research the effectiveness of Padlet in other learning applications or to

conduct research to measure the effectiveness of collaborative writing using other media in an effort to improve students' writing skills.

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APPENDICES

Appendix I Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin-malang.ac.id

Nomor : 3099/Un.03.1/TL.00.1/12/2023
Sifat : Penting
Lampiran : -
Hal : Izin Survey

7 Desember 2023

Kepada

Yth. Kepala SMAN 1 Puri Mojokerto
di
Mojokerto

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Intan Puspita Sari
NIM : 19180027
Tahun Akademik : Ganjil - 2023/2024
Judul Proposal : **The Effectiveness of Collaborative Writing Using Padlet on The Writing Skills of Senior High School Students**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akaddemik



Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix II Validator Application Letter

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id	
Nomor	: B-361 /Un.03/FITK/PP.00.9/12/2023	12 Desember 2023
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Media)	
Kepada Yth. Rendhi Fatrisna Yuniar, M.Pd di – Tempat		
Assalamualaikum Wr. Wb.		
Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:		
Nama	: Intan Puspita Sari	
NIM	: 19180027	
Program Studi	: Tadris Bahasa Inggris (TBI)	
Judul Skripsi	: The Effectiveness Of Collaborative Writing Using Padlet On Students Writing Skill Of Senior High School Students	
Dosen Pembimbing	: Mr. Alam Aji Putra, M.Pd	
maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.		
Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.		
Wassalamu'alaikum Wr. Wb.		
a.n Dekan Wakil Dekan Bid. Akademik  Dr. Muhammad Walid, M.A. NIP. 197308232000031002		

Appendix III Validation Sheet

Validation Sheet English Writing Test

“The effectiveness of Collaborative Writing Using Padlet on The Writing Skills of Senior High School Students”

Validator : Rendhi Fatrisna Yuniar, M.Pd
NIP : 199406182020121003
Expertise : Development of learning media
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : (11/12/2023)

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of 2 English questions in essay form. This instrument will be addressed to the research subjects, namely tenth-grade of seniorhigh school students. All comments and suggestions given are very important for researchers to *improve the quality of the instrument*. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, assess by ticking (√) with the following criteria to the columns below:
1 : Very Poor
2 : Poor
3 : Average
4 : Good
5 : Excellent
2. Please give comments and suggestion in the columns below

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of instrument with basic competencies Basic Competence					✓
2.	Instrument Indicator Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question in the research instrument				✓	
4.	The research instrument is relevant with the relevant with the research objectives					✓
5.	The research instrument can help the researcher find out students' abilities in writing skills.					✓
6.	The research instrument is easy to understand				✓	✓
7.	The research using proper grammar.				✓	
8.	The choice of answers to the research instrument is appropriate and logical in terms of material					✓
9.	The subject matter must be formulated clearly and unequivocally				✓	

D. Suggestion

1. Please make sure that the questions are consistent
2. ~~Don't put 2 items~~ Please consider the time allotment and the item numbers
3. Ensure that the formula to count the score is correct

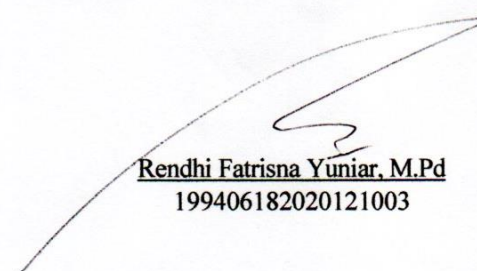
E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with slight revision.
3. The instrument can be used with many revision.
4. The instrument can be used.

Malang, December 11, 2023
Validator,


Rendhi Fatrisna Yuniar, M.Pd
199406182020121003

Appendix IV Research Instrument

Research Instrument

1. Please introduce yourself in 1 paragraph!
2. Please describe your favorite thing in a paragraph!
3. Please describe your favorite teacher in 1 paragraph!
4. Please describe your school in 1 paragraph!
5. Please describe your favorite place in your school and the reason why!
6. Please describe one of your classmates in 1 paragraph!
7. Please describe your idol and the reason that you like it!
8. Write 1 paragraph about your goals/dreams for the future and the reason why!



9.  Write 1 paragraph about using public transportation to reduce traffic jams!



10.  Write 1 paragraph about save the earth!

Appendix V Assessment Criteria

ASSESSMENT CRITERIA

1. Please introduce yourself in 1 paragraph!		
Aspect	Description	Score
Theme	- Mentioned 5 or more words related to introducing yourself	3
	- Mentioned 3-4 words related to introducing yourself	2
	- Mentioned 1-2 words related to introducing yourself	1
	- There are no appropriate words to introduce yourself	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1
	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0
Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2
	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total Score		15
2. Please describe your favorite thing in a paragraph!		
Aspect	Description	Score
Theme	- Mentioned 5 or more words related to your favorite thing	3
	- Mentioned 3-4 words related to your favorite thing	2
	- Mentioned 1-2 words related to your favorite thing	1
	- There are no suitable words about favorite thing	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1
	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0
Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2

	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total score		15
3. Please describe your favorite teacher in 1 paragraph!		
Aspect	Description	Score
Theme	- Mentioned 5 or more words related to your favorite teacher	3
	- Mentioned 3-4 words related to your favorite teacher	2
	- Mentioned 1-2 words related to your favorite teacher	1
	- There are no suitable words about favorite teacher	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1
	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0
Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2
	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total Score		15
4. Please describe your school in 1 paragraph!		
Aspect	Description	Score
Theme	- Mentioned 5 or more words related to school	3
	- Mentioned 3-4 words related to school	2
	- Mentioned 1-2 words related to school	1
	- There are no suitable words about school	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1
	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0
Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3

	- There are 3-4 errors in the use of punctuation marks	2
	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total score		15
5. Please describe your favorite place in your school and the reason why!		
Aspect	Description	Score
Theme	- Mentioned 5 or more words related to your favorite place in the school and state the reasons	3
	- Mentioned 3-4 words related to your favorite place in the school and state the reasons	2
	- Mentioned 1-2 words related to your favorite place in the school and state the reason	1
	- There are no appropriate words about favorite place in the school and do not mention the reasons	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1
	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0
Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2
	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total score		15
6. Please describe one of your classmates in 1 paragraph!		
Aspect	Description	Score
Theme	- Mentioned 5 or more words related to classmate	3
	- Mentioned 3-4 words related to classmate	2
	- Mentioned 1-2 words related to your classmate	1
	- There are no suitable words about classmate	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1
	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0

Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2
	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total score		15
7. Please describe your idol and the reason that you like it!		
Aspect	Description	Score
Theme	- Mentioned 5 or more words related to idols and why	3
	- Mentioned 3-4 words related to idols and why	2
	- Mentioned 1-2 words related to the idol and why	1
	- There are no appropriate words about idols and no mention of the reasons	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1
	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0
Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2
	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total score		15
8. Write 1 paragraph about your goals/dreams for the future and the reason why!		
Aspect	Description	Score
Theme	- Mentioned 5 or more words related to goals/dreams and the reasons	3
	- Mentioned 3-4 words related to goals/dreams and the reasons	2
	- Mentioned 1-2 words related to goals/dreams and the reasons	1
	- There are no appropriate words about goals/dreams and no mention of the reasons	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1

	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0
Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2
	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total score		15



9.

to reduce traffic jams!

Write 1 paragraph about using public transportation

Aspect	Description	Score
Theme	- Mentioned 5 or more words related to public transportation	3
	- Mentioned 3-4 words related to public transportation	2
	- Mentioned 1-2 words related to public transportation	1
	- There are no suitable words about public transport	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1
	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0
Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2

	- There are 5 or more punctuation errors - There are punctuation errors in each sentence	1 0
Total score		15
KITA JAGA ALAM, ALAM JAGA KITA  Write 1 paragraph about save the earth!		
Aspect	Description	Score
Theme	- Mentioned 5 or more words related to saving the earth	3
	- Mentioned 3-4 words related to saving the earth	2
	- Mentioned 1-2 words related to saving the earth	1
	- There are no suitable words about save the earth	0
Structure	- Using the 'SPOK' arrangement in 5 or more sentences	3
	- Using the 'SPOK' structure in 3-4 sentences	2
	- Use the 'SPOK' structure in 1-2 sentences	1
	- There is no correct 'SPOK' arrangement or do not use it at all	0
Coherence	- Coherence between sentences is correct	3
	- The coherence between sentences is quite correct	2
	- Coherence between sentences is slightly imprecise	1
	- Coherence between sentences is not correct	0
Vocabulary and spelling	- There are 0-2 vocabulary or spelling errors	3
	- There are 3-4 vocabulary or spelling errors	2
	- There are 5 or more vocabulary or spelling errors	1
	- There are vocabulary or spelling errors in each sentence	0
Punctuation	- There are 0-2 errors in the use of punctuation marks	3
	- There are 3-4 errors in the use of punctuation marks	2
	- There are 5 or more punctuation errors	1
	- There are punctuation errors in each sentence	0
Total score		15

Score calculation: $\frac{\text{Score obtained} \times 100}{\text{Maximum score}}$: Number of questions

Information:

Value	Criteria
80-100	Very Good
70-79	Good
60-69	Sufficient
50-59	Poorly
0-40	Failed

Appendix VI Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 53/Un.03.1/TL.00.1/01/2024
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

5 Januari 2024

Kepada

Yth. Kepala SMAN 1 Puri Mojokerto
di
Mojokerto

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Intan Puspita Sari
NIM	: 19180027
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2023/2024
Judul Skripsi	: The effectiveness of collaborative writing using Padlet on the writing skills of senior high school students
Lama Penelitian	: Januari 2024 sampai dengan Maret 2024 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



An. Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix VII Validation Test Instrument

Name : _____ Class : _____

Answer the following question with your own word!

1. Please introduce yourself in 1 paragraph!

2. Please describe your favorite thing in a paragraph!

3. Please describe your favorite teacher in 1 paragraph!

4. Please describe your school in 1 paragraph!

5. Please describe your favorite place in your school and the reason why!

6. Please describe one of your classmates in 1 paragraph!

7. Please describe your idol and the reason that you like it!

8. Write 1 paragraph about your goals/dreams for the future and the reason why!



9. Write 1 paragraph about using public transportation to reduce traffic jams!



10. Write 1 paragraph about save the earth!

Appendix VIII Pre-test Instrument

Name : _____

Class : _____

Answer the following question with your own word!

1. Please introduce yourself in 1 paragraph!

2. Please describe your school in 1 paragraph!

3. Please describe your favorite place in your school and the reason why!

Appendix IX Post-test Instrument

Name : _____

Class : _____

Answer the following question with your own word!

1. Please describe your idol and the reason that you like it!

2. Write 1 paragraph about your goals/dreams for the future and the reason why!



3. Write 1 paragraph about using public transportation to reduce traffic jams!

Appendix X Students Answer Sheet
Pre-test

Name : De Neiro Reyhan Syah L.

Class : X-10

Answer the following question with your own word!

1. Please introduce yourself in 1 paragraph!

13 Introduce myself. My name is De Neiro Reyhan Syah Luchman
but I usually called Nero. My hobbies are playing video games,
studying economics and informatics, editing videos and reading articles
on the internet, and I live in Mojokerto

2. Please describe your school in 1 paragraph!

12 I go to SMAN 1 Puri Mojokerto which is one of the favourite schools in
my city, where the school is very advanced in terms of academic and
non-academic achievements.

3. Please describe your favorite place in your school and the reason why!

12 In a classroom with no teacher
Reason : Because I'm an introvert who doesn't like to talk and likes
to play and enjoy myself in a crowded classroom with no teacher rather
than outside in the heat and humidity

$$\frac{37 \times 100}{15} : 3$$

82.2

Post-test

Name : Alina Yusika Safitri

Class : X-12/04

Answer the following question with your own word!

1. Please describe your idol and the reason that you like it!

15 My Parents. Both my mom and my dad. They're kind, Patient, and caring. They always try their best for me, and my family, either in the form of material or affection. They're hard workers, but don't forget their family.

2. Write 1 paragraph about your goals/dreams for the future and the reason why!

14 I study abroad and have work involving computers, that's my dream all of that is for a better living, education, and knowing the vestness of the world out there. I want to travel around the world, too. so, if I study abroad, my chances of doing that increase



3. Using public transportation has been proven to reduce traffic jam and pollution. This happens because people who takes public transportation do not use their own vehicles, which is the main cause of the accumulation of vehicles on the road and pollutions.

3. Write 1 paragraph about using public transportation to reduce traffic jams!

15 with more people use public transportation, fewer people use private (their own) vehicles, and there's less traffic jams and pollution.

- 1) They taught me the best lessons in my life, about living life, being a better person. They're good listeners. They're fun, too. Not only do their role as parents, they can be very good 'friend'.

- 2) In other hand, I want to have work involves computers because times are getting more sophisticated, and if I work with computers, I can still survive with that job. Future investment.

$$\frac{44 \times 100}{15} : 3$$

97.7

Appendix XI Letter of Completing Research



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1
PURI

Jalan Jayanegara No.2 (0321) 322636 Email : info@sman1puri.sch.id
MOJOKERTO 61363

SURAT – KETERANGAN

NOMOR : 421.4 / 714 / 101.6.27.14 / 2024

Yang bertanda tangan dibawah ini :

Nama : HERNI SUDAR PERISTIWANTI, S.Pd., M.Pd
NIP : 19650226 198903 2 008
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Puri Mojokerto
Alamat Sekolah : Jl. Jayanegara No.2 Mojokerto
Desa : Banjaragung
Kecamatan : Puri
No. Telepon : 0321 - 322636

Dengan ini menerangkan bahwa

1. Nama : INTAN PUSPITA SARI
2. NIM : 19180027
3. Fak / Jurusan : Ilmu Tarbiyah dan Keguruan / Tadris Bahasa Inggris
Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang

Telah melakukan penelitian skripsi di SMA Negeri 1 Puri Mojokerto tanggal 11 Januari 2024 s.d 16 Februari 2024 dengan judul "The Effectiveness of Collaborative Writing Using Padlet on The Writing Skills of Senior High School Students"

Sebagai Guru Pendamping pada wawancara yaitu

Nama : LULUK FAJRIYAH, S.Pd., M.A.P
NIP : 19730411 199802 2 003
Jabatan : Guru Bahasa Inggris

Mojokerto, 16 Februari 2024

KEPALA SMA NEGERI 1 PURI
KABUPATEN MOJOKERTO



HERNI SUDAR PERISTIWANTI, S.Pd., M.Pd
Pembina Utama Muda
NIP. 19650226 198903 2 008

Appendix XII Documentation



Observation



Validation Testing



Pre-Test Experimental Class



Pre-Test Control Class



Control Class Learning



Treatment 1



Treatment 2



Treatment 3



Post-Test Control Class



Post-Test Experimental Class

Appendix XIII Evidence of Guidance Consultation

F. KONSULTASI PROPOSAL SKRIPSI

Konsultasi dan Bimbingan Proposal Skripsi*

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
11/23 9	Form pengajuan Proposal Skripsi	*Baca 10 jurnal yg berkaitan *Buat Blueprint 10 jurnal tsb. *Berdasarkan rekomendasi buat Research Question.	
21/23 9	Blue Print	*Cari lagi jurnal yg berkaitan *Cari jurnal yg membahas Penerapan Collaborative Writing Saat ini (IT)	
19/23 11	Blue Print	*Cari media yg mendukung Penerapan Collaborative Writing *Buat Proposal.	
7/23 12	Proposal (chapter 1-3)	*Pakai Method Quasi-experimental *Buat instrument dan Rubrik Penilaian + Expert Validity. *Tambahkan Rubrik di Instrument CS	
14/23 12	Proposal & Instrument (ACC Sempro)	*Rubrik penilaian diperjelas lagi *Validity Reliability ditambah cara pengolahan data *Buat buku panduan penelitian (RPP & Steps Using Padlet)	

Malang, 12 Desember 2023.....
Dosen Wali/Pembimbing,

Dr. Alam Aji Putera, M.Pd.
NIP. 19890421201802011153

Catatan:

Lembar konsultasi dan bimbingan Proposal Skripsi yang sudah memperoleh persetujuan/tanda tangan Dosen Wali/Pembimbing sah digunakan sebagai lampiran dalam Proposal dan dapat difotocopy.

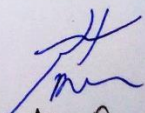
G. KONSULTASI DAN BIMBINGAN SKRIPSI

Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
4/24 2	Chapter 4	Fahami komponen yang dibahas pada chapter 4	
15/24 2	Chapter 4 (Analisis data)	Fahami lagi dan jelaskan hasil analisis data	
23/24 2	Chapter 4 (Finding)	Buat lebih detail dan sistematis.	
5/24 3	Chapter 4 (Discussion)	Compare hasil dengan penelitian sebelumnya	
12/24 3	Chapter 4 (Discussion)	Pembahasan lebih luas lagi ttg hasil penelitian ini dgn penelitian sebelumnya	
19/24 3	Keseluruhan	Acc sidang.	

Malang, 19 Maret 2024.....

Dosen Pembimbing,


 Dr. Alam Aji Putera, M.Pd.
 NIP.19890421201802011153

Appendix XIV Curriculum Vitae

Curriculum Vitae

Nama Lengkap	: Intan Puspita Sari
Tempat, Tanggal Lahir	: Mojokerto, 29 September 2000
Jenis Kelamin	: Perempuan
Agama	: Islam
Fakultas	: Ilmu Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Maulana Malik Ibrahim Malang
Alamat Rumah	: Dsn. Sukorame, RT/RW 20/06, Ds. Penompo, Kec. Jetis, Kab. Mojokerto
No. Hp/Telp	: 0895339716044
Alamat Email	: otzarreta2909@gmail.com
Nama Wali	: Drs. Muat, M.Si



Riwayat Pendidikan

- | | |
|--------------|---------------------------|
| 1. 2005-2007 | RA An-Nahdliyah Mojokerto |
| 2. 2007-2013 | MI An-Nahdliyah Mojokerto |
| 3. 2013-2016 | MTsN 3 Sidoarjo |
| 4. 2016-2019 | MAN 4 Jombang |
| 5. 2019-2024 | UIN Malang |

Malang, March 7, 2024
Mahasiswi,

Intan Puspita Sari
NIM. 19180027