



Developing Descriptive Writing Materials by Using Padlet Application in the Tenth Grade Students at SMK AL Washliyah 3 Medan

Rini Surya Ningsih¹, Ahmad Laut Hasibuan², Asnawi³, Yulia Arfanti⁴
^{1,2,3,4}(UMN AL-Washliyah, Medan, Indonesian)

*Corresponding Author. E-mail: rini.ningsihumn@gmail.com

Receive: 17/12/2023

Accepted: 15/01/2024

Published: 01/03/2024

Abstract

The aim of this research is to develop descriptive writing material, determine the validation of descriptive writing material and to increase the effectiveness of descriptive writing material by using the padlet application in teaching writing for class X students at SMK AL Washliyah 3 Medan. The research was carried out using the Development Research method, and the evaluator was an English subject teacher, and the subjects were class X students. Pre-test and post-test were carried out to determine the effectiveness of the results. The pre-test results obtained an average score of 70.15% in the satisfactory category; The post-test results show an average score of 82.15% in the very good category. The process of developing teaching materials includes three aspects of assessment: 1) development of descriptive writing materials; 2) validation of descriptive writing material and; 3) effectiveness of descriptive writing materials. Material expert validation includes content with an average score of 3.15% and percentages 4.35% in the superior category. Feasibility of presenting teaching materials has an average score of 5.67% in the superior category, and linguistic elements have an average score of 4.25% in the superior category. The conclusion shows that the design for developing descriptive text teaching materials using a scientific approach in English subjects is very effective.

Kata Kunci: Developing, Descriptive Texts, Writing Materials, Padlet Application

Abstrak

Tujuan penelitian ini adalah untuk mengembangkan materi menulis deskriptif, mengetahui validasi materi menulis deskriptif dan meningkatkan efektivitas materi menulis deskriptif dengan menggunakan aplikasi Padlet dalam pengajaran menulis pada siswa kelas X SMK AL Washliyah 3 Medan. Penelitian dilakukan dengan metode Penelitian Pengembangan, dan evaluatornya adalah pengajar Mata Pelajaran Bahasa Inggris, dan subjeknya adalah siswa kelas X. Pre-test dan post-test dilakukan untuk mengetahui keefektifan hasil. Hasil pre-test diperoleh nilai rata-rata sebesar 70.15% dengan kategori memuaskan; Hasil post-test menunjukkan rata-rata skor sebesar 82.15% dengan kategori sangat baik. Proses pengembangan bahan ajar meliputi tiga aspek penilaian: 1) pengembangan materi menulis deskriptif; 2) validasi materi penulisan deskriptif dan; 3) efektivitas bahan penulisan deskriptif. Validasi ahli materi meliputi isi dengan skor rata-rata 3,15 % dan persentase 4.35 % dengan kategori unggul. Kelayakan penyajian bahan ajar mempunyai skor rata-rata 5.67% dengan kategori unggul, dan unsur kebahasaan mempunyai skor rata-rata 4.25% dengan kategori unggul. Kesimpulannya menunjukkan bahwa desain pengembangan bahan ajar teks

deskriptif dengan menggunakan pendekatan saintifik pada mata pelajaran bahasa Inggris sangat efektif.

Keywords: *Pengembangan, Teks Deskriptif, Bahan Menulis, Aplikasi Padlet*

Introduction

English has become one of the compulsory subjects in Indonesia and is included as a national subject that must be mastered by students because students are required to fulfill English language subject competencies. Relevant research is needed to observe several previous studies conducted by other researchers whose research is relevant to our research. According to Cahyaningrum, et al (2018:80) "Writing skills are very important to be taught at various levels education". In the world of education writing skill is one of the skills emphasis on training and development, in addition to reading and arithmetic. Writing is one of the important skills in learning English. In general, writing is used to express ideas, feelings, and thoughts. Writing can be used as a means of communication to others without having to meet face to face. Writing is a form of language (verbal) communication that uses written symbols as its medium. As a variety of communication, there are at least four elements involved in writing. The four elements are: (1) the author as the messenger, (2) the message or something conveyed by the author, (3) the channel or media in the form of written language symbols such as a series of letters or sentences and punctuation marks, and (4) the recipient of the message. Namely the reader, as the recipient of the message conveyed by the author. Siti Anisatun (2018: 93) "Writing is a process, namely the process of pouring ideas or ideas into written language which in practice the writing process is realized in several stages which form a more complete system". Then according to Sudarwan Danim in the journal Qodaroh (2017: 75) "Writing is one side of language skills, because of its nature, continuous practice is a

requirement. Writers must have a lot of experience and vocabulary." Therefore, learners often judge their success in language learning as well as the effectiveness of their English course based on how well they feel they have improved in their writing proficiency.

Based on initial observations made by researchers at SMK Al-Washliyah 3 Medan, the applications used in the writing learning process still revolve around printed books, worksheets and modules, LCDs and laptops. As a result, the media used cannot achieve the learning objectives of writing such as the ability to communicate and express ourselves and our ideas. Therefore, teachers need media or other applications that can help students improve writing skills by utilizing existing technology as digital media in the teaching and learning process. In line with the facts above, the results of a preliminary study conducted at SMK Al-Washliyah 3 Medan show that teaching materials for descriptive writing using the padlet application have not been developed. Therefore, in this study teaching materials will be developed to meet and improve students' competence in teaching English. In addition, previous research conducted by Dewitt et. Al. (2017:121) regarding the use of Padlet for collaborative learning reveals that Padlet is a tool that can be used to reduce communication gaps between students, teachers and peers. This can also facilitate interaction between students. As we know, interaction plays an important role in the teaching and learning process in language classes. This is because through interaction students can build their confidence as language users and also construct their knowledge. However, in the hybrid learning model, interaction between friends and teachers is lower because spatial and technical

problems often occur. Therefore, Padlet can be an alternative application that can be used in the English learning process where communication and interaction are often challenges. Judging from its effective function, Padlet can be used to support activities in writing classes. Therefore, researchers are interested in developing student writing learning materials with titles "Development of Descriptive Writing Materials Using the Padlet Application for Class X Students of SMK AL-Washliyah 3 Medan"

Based on the background of the problem above, the problems can be identified as follows: Students experience difficulties in expressing their ideas in written form, Students feel bored when writing, Learning media or applications used by teachers make students feel bored in class, Students' writing skills are still low, The students find it difficult to write based on structure or grammar in English. The problem of the research is formulated as: how is development of descriptive writing material, how is validation of the descriptive writing material and how is the effectiveness descriptive writing material by using padlet application in teaching writing. The aim of this research is to develop descriptive writing material, determine the validation of descriptive writing material and to increase the effectiveness of descriptive writing material by using the padlet application in teaching writing for class X students at SMK AL Washliyah 3 Medan.

Method

Development research becomes a research design in this research. The process involves a Research and Development (R&D) cycle, which consists of the steps of studying research findings, field testing and revising. This process is used to correct deficiencies found at the field test stage. The following are the steps of the R&D cycle taken from Borg & Gall which consist of research and information gathering, planning, initial product development, initial field trials, major

product revision, dissemination and implementation. In short, the R&D cycle can be categorized into three main stages namely information research and testing, initial product development and evaluation. Research and information gathering involves needs analysis, interviews and observation. The planning stage involves Focus Group Discussions with teachers and students. Development of the preform product involved analyzing data collection for the design of descriptive writing materials. Data are collected from questionnaires, interviews and observations. Questionnaires, interviews and observations function as needs analysis tools to create a profile between students' needs, wants and deficiencies. The preliminary field trials involved applying the preliminary descriptive writing materials design. The main product revisions include the initial revision of descriptive writing materials and the dissemination and implementation includes the implementation of the final Descriptive Writing Materials in Using the Padlet Application at SMK AL-Washliyah 3 Medan.

The research is conducted at SMK AL-Washliyah 3 Medan, which is located on Jalan Garu II A. Tenth grade students for the 2023/2024 academic year are the subjects of this study. The number of students is 20 people. There are two reasons why the researcher chose this class as the setting and subject of this study. First, this school does not use padlets as learning media. Then the opportunity for researchers to conduct research by implementing Padlet. Second, after interviewing the English teacher in the class, the researcher found some difficulties that the students experienced in writing English. Therefore, the researcher intends to use the Padlet application to solve students' problems and improve their writing skills. As a qualitative research, the instrument is the researcher. Instruments are needed to obtain comprehensive data. This study obtained data from three types

of data, namely interviews, field observation notes, and document records. Thus, the preparation of the instruments for the data is an interview guide, an observation guide, and the document Using the Padlet Application. All data will be analyzed and attached in an appendix to this study. In addition, for data consistency, the teaching process will be recorded via audio or video, and teaching documents (curriculum, syllabus, lesson plans, and student assignment instruments) will be photocopied and Padlet Application documents in the form of pictures of student activities in Using the Padlet Application.

The data have been analyzed in form of qualitative and quantitative. The qualitative data are collected from the result of interview section of the teacher's recording. Thus, the quantitative data are collected from the tabulation of the results of students' questionnaire and the checklist of media validation by the experts. The data of students' needs analysis questionnaires are counted and changed into percentage (%).

- 1) In developing the descriptive writing material by using padlet application used some criterias process by R&D cycle from Borg&Gall
- 2) In validating the descriptive writing material by using padlet application on expert in designing and material validating ask to my the model.

The media validation is analyzed by using quantitative descriptive technique which describes the application of instructional media. This analysis is used to describe the data characteristics in each variable. The tabulation used Likert Scale (Budiaji, 2013:127) with five alternative answers. Those are: Excellent = 5, good = 4, fair = 3, poor = 2, very poor = 1. The indicator of each category for each item is calculated to get the total score.

No	Classification	Scale	Score
1	Excellent	5	90-100
2	Good	4	80-89
3	Adequate	3	70-79
4	Inadequate	2	60-69
5	Failing	1	Below 60

Results and Discussion

Results

There are three findings in this research on developing materials in writing descriptive texts by using padlet application:

Developing Teaching Materials by Using the Padlet Application

Developing descriptive text teaching materials using the Padlet application is one of the methods applied by teachers based on English language modules. The aim is to make the process of learning and teaching English about descriptive text fun, enjoyable and easy for students to understand. How to teach descriptive text using the Padlet application as follows:

1. The teacher teaches students about descriptive text,
2. The teacher gives the keyword topic descriptive text that the students will choose,
3. Students develop the given topic based on the generic structure in the descriptive text,
4. The teacher introduces the padlet application and how to use it
5. The teacher asks students to practice how to use the Padlet application
6. The teacher asks students to design a padlet application
7. The teacher gives assignments to students to write descriptive text using the Padlet application
8. The teacher asks several students to present their work
9. The teacher holds a discussion session with his friends
10. The teacher assesses students' results regarding writing descriptive text using the Padlet application

Assessment on the Process of Developing Teaching Materials by Using the Padlet Application.

The developing teaching materials become the guideline for students for their competency, which has to be mastered by teachers as an important evaluation device of teaching in implementing education. The core competence (CC) and basic competence (BC) are shown in table 3. The process of developing teaching materials includes three aspects of feasibility: a) material/content feasibility b) presentation feasibility and c) language feasibility.

Table 1. Data of Average Score of the Validation of the Skilled Teachers in Stage 1 and Stage 2

No	Aspects of Assessment	Average Score of the Validation of the Skilled Teachers in Stage 1 and Stage 2		Category	
		S.1	S.2	S1	S2
1	Correspondence in Content / Materials	3,15%	4.35 %	Good	Very Good

The table 1. above shows that there is a significant development in Stage 2, compared with that in Stage 1. The average score in Stage 1 is 3.15, with the category of fair, while the average score in Stage 2 is 4.35, with the category of distinction (very good). Therefore, it could be concluded that there is a significant development of validation in Stage 2 compared with that in Stage 1, with the disparity of 1.20. It indicates that there is the development of teaching materials by using a padlet application after they have been revised.

The Efficiency with which Instructional Resources for Producing Descriptive Writings Utilizing the Padlet Application are Developed

In this instance, the researchers must ascertain the students' prior writing instruction, the grades they received on their assignments, and their proficiency in producing descriptive texts by administering a pre-test to ascertain their baseline performance. The researchers may

create the instructional materials when they achieved their goals.

In this instance, the researchers write descriptive prose using the padlet application, applying the development research technique. The pre-test results indicate that the students' scores are unsatisfactory because they have no interest in the lecture model, also known as the conventional model, wherein the teachers do not stress the five elements observing, asking, attempting, associating, and documenting as recommended by the 2013 curriculum. The pre-test results are displayed in the table below.

Table 2. Pre-Test Analysis of Descriptive Text Without Using Padlet Application

No	Samples	Pre-Test Analysis of Descriptive Text				Scores (%)	
		Observing Themes 20 %	Asking 20%	Processing Data 30%	Concluding 30%	Total	Category
1	AZ	12	12	18	18	60	Inadequate
2	AR	14	14	21	21	70	Adequate
3	AA	13	13	23	22	71	Adequate
4	BR	12	12	18	18	60	Inadequate
5	CD	16	16	24	24	80	Good
6	DA	16	16	24	24	80	Good
7	DI	12	12	24	24	72	Adequate
8	FE	12	12	18	18	60	Inadequate
9	GA	14	14	21	21	70	Adequate
10	MN	14	14	21	21	70	Adequate
11	MS	16	16	24	24	80	Good
12	NA	14	14	21	21	70	Adequate
13	NZ	14	14	21	21	70	Adequate
14	PM	16	16	24	24	80	Good
15	PR	14	14	21	21	70	Adequate
16	SR	16	16	24	24	80	Good
17	SZ	16	16	24	24	80	Good
18	SU	12	12	18	18	60	Inadequate
19	TA	12	12	18	18	60	Inadequate
20	YA	12	12	18	18	60	Inadequate
TOTAL						1.403	

Average Score = 70.15%

The Number of Data = 1.403

Table 2. above indicates that teaching descriptive texts without using the padlet application is not very effective because the percentage of scores indicates that 30% of the respondents get fair grades, 40% satisfactory grades, and 30% of them

distinction grades. Based on the scores obtained by the respondents, it is found that they are not very interested in the conventional teaching method, so that it is necessary to develop it. Based on the fact above, the researchers develop it by using Research and Development(R&D) Theory, using the padlet application, as it is shown below:

Table 3. Post – Test. Writing Descriptive Texts Using the Padlet Application

No	Samples	Pre- Test Analysis of Descriptive Text				Scores (%)	
		Observing Themes 20%	Asking 20%	Processing Data 30%	Concluding 30%	Total	Category
1	AZ	20	20	25	25	90	Excellent
2	AR	16	16	24	24	80	Good
3	AA	16	16	24	24	80	Good
4	BR	15	15	24	24	78	Adequate
5	CD	16	16	24	24	80	Good
6	DA	16	16	24	24	80	Good
7	DI	16	16	24	24	80	Good
8	FE	20	20	25	25	90	Excellent
9	GA	16	16	24	24	80	Good
10	MN	16	16	24	24	80	Good
11	MS	16	16	24	24	80	Good
12	NA	15	15	24	24	78	Adequate
13	NZ	16	16	24	24	80	Good
14	PM	16	16	24	24	80	Good
15	PR	15	15	24	24	78	Adequate
16	SR	16	16	24	24	80	Good
17	SZ	20	20	25	25	90	Excellent
18	SU	16	16	24	24	80	Good
19	TA	20	20	25	25	90	Excellent
20	YA	16	16	24	24	80	Good
TOTAL						1.643	

Average Score = 82.15%

The Number of Data =1.603

From table 4.2 above, it could be concluded that the post-test gets an average score of 82 .15%. Analysis of developing descriptive text by using the padlet application is very effective since the result of the post-test shows that the students are very interested in padlet teaching media because they could exercise their observation, asking questions, processing data, and concluding.

Discussion

The pre-test results showed an average score of 70.15% with a total of 1,403 data, while the total of post-test data was 1,603 with an average score of 80.15%. So the research results show an increase of 10% in the scores obtained by students by developing descriptive writing materials using the padlet application. There were significant difference between the results of the pre-test and post-test, especially in the results of students' scores on writing activities. From the significant

difference between the results of the pre-test and the results of the post-test, especially those related to writing activities,; it is clear that English competence, especially students' writing activities, increased significantly by using padlet application. The research noticed that initially the students had to adapt themselves writing in English. At this stage, they needed more time to think and write ideas. However, after about three meetings they were able to adjust. In the experimental group, teaching by using padlet application enabled students to learn, not only to learn grammar patterns but also to write descriptive texts, and make padlet result and how to use their writing skills in a timely manner. By using padlet application, they can be enhanced in real communication to encourage language learning. In using a communicative approach in class, they use language through the media. Communicative activity is one of the media that can be used by teachers. As a result, in the post-test, there was a greater difference in students' writing activity in the experimental group compared to the control group.

In the control group, students only used traditional methods. In using traditional teaching methods, the teacher did not bring students to the learning process, especially the writing learning process which involves doing, reacting, living and experiencing through actual situations and reacting to various aspects of these situations. In the traditional teaching method, students only write when the teacher asks them to read a paragraph aloud or when they answer the teacher's question. There is no place for students to engage in real communication to promote language learning. Using a communicative approach also enables natural learning, where learning takes place within the learner and creates a context that supports learning. Communicative activities support individuals in this learning effort.

In the experimental group, almost all students experienced an increase in post-test scores compared to pre-test. However, even though almost all of them in the experimental group score higher on the post-test than the pre-test. Their writing activity score was quite high. Students in the control group cannot develop their writing skills because they cannot use the language they know to convey meaning as effectively as possible and furthermore they cannot pay greater attention to the social context in which interactions occur.

Table 4. Student Initial Ability Data (Pre-test) Frequency Distribution of Students' Initial Ability

Interval Value	Frequency	Presentase (%)	Qualification
90-100	-	-	Very Good
80-89	6	30	Good
70-79	8	40	Well
60-69	6	30	Enough
50-59	-	-	Not Good
Total Students	20	100	

Table 4. shows that there are 8 students who have achieved the standard Minimum Completeness Criteria (KKM) scores in the interval 70-79. With 6 students getting good qualifying scores in the 80-89 interval and 6 other students getting fair scores qualifications in the interval 60-69 students who have not reached the KKM score. The results pretest shows that students' descriptive writing skills cannot be classified as good because there are still students who are does not meet the KKM value standards.

Table 5. Student Initial Ability Data (Post-test) Frequency Distribution of Students' Initial Ability

Interval Value	Frequency	Presentase (%)	Qualification
90-100	4	20	Very Good
80-89	13	65	Good
70-79	3	15	Well
60-69	-	-	Enough
50-59	-	-	Not Good
Total Students	20	100	

Table 5. shows that there are 3 students who have achieved the standard Minimum Completeness Criteria (KKM) scores in the interval 70-79. With 17 students getting good qualifying scores in the 80-89 interval. The results posttest shows that students' descriptive writing skills can be classified as good because there were significant difference between the results of the pre-test and post-test.

Conclusion

The conclusion is that using a padlet application in the research and development of teaching materials for the skill of writing descriptive texts is very effective when it is implemented at SMK (vocational school), especially at SMK Al-Washliyah 3 Medan. The result of the pre-test shows that the lowest average score is 67%. From this average score, it could be concluded that the students are not very interested in the conventional approach. Based on the result of the pre-test, the researchers would like to find out the effectiveness of the padlet application in developing teaching materials in the skill of writing descriptive texts.

After the post-test is done to the students of SMK Al-Washliyah 3 Medan when they get teaching materials, using a padlet application, their scores (grades) increases significantly. It could be seen from their average score of 85% in the post-test. This phenomenon proves that there is the influence of the padlet application to developing teaching materials in its effectiveness. The level of feasibility in the content of materials is 63.6% in the pre-test, and they increase to 88.2% in the post-test; the feasibility of teaching materials in the pre-revision is 0.63% and increase to 0.85% in the post-revision. Therefore, it could be concluded that there is an influence of padlet application to the development of teaching materials in its effectiveness. It is recommended that students' skill ability in writing descriptive texts be increased. Teachers should develop teaching

materials by using a padlet application in writing descriptive texts so that they will be trained to observe and to identify and formulate problems.

Reference

- Abdusalam, A. S., & Mujiyanto, Y. 2017. Errors of Spelling, Capitalization, and Punctuation Marks in Writing Encountered by First Year College Students in Al- Merghib University Libya. *English Education Journal*. 7 (2), 92-102. Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>
- Affifudin. (2016). An Analysis of Students' Error in Writing Descriptive Text. *English Education Journal*. <http://jurnal.unsyiah.ac.id/EEJ/article/view/3166> retrieved on 20th June 2020
- Anisatun Nafiah, Siti. 2018. Model Model Pembelajaran Bahasa Indonesia Di SD
MI. Yogyakarta: Ar-Ruzz Media
- Beltran, Martin Inma. 2019. *Using Padlet for Collaborative Learning*. University Politecnica De Valencia.
- Borg and Gall. (2019). *Educational Research: An Introduction, 8th Edition*. Pearson
- Budiaji, W. (2013). Skala Pengukuran dan Jumlah Respon Skala Likert (The Measurement Scale and The Number of Responses in Likert Scale). *Ilmu Pertanian Dan Perikanan*, 2(2), 127–133.
- Cahyaningrum, Fitria, Andayani, Kundharu Saddhono (2018). Peningkatan Keterampilan Menulis Argumentasi Melalui Model Think Pair Share Dan Media Audiovisual Pada Siswa Kelas X-10 SMA Negeri Kebakkramat. *Jurnal Pendidikan dan Kebudayaan*. 3 (1).45. <http://dx.doi.org/10.24832/jpnk.v3i1.605>
- Clouse, Barbara Fine. 265
Troubleshooting Strategies for Writers, New York: McGraw Hill, 2005.
- Danim, Sudarwan. 2017. Motivasi kepemimpinan dan efektivitas kelompok. Jakarta: Rineka Cipta
- Deni, A. R., & Zainal, Z. (2015). Let's write on the wall: Virtual collaborative learning using padlet. *Turkish Online Journal of Educational Technology*, 2015.
- DeWitt, D., Alias, N. & Siraj, S. (2015). *Collaborative Learning: Interactive Debates Using Padlet in a Higher Education Institution*. University of Malaya
- Efrianti, R. (2015). An Analysis of Students' Ability in Writing Generic Structure of Descriptive Text. <https://www.researchgate.net/publication/336897513> Students%27 Ability in Writing Report Text of Grade XI at SMK Negeri 1 Painan th retrieved on 20 June 2020
- Farahidatul Akmar, Rafidah, Nurul huda. 2017. *Padlet: A Digital Collaborative Tool For Academic Writing*. *Journal of Education and Social Sciences*. Vol 8. 1.
- Fuchs, B. (2014). The writing is on the wall: using Padlet for whole-class engagement. *LOEX Quarterly*, 40(4), 7-9
- Gebhard, Jerry Greer. *Teaching English as A Foreign or Second Language: A Practical Guide for Beginning Researchers*. New York: Teachers College Press, 2006.
- Hart, Andrew W and Reinking, James A. *Writing for Career – Education Students*, New York: St' Martin's Press, 2003.
- Hornbill. (2017). *Bahasa Inggris*. CITRA PUSTAKA.
- Jaganathan, S. (2016). Edmodo and Padlet as a collaborative online tool in enriching language skills in language learning and teaching. *Global English-Oriented Research Journal*, 4, 178-184

- Lestari, P. Y., & Kurniawan, E. H. (2018). Padlet as Media to Improve Writing Mastery of English Department Students of Uniska 2015-2016. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 2(1). <https://doi.org/10.29240/ef.v2i1.373>
- Mallon, M., & Bernsten, S. (2011). Collaborative Learning Technologies. *Encyclopedia of Distance Learning, Second Edition*, Stacey 1999, 334–339. <https://doi.org/10.4018/978-1-60566-198-8.ch048>
- McDonough, Jo and Shaw, Christoper. Materials and Methods in ELT: A Teacher's Guide Malden: Blackwell Publishing, 2003.
- Munirah, Haris. Melor Md. Yunus, Jamaludin Hj. Badusah. 2017. The Effectiveness of Using Padlet in ESL Classroom. *International Journal of Advanced Research (IJAR) Volume 5 Nomor 2, Halaman 783 - 788.*
- Qulub, Tathmainnul & Renhoat, Fauziyah, Syifa. 2020. Penggunaan Media Padlet untuk Meningkatkan Keterampilan Menulis Teks Deskriptif. *Prosiding SAMASTA*, Juni 2020. Halaman 1 -5
- Raimes, Ann. *Techniques in Teaching Writing*, London: Longman Group, 2006.
- Sri, Lestari. 2017. *Implementing Padlet Application to Improve Writing Ability in English Writing Skill For Non English Department Students*. *Linguistics Literature and English Teaching Journal*. Vol 7. 1.
- Subekti, H. N. (2017). The Correlation between Vocabulary Mastery and Writing Skill of Secondary School Students. *JEELI*, 57. <file:///C:/Users/USER/AppData/Local/Temp/1872-2459-1-SM.pdf> retrieved on 9th September 2019.
- Taufikurohman, I. S. (2018). The effectiveness of using padlet in teaching writing descriptive text. *JALL (Journal of Applied Linguistics and Literacy)*, 2(2). <https://doi.org/10.25157/jall.v2i2.2190>
- ZurtiaMusdir, St. Asriati, Farisha A. 2018. *Use Of Padlet Application (Pa) To Enhance Students Writing Ability: An Experimental Research*, *Journal Of Computer Interaction In Education*. Vol 1. 2.