

# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

In the current technological era, the use of the English language has reached unprecedented levels compared to any other language in history. Statistical data indicates that approximately 1.6 billion individuals, accounting for nearly one-third of the global population, are engaged in various forms of English usage. It holds a dominant position in numerous global institutions, financial organizations, and countless academic publications (Graddol, 2017). English serves as a gatekeeper, determining access to numerous areas, including employment qualifications, educational opportunities, and social advancement. According to Pennycook (2017), this influence is evident not only on an international scale but also within national contexts.

The spread of English has permeated various domains, including culture, popular media, and social communication. It is evident through the widespread availability of American products such as Hollywood films, MTV broadcasts, Microsoft and Macintosh software, as well as newspapers and advertisements. These English-based media are easily found in countries like Indonesia, China, Japan, and Russia, where English is neither a native nor an official language. Crystal (2017) emphasized that English has become a dominant force and a crucial option in press publications, advertisements, broadcasting, movies, music, air travel, and internet communications.

Given its widespread influence, mastering English has become essential for people from all backgrounds, regardless of age. In many countries, English has emerged as the preferred language for communication. Beyond its popularity, English has earned the status of a global or international language that plays a pivotal role in shaping interactions across nations. English brings many benefits. Not only bring benefits, many integrated communication tools that allow interaction among people of different groups or similar origins facilitate English as the main language to facilitate use. This, indeed, is also believed to present some possible

risks however, the risks are not proportional to the various benefits that can be obtained.

In the 21st century, often referred to as the technological era, strategies for teaching and learning languages have expanded beyond traditional classroom settings (Yunus & Salehi, 2014). The continuous advancement of technology has significantly influenced educational methods. Consequently, numerous changes in teaching and learning processes have been driven by technological innovations, particularly in language education. Recent studies highlight the role of new technologies in fostering active learning, enhancing creativity, and developing students' problem-solving skills (Grégoire, Bracewell & Laferrière, 2014).

According to Sivin-Kachala and Bialo (2014), technological advancements have a positive impact on students' self-concept and academic performance. Watkins (2014) also emphasized that modern technologies enrich students' classroom learning experiences. Despite the challenges that both teachers and learners face in this digital age, technology continues to offer substantial advantages. It provides various tools and solutions to make teaching more engaging and productive.

Technology stands as a crucial catalyst for social and linguistic transformation. Shyamlee and Phil (2012) argued that "technology lies at the heart of the globalization process, influencing education, work, and culture." Since the 1960s, the use of the English language has witnessed significant growth. Currently, English plays a pivotal role in various contexts, including social interactions, politics, culture, business, education, industry, media, communication, and remains a core subject in educational curricula.

In the 21st century, language teaching and learning strategies have evolved into diverse approaches that align with technological advancements. The rapid progress of technology has significantly influenced educational methods, particularly in English language instruction at both junior and senior high school levels. According to Duhaney (2017), the integration of technology in education has provided new opportunities for teachers to enhance and enrich learning experiences. This shift has led to changes in traditional teaching methods, which are now increasingly supplemented with technology-driven approaches.

These modern teaching techniques have proven to be essential in promoting active learning, fostering creativity, and enhancing students' problem-solving skills

(Grégoire, Bracewell & Laferrière, 2021). The differences between traditional and technology-based teaching methods are evident. Traditional teaching typically relies on textbook-driven instruction rooted in age-old pedagogical models. Many educational systems still depend on outdated methods for knowledge delivery. On the other hand, technology-integrated learning places greater emphasis on instructional design and student comfort.

Khan (2017) highlighted that advancements in information technology and innovations in learning sciences provide opportunities to develop well-structured, learner-centered, interactive, cost-effective, and flexible e-learning environments. Technological developments have also influenced digital media, leading to the emergence of new trends such as social networks (e.g., Second Life, Facebook, Instagram). These platforms offer teachers an opportunity to move beyond conventional teaching models by fostering connections, sharing insights, and engaging in discussions with students.

The emergence of digital media trends has created new opportunities in the educational landscape. Teachers are naturally inclined to explore and adopt these advancements to enhance learning processes. Incorporating digital media concepts into teaching strategies can significantly increase students' motivation and engagement, ultimately improving their overall learning experience.

Despite the technological advancements influencing English language education, students are still required to master the four essential language skills: listening, speaking, reading, and writing. Listening and speaking fall under verbal communication, while reading and writing are categorized as written communication skills. According to Taufikurahman (2023), as cited by Firnanda et al. (2023), the primary objective of teaching English at the secondary school level is to develop students' proficiency in both spoken and written communication.

Susilawati (2020) emphasized that writing skills serve as a crucial foundation throughout various life stages, from primary education to higher education and even in the workplace. Pradana et al. (2020) highlighted that writing, often regarded as a passive skill, presents significant challenges for students. This is because writing requires a meticulous process where students must learn to critically analyze, synthesize, and respond to information. Additionally, they must develop the ability to generate ideas, structure sentences and paragraphs, and accurately apply grammar and vocabulary to strengthen their writing foundation.

Writing has been a subject of study for thousands of years and holds significant importance today. Over time, writing has evolved from traditional pen-and-paper methods to digital platforms. Despite the advancements, writing remains a fundamental means of communication that humanity continues to depend on. It is arguably one of the most impactful technologies ever created. Writing serves as a productive skill used to convey ideas through words, letters, and symbols, making it essential for students. Nevertheless, many junior high school students face challenges when expressing their thoughts in written English.

Sehuddin, Noni, and Jabu (2021) assert that writing is more challenging to master than the other three language skills: listening, speaking, and reading. Factors both inside and outside the classroom often influence students' writing abilities. Therefore, it is crucial to develop and enhance teaching methods for writing in today's technological era. Selecting the right learning media plays a vital role in improving students' writing abilities by creating a more engaging learning environment (Fidian, 2020). Prihatini, Prihatin, and Sani (2019) also highlighted that technology significantly enhances learning and often outperforms conventional teaching methods.

Given the rapid advancements in technology, students require modern learning systems that harness technological benefits. Padlet has proven to be an effective tool in this context. Awaludin, Abd Karim, and Mohd Saad (2021) found that using Padlet in writing classes helped university students achieve better results. Similarly, Lestari (2017) noted improvements in non-English majors' writing abilities after incorporating Padlet into their learning sessions. Research by Rahmawanti and Umam (2018) also indicated that Padlet enhanced students' skills in paragraph writing and general communication.

Padlet, formerly known as Wall Wisher, is a free web-based application that functions like a digital bulletin board. Users can post various content types, including text, images, videos, and links, accessible to anyone with the board's link (Sangeetha, 2021; Rashid, Yunus, & Wahi, 2021). As Toti (2021) suggested, Padlet offers opportunities for students to share their ideas both in class and during home-based assignments, making it a versatile educational tool.

In the context of narrative writing, Padlet presents an excellent medium for enhancing students' skills. Wahyuni (2023) defines narrative text as a type of writing that conveys stories to entertain or inform readers. Sehuddin et al. (2023)

further describe narrative text as including fairy tales, folk tales, fables, and legends aimed at providing information and entertainment. According to Barwick (2017), narratives may explore realistic or imaginative experiences, engaging readers both emotionally and intellectually while conveying meaningful messages.

The research focuses on using Padlet as a primary tool to improve narrative writing skills among junior high school students. The author also aims to provide teachers and students with guidelines for effectively using Padlet to enhance writing abilities. Interviews with teachers and students were conducted to assess the challenges they face in narrative writing and explore how Padlet could address these issues. The interactive features of Padlet were found to make the learning process more engaging and enjoyable, reducing student boredom.

Furthermore, the study emphasizes the importance of blending modern teaching methods with Padlet to create dynamic learning experiences. The authors analyzed teacher and student perspectives before and after using Padlet and concluded that its implementation significantly enhanced students' narrative writing abilities. The findings suggest that Padlet is an efficient and effective tool for fostering writing skills in junior high school students.



## **1.2 Identification of the Issues/Phenomena**

The common problem faced by junior high school students in writing classes is their lack of interest in learning to write. Students often find the writing process dull and uninspiring. This study aims to address this issue by offering solutions to increase student motivation through the integration of technology. One effective approach is the use of applications in writing lessons, with Padlet being a recommended tool. Padlet has shown numerous positive impacts on students, particularly in enhancing their narrative writing skills. It offers interactive features that engage students in the writing process. By combining modern learning methods with Padlet, teachers can create a more dynamic and engaging learning environment, fostering positive attitudes among students and transforming writing lessons into a more creative and enjoyable experience.

## **1.3 Delimitation and focus of the study**

This research centers on utilizing Padlet as the primary medium to enhance junior high school students' narrative writing abilities, potentially disregarding other educational tools that could support their language development.

## **1.4 Research Question**

1. How is Padlet implemented in teaching narrative texts at the junior high school level?
2. What are the perspectives of students and teachers regarding the use of Padlet for narrative text writing in junior high schools?

## **1.5 Aims of the Research**

Based on the research questions, the objectives of this study are as follows:

- 1.5.1 To examine the implementation of Padlet in enhancing the narrative writing skills of junior high school students.
- 1.5.2 To investigate teachers' and students' perspectives on the use of Padlet before and after its application in improving narrative text writing skills.

## **1.6 Significances of the research**

The researcher aims for this study to contribute to English teaching and learning, offering both theoretical and practical benefits:

### 1.6.1 Theoretically

This study offers insights into effective methods for enhancing junior high school students' narrative writing skills.

### 1.6.2 Practically

- For the Students

The findings can serve as a reference for students to improve their narrative text writing skills.

- For Teachers

The results can assist teachers in more effectively delivering narrative text materials.

## 1.7 Theoretical foundation

### 1.7.1 GBA on teaching narrative text

In today's technological era, various teaching and learning methods have emerged to accommodate student needs. Ensuring that the learning process remains comfortable and suitable for students is essential for effective education. Teachers often adopt diverse strategies to enhance students' individual skills, including their narrative writing abilities. The use of Padlet media, combined with appropriate teaching methods, can significantly improve junior high school students' narrative text writing skills.

Solehah et al. (2019) emphasize that "an educator is a supervisor of rules in carrying out the learning process," highlighting the crucial role teachers play in students' academic success. The teaching and learning process typically begins with teachers understanding students' preferences, learning interests, and study habits. Teachers also provide initial explanations of the material and establish mutual understanding before diving into the core learning activities.

In the teaching of narrative text, teachers often use text modeling or genre-based approaches by exploring the social purposes of texts, typical stages, and linguistic features. This phase involves reading genre examples to build students' knowledge. Teachers then guide and support students in developing their writing, demonstrating effective techniques and strategies for crafting texts. Through this approach, students gradually become more confident and capable writers. A narrative text is a type of text that proposes to entertain or amuse the reader, based on factual experience. also deals with problematic events that are close to a crisis or turning point of some type, which in turn finds resolution. Haryanti and Sari



(2019) the following points should be considered in writing narrative text.

1. Communicative purpose

The primary communicative purpose of narrative text is to entertain or amuse readers while imparting valuable life lessons.

2. Rhetorical structures.

The rhetorical structure of narrative text follows a series of stages aimed at building a cohesive story. These stages include:

- a. Orientation: Introduction of characters, time, and setting.
- b. Sequence of Events: Presentation of events involving conflicts leading to the climax.
- c. Resolution: Conclusion that provides a solution to the problem.
- d. Coda: A moral lesson or reflection, if applicable.

3. Grammatical pattern

Narrative text typically employs the past tense to recount past events or activities. Sentences consist of groups of words containing a subject and a verb to express complete thoughts, starting with a capital letter and ending with punctuation. Sentences can comprise one or two clauses connected by conjunctions or relative connectors.

4. Elements of sentences.

A sentence consists of several interconnected elements:

- a. Subject: Must be a noun or noun phrase.
- b. Predicate: Must be a verb or verb phrase.
- c. Object: Typically a noun or noun phrase.
- d. Adverb: Often formed by phrases containing prepositions.

Example: "They were happily married and had two beautiful, smart daughters."

5. Adverbs

Adverbs hold a significant role in enhancing sentence clarity by conveying information related to time, place, reason, purpose, status, and frequency. Many adverbs are identified through the use of prepositions such as in, at, for, after, and as. They may appear as either single words or phrases. Examples: Once upon a time, One day, As soon as, etc.

To enhance junior high school students' narrative writing skills, the Genre-



Based Approach (GBA) is applied. This approach, integrated into Indonesia's English teaching curriculum since 2004, is grounded in Systemic Functional Linguistics theory (Emilia, 2013). GBA helps students grasp the social purpose, structure, and language features associated with different types of texts. Saville-Troike (2016) describes genres as communicative events, including jokes, stories, lectures, greetings, and conversations.

GBA emphasizes detailed formulations of social functions, text structures, and linguistic elements tailored to the text's purpose and context. Implementing GBA in narrative text learning enables students to understand the text more effectively through diverse, engaging approaches. Derewianka & Jones (2019) outline four stages in applying the GBA for teaching writing, which will be detailed further.



## **1. Building knowledge of the Field (BKOF)**

The Building Knowledge of the Field (BKOF) stage aims to help students develop a foundational understanding of the topic they will write about. Typically conducted at the beginning of a narrative text learning session, this stage encourages teachers to use traditional stories such as fairy tales, legends, and myths to enhance students' knowledge. Activities such as note-taking, listening, speaking, and reading can support this process (Gibbons & Emilia, 2013). According to Hyland (2013), effective strategies for building context may include using images, films, songs, documentaries, journalistic materials, real-life objects, site visits, and guest speakers.

Although the BKOF stage is a common approach in narrative text learning, its implementation sometimes contrasts with Hammond's theory. Hammond's model suggests that this stage should focus on cultural context, shared experiences, vocabulary control, and grammar patterns. However, teachers are encouraged to go further by explaining the social purpose and structural elements of texts, possibly integrating digital tools like Padlet to emphasize key points.

Another issue arises when teachers prematurely introduce comprehension questions, which belong to the Modeling of Text (MOT) stage. Teachers should first ensure that students understand the narrative text by guiding them in identifying vocabulary, grammar patterns, and text structure. Asking students if they are familiar with past stories or analyzing specific text features can help them grasp the material better before moving to comprehension questions.

Teachers can use several steps at the BKOF stage in the learning process of writing narrative texts. The first step, students are asked to read the narrative text that has been provided by the teacher, then the teacher guides students to analyze vocabulary patterns or writing patterns in the narrative text. Then, the teacher instructs the students to start writing the narrative text according to the narrative text pattern already explained by the teacher in the first step.

The next step is for the teacher to provide space for students to discuss with each other and explain the results of the student narrative text that has been made by each. in accordance with the objectives of Building field knowledge (BKOF) that Building field knowledge is a stage where lecturers provide opportunities for students to get to know a particular topic (Feez 2016). These steps can improve the narrative text writing skills of junior high school students. Skill is related the way

the students communicate their ideas into writing by using a certain genre and its linguistic features, which is also known as discourse competencies (Bruce 2017).

## **2. Modelling**

The modeling stage is when teachers demonstrate or present the text that becomes the focus of the lesson. This stage aims to help students build an understanding of the text's purpose, overall structure, and linguistic features (Gibbons, 2012). At this stage, teachers and students collaboratively discuss and analyze various elements of the text, including clauses, expressions, grammatical aspects, and rhetorical patterns. These elements are essential for understanding the social functions embedded in narrative texts. Research supports the effectiveness of the modeling method in teaching narrative writing, emphasizing that it enhances literacy skills in both native and second languages (Emilia, 2017).

This stage typically follows the transition from the BKOF (Building Knowledge of the Field) to the MOT (Modeling of Text) stage. Although teachers may introduce narrative text examples during the BKOF stage, the MOT stage signals a formal progression to the next phase of text analysis and comprehension.

The narrative texts used in this stage adhere to fundamental principles, such as conveying factual events, past experiences, or stories. Rather than focusing solely on theoretical aspects, the MOT stage encourages semi-group work. Teachers collaborate with students by dividing the class into four groups and using text models to explain the organizational structure and linguistic features of narrative texts. Additionally, teachers may demonstrate text writing in front of the class, showing the process of drafting, revising, and editing to help students understand that writing is a long, iterative process (Emilia, 2017). The teacher makes a column with type 3 columns that contain the structure of narrative text following an example of a narrative text column in modeling at this stage;

Table 1.7 Example of narrative text in modelling

Generic Structure	The Text
The Orientation	In the town of Verona there lived two families, the Capulets and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for the ladies
Complication	There, he was surprised to find Juliet on the balcony, professing her love for him and wishing that he were not a "Montague", a name behind his own. "What's in a name? That which we call a rose by any other name would smell as sweet." Romeo was ready to deny his name and professed his love. The two agreed to meet at nine o'clock the next morning to be married.
Resolution	Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand.
Reorientation	She tried to kiss the poison from his lips, but failed. Then She died

Based on the example above, the function of this step shows that students begin to learn to write narrative texts more deeply. After that, the last step is for students to write a narrative text and the results are discussed with the teacher and classmates of their group. (Ummah 2019) It was noted that the discussion of differing assumptions did not delve deeper because the teacher did not provide any specific guidelines or limitations for the students' responses. As a result, all answers were accepted as correct. Similarly, in the students' position criterion, this stage was only at the benchmark level. Although the students analyzed the moral value of a story from various perspectives and connected it to real-life situations, they expressed their opinions in a simple and limited manner. The last thing in the modeling stage is to evaluate the student's knowledge regarding these aspects Writing narrative texts and constructive critical thinking academic writing competence.

An example of evaluation in the modeling phase is shown in Table 2.1 as follows:

*Table 1.7.1 Example of Evaluation*

<b>Schematic Structure</b>	<b>Text</b>	<b>Linguistic features / Intellectual standards / Fallacies / Ethics of academic writing</b>
Let the students identify the schematic structure of the text	Put a model text here	Let the students identify the linguistic features, intellectual standards, fallacies, and ethics of academic writing

Based on Table 2.1 The evaluation of students' understanding of academic writing and critical thinking aspects can be conducted by providing expert and authentic narrative texts. Besides offering such texts, incorporating two or more columns (as illustrated in Table 2.2) can guide students in identifying schematic structures, linguistic features, intellectual standards, errors, and academic writing ethics. These columns help students analyze and evaluate their texts based on specific instructional guidelines.

### **3. Joint Construction**

The Joint Construction of the Text involves illustrating the process of writing a sample of the target text type while focusing on both content and language (Congress, 2017). According to Solehah et al. (2019), this stage requires students to collaborate as a class to construct an example of the genre. In this phase, students work in groups to develop their first academic writing piece. Before the writing task, the lecturer explicitly models the construction of an exposition text with students' involvement. The lecturer begins by writing a thesis statement, and students contribute by presenting their arguments (Emilia, 2016). In joint construction, many teachers do it to ask students to rearrange text that is scrambled in groups. This can be done, but the goal of this stage, where students really start to engage in the writing process, when they have to brainstorm, revising, editing, and proofreading is not achieved.

Students should have begun to feel how the writing process is passed by professional writers. Pujianto, et al (2014) The primary goal of the independent construction stage is to produce a final draft that serves as a reference model for students when they work on their individual compositions. At this stage, students can also revisit the brainstorming process to activate prior knowledge and plan their writing. According to Ummah (2019), based on Hammond's theory, the JCOT (Joint Construction of Text) stage should involve collaborative construction activities within groups. However, in practice, this step was often overlooked. Instead of summarizing the narrative text with students' own words during the first meeting, the teacher skipped this stage and directly conducted a group test during the second meeting.

In this stage, critical thinking is essential as it involves problem explanation, conclusion development, and outcome analysis. Hyland (2013) emphasized that students should work in groups to complete unfinished narratives by creating imaginative resolutions. After compiling the story, students are assigned to write another narrative text collaboratively to deepen their understanding of the narrative genre.

A critical step in this phase occurs after students draft their narrative texts based on their group's abilities. The teacher facilitates consultations where students receive feedback on their drafts, helping them realize that writing is a recursive process rather than a one-time activity. This process fosters a more critical mindset among students. Widana (2019) further asserted that evaluation is a core component of critical thinking as it requires higher-order thinking skills. The evaluation stage not only strengthens students' understanding but also positively impacts their writing abilities. Following the evaluation, teachers can encourage students to publish their work as a way to celebrate and showcase their learning outcomes.

#### **4. Individual Construction**

The Independent Construction (ICOT) stage involves students independently writing narrative texts, typically based on personal experiences or past events. Unlike previous stages, this phase focuses on students' autonomous task completion with minimal teacher guidance. Emilia (2013) suggested that teachers can use text modeling during this phase, while Gibbons (2013) emphasized the importance of consultations to support students during writing. In line with this



approach, Hammond (2019) explained that the teacher's role gradually diminishes, allowing students to construct texts independently. At the beginning of this stage, the teacher introduces individual assignments as outlined in the lesson plan.

The steps in ICOT are simpler than in the JCOT stage, with the teacher primarily giving instructions and monitoring the writing process. Gibbons (2017) emphasized that students are tasked with independently producing examples of the target text. During this phase, the teacher may provide occasional guidance if needed. Although less structured than JCOT, ICOT can also involve group formation and teacher-written narrative examples to facilitate student understanding.

Solehah et al. (2019) highlighted that independent writing is a crucial final step in learning narrative text composition. After completing their texts, students undergo evaluation, which differs from previous stages. Evaluations are conducted both orally and in writing, where teachers may interview students and assess their understanding of narrative text structure, social functions, and purposes. This comprehensive evaluation ensures accountability and serves as evidence of students' progress in narrative writing. If students demonstrate improved results compared to earlier stages, it indicates the success of the Genre-Based Approach (GBA) in enhancing their narrative writing skills.

## **1.7.2 TPACK framework**

### **1.7.2.1 What is TPACK framework**

Koehler (2020) highlighted that Technological Pedagogical and Content Knowledge (TPACK) represents the essential knowledge teachers need to integrate technology effectively in the classroom. The TPACK framework provides a theoretical perspective for evaluating whether teachers can design and implement technology-enhanced instruction and identify the knowledge required for effective pedagogical practices in technology-supported learning environments (Taopan, 2020). Schmidt (2020) emphasized that TPACK serves as a valuable tool for understanding the knowledge teachers need to integrate technology and suggests its potential impact on the design of professional development programs for both pre-service and in-service teachers (Lehiste, 2020).

The influence of the TPACK framework is evident in its widespread adoption in teacher education and professional development, inspiring significant research since 2009, including over 1,200 journal articles, 315 dissertations, and 28



books focusing on TPACK as a central concept (Zhang & Tang, 2021). According to Mishra (2021), the TPACK framework outlines the types of knowledge teachers must possess to successfully integrate technology in teaching, echoing Shulman's definitions of content knowledge (CK), pedagogical knowledge (PK), and pedagogical content knowledge (PCK). CK refers to "knowledge about the actual subject matter to be learned or taught."

The framework encompasses three primary knowledge domains and their intersections: technology knowledge (TK) involves teachers' ability to operate instructional technologies; pedagogical knowledge (PK) pertains to teaching strategies that improve learning outcomes; and content knowledge (CK) relates to mastery of subject matter. Additionally, technological pedagogical knowledge (TPK) focuses on using technology-enabled teaching strategies, while technological content knowledge (TCK) emphasizes using technology to enhance subject-specific learning. Pedagogical content knowledge (PCK) refers to teachers' ability to employ various teaching strategies to effectively represent subject content (Taopan, 2020). The TPACK framework ultimately requires educators to help students acquire content knowledge through the application of appropriate teaching strategies supported by technological tools.

#### 1.7.2.2 TPACK framework on teaching writing

The TPACK framework offers significant opportunities for teaching by integrating technological, pedagogical, and content knowledge. According to Bugueno (2020), effective technology integration in teaching requires a comprehensive understanding of how technology can be utilized. Firstly, it involves understanding the concepts of technology usage and their application in educational settings. Secondly, it introduces pedagogical techniques that leverage technology to address subject-specific challenges and make learning more accessible for students. Finally, it incorporates knowledge about students' prior understanding, epistemological theories, and the ways technology can be used to build on existing knowledge or develop new learning theories (Mishra & Koehler, 2020).

The framework has become a critical guide for teachers navigating the complexities of integrating technology with pedagogy and content knowledge. Teaching writing in English as a foreign language, for example, has evolved significantly over the past two decades, leading to a paradigm shift in instructional strategies. Pedagogical knowledge (PK) provides a conceptual learning framework

that guides educators in designing systematic procedures to organize learning experiences and achieve specific goals (Mishra & Koehler, 2020).

The TPACK framework, as highlighted by Spector et al. (2020), emphasizes the interaction between teacher knowledge of content (CK), pedagogy (PK), and technology (TK) to produce effective teaching strategies. Mishra and Koehler (2020) elaborated on this by building upon Shulman's model, arguing that teacher knowledge becomes complete only when it considers the role of technology.

Writing skills and technology have a strong, interdependent relationship. Both are essential for students not only in academic contexts but also for building professional credibility. Mishra and Koehler (2020) emphasized that incorporating technology in teaching writing skills better prepares students for real-world applications. When technology is effectively integrated into writing instruction, it enhances the learning experience and equips teachers to deliver more effective and engaging lessons.

### **1.7.3 Teaching writing through Application**

Mastery of writing skills in English is a crucial foundation for high school students, including in Indonesia. Writing is regarded as one of the core academic skills and is considered more complex to master compared to reading, listening, and speaking (Susilawati & Chairunnisa, 2019). Writing allows students to develop and present their ideas, serving as a mechanism to demonstrate their knowledge. According to Zamel (2019), writing involves a recursive process aimed at creating meaning. Hyland (2019) introduced a process model for writing instruction that includes the following steps: 1) selection, 2) prewriting, 3) writing, 4) drafting and answering, 5) editing and proofreading, 6) evaluation, 7) publishing, and 8) follow-up tasks.

Despite its importance, several challenges hinder junior high school students in Indonesia from mastering English writing skills. Aunurrahman (2016) highlighted that one of the primary issues is students' mindset, where writing is perceived as unimportant due to the lack of teacher support in explaining its purpose. Additionally, inadequate teaching approaches often prevent students from grasping essential writing skills. Limited vocabulary is another significant barrier that negatively affects students' ability to develop coherent and well-structured texts.

The role of teachers is critical in guiding students through the writing

process. Teachers must assist students in developing effective strategies and provide explicit instruction on various aspects of writing (Hadi, 2021). Haeraz (2021) emphasized that teachers need to explain the characteristics of different text types to help students understand their distinct features. By incorporating technology and educational applications, teachers can foster interest, creativity, and motivation among students in learning writing skills. This approach is expected to maximize students' understanding of various text types and characteristics, ultimately improving their writing proficiency.

#### **1.7.4 Teaching writing through Padlet**

The education sector increasingly incorporates technological tools and gadgets in the learning process. Technology now serves as both teaching aids and learning support. In language learning, utilizing technological applications proves to be a promising approach (Maossa, 2018). Platforms such as social networking sites and mobile apps facilitate interactive and creative learning, which motivates students and enhances engagement (Jaganathan, 2018). Apps like Padlet provide a collaborative environment that supports student engagement and assessment in writing lessons (Fuchs, 2018).

The effectiveness of Padlet depends on how well users optimize its features to support learning. According to Salsabila (2020), Padlet aligns with the four stages of the SAMR model: Substitution, Augmentation, Modification, and Redefinition. The platform allows real-time interactions, making it an effective tool for enhancing junior high school students' English writing skills. Compared to conventional methods, Padlet improves various aspects of writing, such as content, organization, vocabulary, language usage, and mechanics.

Padlet is user-friendly and consumes minimal internet data, making it accessible for students. It keeps students motivated and provides a platform where teachers can review their progress and offer feedback. The application allows students to practice writing flexibly and receive assessments outside the classroom environment. For teachers, the research highlights the value of integrating Padlet as a modern teaching methodology in writing assessments. Ismawardani (2019) supports this view, stating that Padlet is highly effective for teaching writing skills in language learning.

#### **1.8 Previous research**

Numerous studies have examined the use of Padlet in enhancing students'

writing abilities. Fadhilawati et al. (2020) found that Padlet significantly improved students' writing achievements in procedure texts, increasing scores from 57.55 in the preliminary phase to 82.65 after two cycles. The students also showed a positive attitude toward using Padlet. Similarly, Ismawardani (2019) demonstrated that students taught using Padlet achieved better results compared to those taught through conventional methods, as confirmed by t-test analysis. Algraini (2016) further validated that Padlet effectively improved students' writing skills, as evidenced by statistically significant post-test results in favor of the experimental group.

Further studies by Jong and Kim Hua (2021), Musdir (2018), Wulandari (2016), and Kristyanawati et al. (2019) explored various technological tools for writing assessment. Jong and Kim Hua (2021) emphasized the potential of online platforms for writing evaluation, while Musdir (2018) reported significant improvements in writing content and organization among students. Wulandari (2016) highlighted the advantages of Padlet, such as fostering collaborative learning, facilitating feedback, and enhancing students' motivation and vocabulary. Kristyanawati et al. (2019) concluded that using problem-based learning with Padlet improved both learning motivation and writing skills among junior high school students.

Studies on using Padlet for narrative writing were conducted by Fransiska (2023), Hidayat (2017), and Mahmud (2019). Fransiska's research at SMAN 1 Wringinanom revealed that students preferred Padlet for narrative writing due to its efficiency and engaging features. Hidayat (2017) found significant improvements in students' writing skills through pre-test and post-test statistical analysis. Mahmud (2019) explored college students' perceptions, where the survey revealed positive responses toward Padlet. However, focus group interviews suggested that incorporating advanced English activities would further enhance its effectiveness for writing instruction.

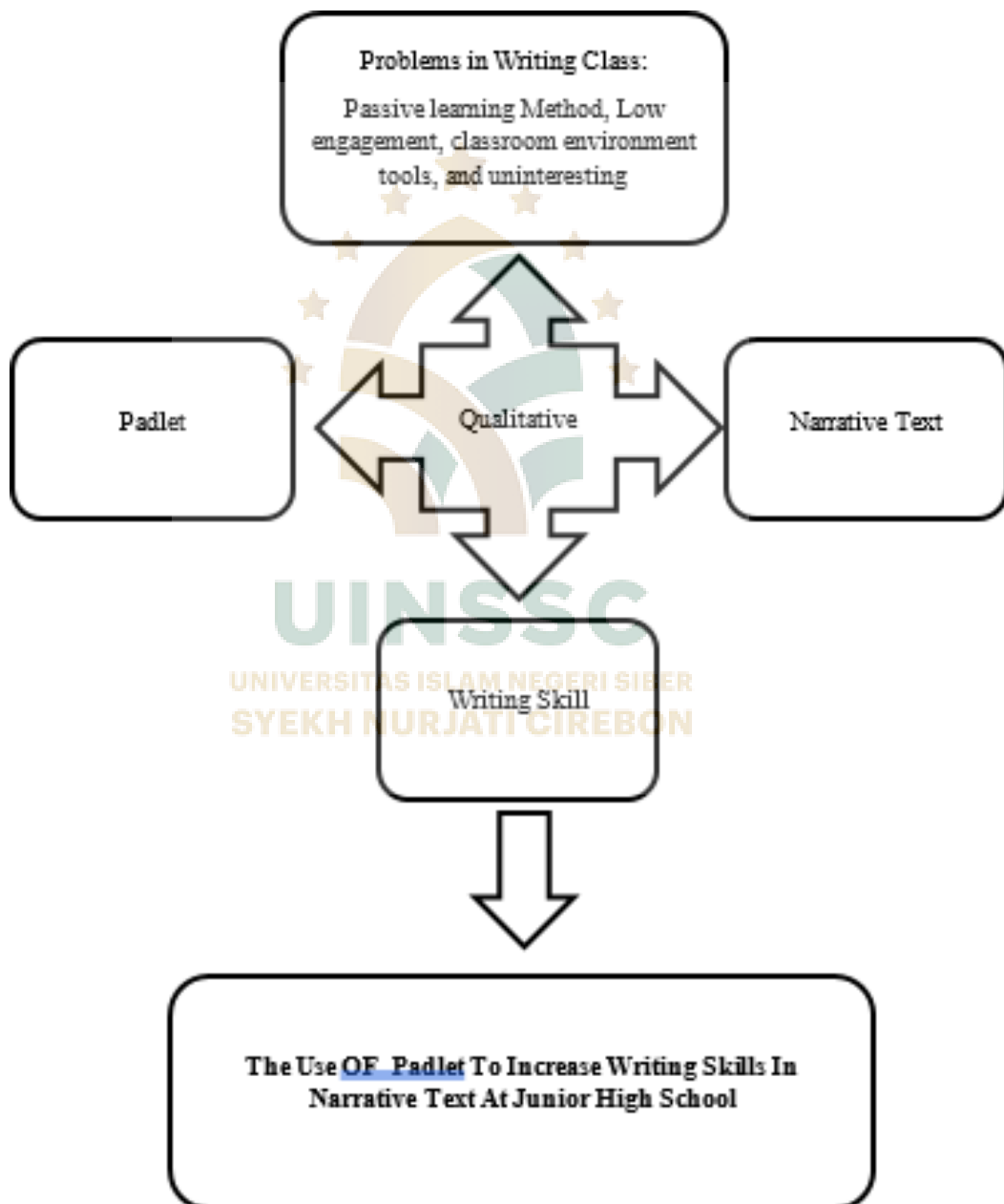
In conclusion, Padlet has demonstrated its effectiveness in improving students' writing skills and engagement across different educational contexts. However, further advancements in its content offerings could make it even more beneficial for language learning. From all the research reviewed, there is no research that is exactly the same as the research that will be researched. The research above relates to padlet applications, writing skills, and improving narrative text writing

skills using applications. While, no one has related to increase student's writing skill by using padlet. Therefore, it is hoped that previous research smiliar to the research to be carried out can be a reference in writing their research.

### 1.9 Frame of thought

There are several things that can illustrate research on the use of Padlet to increase writing skills in narrative text at junior high school. To be able to explain how each element is related to each other, the author illustrates the thinking framework.

Figure 1.9 Frame of Thought



### **1.10 Research Method**

This study employs a qualitative research methodology with a case study approach. Morgan (2022) highlights that qualitative researchers utilize various methods for data collection, which may involve creating new data or using existing sources. The participants in this research were ninth-grade students from MTS Salafiyyah during the first semester of the 2022/2023 academic year. There were 27 students in total.

Data collection involved interviews as the primary method, supplemented by observations and document analysis. Semi-structured interviews were conducted with one representative from each group to gather insights. Observations were participatory, focusing on student behavior when using the Padlet application for narrative writing activities. Additionally, student work created on the Padlet platform served as document data to assess their narrative writing outcomes.

Thematic analysis was employed to interpret the data, ensuring a comprehensive understanding of the findings. To validate the data, triangulation techniques were applied. The credibility of the data was established by cross-checking information from the same sources using different techniques. This approach helped ensure the reliability and robustness of the research findings.