



## The Use of Padlet Application to Improve Students' Writing Skill at the Second Grade of SMPN 30 Padang

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**Abstract.** *The problems of this research were students cannot write in a good form, students often do not remember the general structure of the text well, and cannot find the right words to write. The research aimed to find out the Impact of Padlet Application on Improving Students' Writing Skill at SMPN 30 Padang. Padlet is an online tool that allows users to create virtual bulletin boards where they can post various types of content such as text, images, videos, links, and documents. This research used quantitative method with a pre-experimental approach and data collection was carried out using pretest and post test to analyze the effect of using Padlet application on students at SMPN 30 Padang who consisted 33 students from class VIII.I who has chosen using cluster random sampling. The research result show that Padlet application can improve students' writing skill. The pretest result showed average score was 55,60 and the post test was 70,88. After data was collected, the data was analyzed using t-test formula. The result of the analysis showed that value of t-test > t table is 7,067 > 2,03693. The last hypothesis shows that Ho is rejected and Ha is accepted. It means there is a significant influence on improving students' writing skill using Padlet application.*

**Keywords:** Padlet Application, Writing Skill, Tool

### 1. INTRODUCTION

Writing is one of the English language skills that is most often considered difficult for many people. Writing is often avoided by some people, especially students as English Foreign Language (EFL). According to Taufikurohman (2018), the main purpose of teaching English in high school is to enable students to communicate both verbally and in writing and understand English textbooks. Writing is a way of expressing idea, thoughts, and feelings, in written form. To be able to write well, the writer must be able to pay attention to several components in writing such as choosing the right words, create good sentence structure, using correct punctuation, and continuity between sentences (Adha, 2024).

The problems founded by the researcher when teaching was many students cannot write in a good form. Students often do not remember the general structure of the text well. Students' attention may waver during reading, leading to incomplete absorption of the text's organization. Additionally, if the topic is unfamiliar or complex, students may find it challenging to grasp the overall structure.

Padlet is an online tool that allows users to create virtual bulletin boards where they can post various types of content such as text, images, videos, links, and documents. It is often used for collaborative projects, brainstorming sessions, presentations, and

group discussions. According to Lewis (2019), padlet is an online virtual bulletin board where students and teachers can collaborate, reflect, share links and pictures, in a secure location. Users can customize their Padlet boards with different layouts, backgrounds, and privacy settings, and they can invite others to contribute to or view the board. Overall, Padlet serves as a versatile platform for organizing and sharing information in a visually appealing and interactive way.

## **2. REVIEW OF RELATED LITERATURE**

### ***Definition of Writing Skill***

Writing skill is specialized abilities that enable people to meaningfully express their thoughts through words and engage with the message in their minds. According to Dania (2018), a good text must have texture considering a text which is defines by unity of meaning, not its length as states before. Writing is done for informational purposes as well as for the media. Many people use their mobile phones for writing activities on a daily basis in order to send messages. Its goal is to provide information. According to Masyitah (2015), writing is the process of putting thoughts and feelings into written form while selecting the right words to convey your ideas to the reader. Writing effectively requires careful thought to generate ideas for writing as well as extensive grammatical understanding to select and sift through the phrases that will go into a paragraph.

In summary, pupils will use two talents at the same time when they write. Siddiq (2013) states that writing is a person's way of expressing their thoughts and feelings in a way that is clear to everyone, including themselves. It implies that writing allows one to communicate their thoughts and feelings from words into meaningful sentences and paragraphs. Writing is one of the main language skills. It plays an essential role in expressing one's ideas, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others (Ibnian, 2017).

### ***Padlet Application***

Web 2.0 tools abound, including Edmodo, Prezi, Google, and many more. One of these resources, Padlet, was used in this study for that reason. According to Dewitt et al. (2017), Padlet is a web 2.0 tool that facilitates interaction on a virtual wall. It has been utilized for both basic educational tasks and more complex jobs involving professionals. A free tool called Padlet (previously known as Wall Wisher) allows you to make an online bulletin board where you may post content on any subject. One excellent online resource

for encouraging student collaboration in their study is Padlet. It resembles paper, except it's available online. With the help of the online tool Padlet, users may create virtual walls with notes.

### **3. RESEARCH METHOD**

#### ***Research Design***

The researcher used quantitative research, quantitative research is a systematic approach to studying phenomena by collecting and analyzing numerical data. According to Creswell (2014), quantitative research is a research approach that emphasizes the collection, analysis, and interpretation of data in numerical form. This definition highlights the importance of using numerical data to understand social phenomena and to derive meaning from the collected data. Quantitative research involves a systematic and objective approach to data collection and analysis, which is critical for producing valid and reliable results. The researcher used pre-experimental design. Pre-experimental design is a design that used only one group without need a comparison group. In this design, there was pretest before treatment and post-test after treatment. The purpose of giving pretest and post-test is to know the treatment results accurately and as a comparison before and after being given the treatment (Sugiyono, 2018).

The research would be intended to find out whether there was any significant improvement in students' writing skills after using the Padlet application and to know which aspect of writing improves the most because of using the Padlet application. In this research, the researcher would conducted a pretest to know students' writing skills before treatment and a post test to determine whether there is an improvement in students' writing skills by using the Padlet application after students get the treatments. Therefore, the researcher would be conducted the research by using one experimental class that received treatment for teaching writing using the Padlet application.

#### ***Population and Sample***

The population of the research was the second-grade students of SMP Negeri 30 Kota Padang. The researcher chose the second-grade students because they assumed that the class would be suitable for the basic competence that they had. In determining the sample, the researcher uses simple random sampling. Simple random sampling is a technique used for random sampling. It is based on the consideration that every student in the population has the same chance to be chosen in order to avoid subjectivity in the

research. The way to take the sample is by using the lottery number. The sample for this research is VIII I, which consists of 33 students.

### ***Data Analysis Technique***

#### ***Validity and Reliability of the test***

Validity was a matter of relevance. It involved determining whether the assessment instrument of the research was valid and consistent with the results of the research. For the validity of the instrument in the form of a test, it should have complied with both construct validity and content validity (Sugiyono, 2018). In this research, the researcher used the assistance of SPSS version 29.

Reliability was the consistency of a set of measurements or of a measuring instrument, often used to describe a test. In this research, the researcher used SPSS 29 to determine the reliability of the test instrument.

#### ***Statistical Hypothesis***

After the researcher had confirmed that the data was variable and reliable, the data was analyzed using a t-test to determine the significance of the treatment effect. In this research, the researchers used SPSS 29 to determine the significance of the treatment effect. The researcher used SPSS (Statistical Program for Social Science) to calculate a paired sample t-test. While the criteria of hypothesis were:

Ho is accepted if Sig. > 0.05

Ha is accepted if Sig. < 0.05

## **4. FINDINGS AND DISCUSSION**

### **Result**

The data was obtained through several stages. The first was pretest to know the students' writing skill before treatment is implemented by researcher. Before gave the pretest, the researcher explained briefly about descriptive text. After pretest has been done, the researcher was remind the participants to bring their phone in the next meeting. Then the second was treatment that using padlet application. The researcher has prepared the material based on lesson plan, then the researcher given the treatment to students about descriptive text. For the last meeting, the researcher given post test to students. Post test was given to know the students' writing skill after treatment is implemented by researcher.

## The Result of Pretest

**Table 1**  
**The Classification of Students' Pretest Score**

The Range of Score	Frequency	Percentage	Category Score	Category Score
85-100	-	-	Excellent	A
75-84	2	6%	Good	B
56-74	15	45%	Fair	C
<55	16	49%	Poor	D
Total	33	100%		

Based on the table above, 31 students were not successful and 2 students were successful. The successful students were those who achieved the indicator of success at least 75. The researcher got the average 56,16 and still low. So, the researcher wants to improve students' writing skill by using padlet application.

## The Result of Post-test

**Table 2**  
**The Classification of Students' Post Test Score**

The Range of Score	Frequency	Percentage	Category Score	Category Score
85-100	-	-	Excellent	A
75-84	8	24%	Good	B
56-74	23	70%	Fair	C
<55	2	6%	Poor	D
Total	33	100%		

From the table above, it could be analyzed that the students average score was 70,90. the highest score was 86 and the lowest score is 53. Based on the KKM criteria, there was 8 students that had passed on the post test caused the students good in grammar and content, and 25 students get lower score in the writing skill caused the students still lack of grammar and vocabulary but in the result of pretest and post test there were the post test is higher than pretest. One of the reasons were in the post test many of students can be improve in writing skill.

**The Result of Validity and Reliability**

**Pretest**

**Table 3**  
**The Correlation of Pretest**

Correlations					
		Grammar	Vocabulary	Content	Total
Grammar	Pearson Correlation	1	.245	.344	.744**
	Sig. (2-tailed)		.170	.050	<,001
	N	33	33	33	33
Vocabulary	Pearson Correlation	.245	1	.190	.620**
	Sig. (2-tailed)	.170		.290	<,001
	N	33	33	33	33
Content	Pearson Correlation	.344	.190	1	.765**
	Sig. (2-tailed)	.050	.290		<,001
	N	33	33	33	33
Total	Pearson Correlation	.744**	.620**	.765**	1
	Sig. (2-tailed)	<,001	<,001	<,001	
	N	33	33	33	33

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the validity test of pretest, which were tested in second grade especially VIII.I, with 33 participants and the task is valid because the task above exceed the >0.3440 category (> r table).

**Reliability of Pretest**

Case Processing Summary			
		N	%
Cases	Valid	33	100.0
	Excluded <sup>a</sup>	0	.0
	Total	33	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.613	3

After calculating the reliability, the researcher found that the Cronbach's Alpha of reliability in pretest was 0.613. The researcher concluded that the students score is above 0.6

**Post Test**

**Table 4**  
**The Correlation of Post Test**

Correlations					
		Grammar	Vocabulary	Content	Total
Grammar	Pearson Correlation	1	.338	.034	.664**
	Sig. (2-tailed)		.054	.852	<,001
	N	33	33	33	33
Vocabulary	Pearson Correlation	.338	1	.100	.732**
	Sig. (2-tailed)	.054		.580	<,001
	N	33	33	33	33
Content	Pearson Correlation	.034	.100	1	.589**
	Sig. (2-tailed)	.852	.580		<,001
	N	33	33	33	33
Total	Pearson Correlation	.664**	.732**	.589**	1
	Sig. (2-tailed)	<,001	<,001	<,001	
	N	33	33	33	33

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the validity test of post test which were tested in second grade especially VIII.I , with 33 participants and the task is valid because the task above exceed the  $>0.3440$  category ( $> r$  table).

**Table 5**  
**The Reliability of Post Test**

Case Processing Summary			
		N	%
Cases	Valid	33	100.0
	Excluded <sup>a</sup>	0	.0
	Total	33	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.655	3

After calculating the reliability, the researcher found that the Cronbach's Alpha of reliability in pretest was 0.655. The researcher concluded that the students score is reliable because the students score was above 0.6.

### The Result of Statistical Hypothesis

After the researcher found out the data is valid and reliable, the data has been analyzed by using t-test in order to know the significance of the treatment effect. The researcher was used SPSS (Statistical Program for Social Science) to calculate paired sample t-test. The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H0 is accepted if Sig. (Pvalue) >  $\alpha = 0.05$  Ha is accepted if Sig. (Pvalue) <  $\alpha = 0.05$

**Table 6**  
**Paired Samples Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post test	70.06	33	8.011	1.395
	Pretest	55.00	33	11.619	2.023

Based on the paired samples statistics the mean of writing skill pretest in the experimental class was 55,00 with standard deviation was 11,7. The mean of writing skills post test in the experimental class 70,06 with standard deviation was 8.

**Table 7**  
**Paired Samples T-test**

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Post test - Pretest	15.061	12.242	2.131	10.720	19.401	7.067	32	<,001	<,001

Based on the result obtained in the paired sample t-test in table 4.11, the result of the paired sample t-test, paired sample difference in mean between pretest and post test of writing achievement in the experimental class was 15.061 with standard deviation 12.242 with standard and t-test was 7.067 at the significant level 0.05 and the degree of freedom 32.

From the above, it can be seen that the value of t-test > t table is  $7.067 > 2.03693$

and the value of significant generated Sig. (P.Value) = 0.01  $< \alpha = 0.05$ . So  $H_a$  is accepted and  $H_o$  is rejected. Based on computation, it can be concluded that Padlet application can improve students writing skill at the second grade of SMPN 30 Padang.

### **Discussion**

Based on the data described above, in the finding this section to answer the problem statement in this research.

#### ***How does Padlet application improve students' writing skill at the second grade of SMPN 30 Padang?***

Data collection was carried out using pretest and post test. Analysis of the data collected through the pretest and post test was used to see the effect of using padlet application on students VIII.I SMPN 30 Padang. From the data above in table 4.1 shows students getting average score of 40 to 60, and this is still below KKM where the KKM at SMPN 30 Padang in English is 75. This data shows the highest score from the pretest was 80, the lowest score was 27. After collecting the pretest data, researcher implements treatment by using Padlet application, then does a post- test. From the data above in post-test table 4.3 shows the highest score from the post- test was 87 and the lowest score was 53.

From the data above it answered that the Padlet application can improve students' writing skill, the improvement of pretest to post test was 15,06%. The Padlet application contains a significant positive affect on progressing students' skill. By giving an intelligently and collaborative stage, Padlet approval students writing. The ability to share ideas, receive instant feedback, and see peer engagement fosters a collaborative learning environment that allows students to reflect on their writing and progress.

Additionally, Padlet's intuitive, user-friendly interface helps alleviate the fear often associated with writing, making it easy for students to express their thoughts and experiment with different writing styles. The correlation between using the Padlet application and improving students' writing skill is largely positive and significant. The Padlet is interactive platform facilitates a collaborative learning environment where students can easily share their writing, receive feedback, and observe the writing of their peers. This collaborative aspect promotes engagement and motivation, which are essential for skill development. Immediate feedback and the opportunity to review and reflect on their writing helps students identify their strengths and areas for improvement, which in turn improves their writing skills over time.

This findings was supported previous research, Taufikurohman (2018) who conducted the research entitled “The Effectiveness Using Padlet in Teaching Writing Descriptive Text”. This study was investigated the effects of Padlet on students’ descriptive text writing of Senior High School students as well as to find out their perception of using Padlet for learning descriptive text in writing, students responded that they had positive perception of using Padlet in their descriptive text writing. Related to the findings of the study, the students seemed to find Padlet a suitable tool for learning. They were interested in seeing their friends’ comments, and sharing on the platform.

Padlet is a free multimedia wall that enables real-time interaction between students and between students and teachers, allowing the entire class to participate (Fuchs, 2014). Students do not need to use their computer to participate in this site. People can use smartphone, iPad, tablet, or any other device connected to the internet. Moreover, Padlet's most amazing feature is that users do not have to register. To use Padlet, go to the Padlet application or padlet.com and click Create Something. Also, to specify a unique web address for the wall or change the way posts are displayed. Therefore, by using Padlet in writing, students can create and express ideas through files, links, videos and more.

On the other hand, Mahmud (2019) who conducted the research entitled “Students’ Perceptions of Using Padlet as a Learning Tool for English Writing”. In this study, Padlet was used as a tool or platform for learning English writing. The aim of this study is to investigate the students’ perceptions of the usage of Padlet in learning English writing in the English as Second Language (ESL) tertiary classroom. The survey results showed that Padlet is a good learning tool for college students. People can write, draw, chat, or chat with other users, and enter and rate their work or send it to other users. Therefore, the Padlet can be seen as a sufficient educational tool to facilitate communication between students, allowing students to practice their writing skills.

According to some studies, Padlet functioned well with activities such as generating ideas, group discussion, and project work. Kurniawan and Lestari (2018), for example, conducted a classroom action research at UNISKA Kediri's English Department in the third semester of the academic year 2015-2016 with the goal of improving students' descriptive text writing achievement by using Padlet as a media. The class was made up of 17 students who tried and failed to master descriptive text. Padlet enhanced students' writing achievement, according to the findings. It was discovered that 11 students (64%) out of 17 students scored below 70 in Cycle 1. In addition, three students received scores

lower than 70, and two students did not complete the task on time, so they did not receive scores. The criteria were met successfully in Cycle 2. The number of mistakes made by students in their writing was decreasing. As a result, the researcher was able to stop the cycle.

All in all, the previous studies had shown the evidence that Padlet became a suitable and useful learning tool to improve the students' performance in any skill. According to the studies conducted by Kurniawan & Lestari (2018), Taufikurokhman (2018), Algraini (2016), they had put very much attention on how Padlet application could enhance the students' writing performance in descriptive text. In addition, Mahmud (2019) conducted the study focused on how Padlet could encourage and motivate the students to actively participate in teaching and learning process. Each study used different methods to know that Padlet could be an effective tool in teaching and learning English. However, few researchers focused on the students' improvement in writing descriptive text. In this research, the researcher focused on solving the students' writing problems at eleventh grade students of MAN 1 Pasuruan which never used Padlet application in teaching and learning process. This study aimed to improve students' writing abilities, particularly their ability to write narrative text. This topic was important because the eleventh-grade students should be able to write a narrative text according to curriculum.

Based on previous research, the researcher did a classroom action research using the Padlet application to improve students' writing skills, particularly in narrative text essay writing. Additionally, based on some positive contributions of Padlet application in improving students' writing skills that had been mentioned in the previous research findings, the researcher considered using the Padlet application as an appropriate learning tool to improve students' writing skills during this online teaching and learning. Previously, the researcher did preliminary study by giving a test to the students to know the students' problems. Based on the preliminary study, the researcher found that most of the students had some problems in writing English. The students' problems in writing narrative text appeared because of some factors.

Moreover, the intuitive and accessible nature of Padlet allows students to organize their thoughts more effectively, which is essential for coherent writing. The ability to access Padlet from a variety of devices also promotes continuous practice, a key element in skill development. Overall, Padlet combination of collaboration, feedback, and ease of use make it a valuable tool for improving students' writing skill.

***Does Padlet application positively impact students' writing skill at the second grade of SMPN 30 Padang?***

Based on the result obtained in the paired sample t-test in table 4.11, the result of the paired sample t-test, paired sample difference in mean between pretest and post test of writing achievement in the experimental class was 15.061 with standard deviation 12.242 with standard and t-test was 7.067 at the significant level 0.05 and the degree of freedom 32.

From the explanation above, it can be seen that the value of t observation  $>$  t table is  $7.067 > 2.03693$  and the value of significant generated Sig. (P.Value) =  $0.01 < \alpha = 0.05$ . So  $H_a$  is accepted and  $H_o$  is rejected. Based on computation, it can be concluded that group investigation can improve students writing skill at the second grade of SMPN 30 Padang.

From the data above it answered Padlet application can indeed have a positive impact on improving students writing skills. Using the Padlet application has a range of positive impacts on increasing students' writing skill. First, Padlet is interactive and visually engaging platform makes writing more appealing to students, encouraging them to participate more actively in writing. Padlet serves as an online collaborative platform that allows users to create virtual boards where they can post text, images, videos, and other multimedia content. This functionality has significant implications for educational practices, particularly in the development of writing skills among students.

Through Padlet, students can post their written work on a shared board, enabling others to view and comment on it. This peer review process is invaluable, as it exposes students to different writing styles and perspectives, fostering a deeper understanding of writing as a communicative process.

Additionally, Algraini (2016) had proved how a Padlet application could enhance EFL writing performance. His research looked into whether or not the Padlet application could be used to improve English writing performance. He conducted experimental research to the EFL learners at Al-Muzahimyah College with 24 students from the 2014-2015 academic year. The participants were divided into two groups: the experimental group, which used the Padlet application to improve their writing skills, and the control group, which received traditional instruction. The result showed that the participants of the experimental group in which the experimental group achieved better results in the post test than the control group. This result supported the value of using

Padlet which gave the students equal chances to build their knowledge, to be more self-confident, and responsible for their learning process.

This finding was supported Ramadani et al (2023) who conducted the research entitled "The Effectiveness of Using Padlet in Collaborative Writing Based on Students' Perceptions". This study use Padlet as a digital tool that be used in a writing class to pique kids' interest in learning English, especially in a writing class. Additionally, this study intends to promote the use of collaborative writing to make it simpler for elementary school pupils to use Padlets in writing lessons. Through the use of qualitative research techniques, this study set out to learn more about how elementary school kids perceived using Padlets for group writing projects. Researchers received feedback from students who claimed that the usage of Padlet in EFL classes, particularly in collaborative writing, produced several themes. These themes include that using Padlet in collaborative writing can increase students' self-confidence, that Padlet also helps students improve their fluency in writing, and that Padlet is easy to use, has attractive features, and is simple.

In summary, the use of the Padlet application in educational settings offers multiple positive impacts on students' writing skills. By fostering engagement, facilitating collaboration and peer learning, providing immediate feedback, and enabling continuous practice, Padlet effectively supports the development of strong writing skills. As digital tools continue to shape educational practices, integrating applications like Padlet into writing instruction can play a crucial role in enhancing students' academic outcomes.

According to Lestari & Kurniawan (2018), teaching writing is the process of teaching students based on materials so that they can absorb it and convey it in written text. However, after preliminary research, the researcher found that most of students were afraid to write their thoughts because they have problems with paragraph placement, topic development, and grammatical order when writing. Students often do not remember the general structure of the text well. These issues will have a negative impact on their writing. Furthermore, they cannot find the right words to write. Albalawi & Younes (2015) found that grammar and structure are the main weaknesses of sentences. It was undeniable that the main reason for writing was that the students faced difficulty in using proper grammar and spelling. As a result, students were unmotivated to write and writing can be boring and stressful. Especially among foreign language learners, it seems difficult

for them to write to some extent. Therefore, in order to solve students' writing problems, teachers should use the Padlet application to stimulate their interest in learning writing.

There are many considerations about the effect of implementation technology, specially the online media. The improvement of students' motivation and how useful this online media if we can get the benefit of it, especially in terms of writing (Sakkir, 2021). One of them is Padlet Application, but there is no one that specifically conducts the research about the use of "Padlet" in teaching writing for English course, which is special produced for class with teacher and students. Lestari (2017) in her study "Implementing Padlet Application to Improve Writing Ability in English Writing Skill for Non-English Department Students" she said that those application can be implemented as online writing practices anytime that push students skill improve, the situation of wall in Padlet can stimulate students to explore their idea because they could upload video, recording, or picture suitable with topic.

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

According to Smith and Mader (2016), the metacognitive processes behind students' thinking become apparent to teachers through the use tools such as Padlet. According to Fuchs (2014), Padlet can be used for a variety of classroom purposes. Teacher questions can be posted to the wall, as opposed to asked verbally to the class. Students then have the opportunity to not only submit their answer, but also to read and evaluate their classmate responses. Teachers can request that students copy and post related links and images for a given lesson. Padlet can also be used in place of the standard do-now or ticket out the door.

## **5. CONCLUSION AND SUGGESTION**

### ***Conclusion***

The purpose of this research was to determine the significant effect of improving students' writing SKILL by using Padlet application. This research was conducted at SMPN 30 Padang. Researcher only took one class as a sample. The sample consisted of 33 students of class VIII.I and was selected using a cluster random sampling technique.

The experimental class was given pretest, treatment, and post test. After the data is collected, the data analyzed using paired sample t-test.

Based on the result of this research there is a significant influence using Padlet application. The significant can be seen from the value of t-test  $>$  t table is  $7.067 > 2.03693$  and Sig. (2-tailed) of the equal variance assumed in the paired sample t-test table were the Sig. (2-tailed) is 0.01 it is lower than 0.05 that is mean  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that Padlet application can improve students' writing skill at the second grade of SMPN 30 Padang.

### ***Suggestion***

In this sub, the researcher would like to give some suggestion as follows: for the teacher, using Padlet application would be very helpful to improve students in writing skill. So, the teacher needs to maintain using Padlet application as an tool of teaching process at students of junior high school.

For the students who are learning strategy are very important in the learning process because it can help to learn easier, faster, more enjoyable, and more effective. So that, the researcher is suggested to the students choose the use of Padlet application in learning because that is suitable for them. Therefore, they can understand the lesson easier and enjoy the lesson.

For the next researcher, the region of research for the teaching and learning process is very large. It is needed to conduct other researcher related to the students using Padlet application. The researcher exploring the use of the Padlet application to improve students' writing skills should consider several key aspects to maximize the effectiveness of this digital tool in educational settings. First, it is important to design studies that assess both short-term and long-term impacts on writing skills, as the iterative and reflective nature of writing improvement may require extended observation periods. Researcher should also consider the variety of student populations, including different proficiency levels and cultural backgrounds, to determine how Padlet is features can be optimized for varied learning contexts.

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