

## The Effect of Project Based Learning Model Integrated with Padlet on Students' Writing Skill

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### ABSTRACT

The objective of this study is to find out whether there is a significant effect of using Project Based Learning integrated with Padlet on students' writing skill. This study because students' writing skill are still low due to lack of interest in learning English. They also find it difficult to organize ideas logically and convey them in a way that appeals to the reader. Then, in teaching learning process teacher still applied conventional learning method. This research uses quantitative method. The research design conducted in this study is to use an experimental design consisting of two classes, namely the experimental class and the control class. The experimental class was treated with Project Based Learning integrated with Padlet, the control class was not, but instead used the conventional method. The researcher conducted a pre-test and post-test on both classes. The results of the Independent Samples t-test showed significance value (2-tailed) of 0.000, which is less than 0.05, indicating a significant difference between the two classes. Thus, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. It means the Project Based Learning Model Integrated with Padlet has a significant effect on improving students' writing skills.

**Keywords:** Project Based Learning, Padlet, Writing, t-test result.

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan Project Based Learning yang diintegrasikan dengan Padlet terhadap kemampuan menulis siswa. Penelitian ini dilakukan karena kemampuan menulis siswa masih rendah karena kurangnya minat siswa dalam belajar bahasa Inggris. Mereka juga merasa kesulitan dalam mengorganisasikan ide secara logis dan menyampaikannya dengan cara yang menarik bagi pembaca. Kemudian, dalam proses belajar mengajar guru masih menerapkan metode pembelajaran konvensional. Penelitian ini menggunakan metode kuantitatif. Desain penelitian yang dilakukan dalam penelitian ini adalah dengan menggunakan desain eksperimen yang terdiri dari dua kelas, yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen diberi perlakuan dengan Project Based Learning yang diintegrasikan dengan Padlet, kelas kontrol tidak, melainkan menggunakan metode konvensional. Kedua kelas diberikan pre-test dan post-test untuk mengetahui perbedaan nilai rata-rata. Peneliti melakukan pre-test dan post-test pada kedua kelas. Hasil uji Independent Samples t-test menunjukkan nilai signifikansi (2-tailed) sebesar 0,000 yang lebih kecil dari 0,05, menunjukkan adanya perbedaan yang signifikan antara kedua kelompok. Dengan demikian, hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. Artinya, model Project Based Learning yang diintegrasikan dengan Padlet memberikan pengaruh yang signifikan terhadap peningkatan kemampuan menulis siswa.*

**Kata kunci:** Project Based Learning, Padlet, menulis, hasil uji t-test.

## A. Introduction

Writing is the activity of conveying ideas, thoughts, or information in written form. Writing plays a very important role in the foreign language learning process. Writing activities not only deepen the understanding of the language being learned. Teachers need to equip students with writing skill. Writing involves a creative process in which an individual can communicate their thoughts, ideas and feelings using written language. In this form, individuals can express complexity of thought, detail perspectives, and convey detailed meanings and emotions to readers. By combining words and sentence structure, writing is not only a means to share information, but also a tool to create works that are interesting and able to influence the audience. As stated Egilia et al. (2023), writing skills are very important for language learners, especially for students learning English as a foreign language, which needs to be mastered. In line with that statement Purnamasari et al. (2021) say writing is a key skill in English language learning because it not only improves thinking ability, but also supports the development of other language skills, and plays an important role in acquiring language as a whole. Although at first glance for some people, writing may look like an easy thing, in reality, there are still many students still consider writing activities as a challenge that is difficult for them to do. As stated Aggreani et al. (2022), many students don't yet know how important it is to learn how to write well. Good writing in English depends on using appropriate words, conveying ideas clearly, and giving detailed descriptions. In addition, Mukarromah & Suryanto (2021) say many students face writing challenges due to limited vocabulary skills, difficulty in using grammar, difficulty in expressing ideas, and lack of interest in the subject matter. That is why many students are not interested in writing activities.

Based on interviewed with teacher at the tenth-grade of MAS Al-Washliyah Gedung Johor Medan students' writing skill are still low due to lack of interest in learning English. They also find it difficult to organize ideas logically and convey them in a way that

appeals to the reader. In addition, many of them feel bored when asked to complete writing tasks. This condition impacts the limitations of students' writing skill, which in turn affects the development of ideas and expressions in their writing. Then, in teaching learning process teacher still applied conventional learning method. To overcome those problem teacher can apply a learning model that involve students in the classroom. The learning model is project based learning. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 65 of 2013 about primary and secondary education process standards to encourage the ability of students to produce a work, both individually and in groups, it is highly recommended to use a learning model that produces problem-solving based work or called Project Based Learning. By involving students in relevant and interesting projects, this learning can increase students' motivation towards writing.

Some studies shown that Project Based Learning has significant effect on students' writing skill. (Wulandari and Ahmad, 2020) explained in their research that there was a significant effect of using project-based learning on students' writing ability. Also, (Sihombing and Iswara, 2022) in their research, there was an increase or influence of ad text writing skills after the learning process by applying a Project Based Learning assisted by image media. Then, (Lubis and Prihartini, 2024) in their research there was a significant difference in students' writing skills between students taught using a project-based learning model with integrated Padlet and students taught conventionally.

According to Usmeldi (2019), Project-based learning is an innovative model that puts students at the forefront, while teachers act as motivators and facilitators. In this learning model, students' have the opportunity to actively engage and build their own understanding. By involving students in problem-solving and project completion, this model encourages students to develop creative acting and thinking skill.

The application of Project Based Learning can also be supported by the use of multimedia. According to Mbarika et al. (2010) as cited in Wini et al. (2018), the use

of multimedia in learning has an important role in improving learners' learning experience, gaining a deeper understanding of problem-solving, and attitude towards teaching. This shows that learning multimedia plays an important role in enhancing a better learning experience. Based on Bărbule (2023), the term "multimedia" comes from the word "multi-" which denotes multiplicity, and "media" which refers to different types of conveyance and presentation of information such as text, graphics, sound, images, and music.

Padlet is a multimedia tool suitable for writing because Padlet is a platform that can help to create digital boards that can be filled with various types of content. This can certainly help users to collaborate online and facilitate communication and cooperation in various contexts. According to Deni & Arifin (2019), Padlet as a virtual wall or bulletin board can support the project-based learning model by giving students a space to connect, collaborate, and share, creating a positive learning environment. Then, Siskaliani et al. (2021) tell Padlet allows teachers and students to collaborate in posting content to the same board or wall. The posted content can be links, videos, images, and document files relevant to the learning material. With the content stored in Padlet, students and teachers can access it again after the learning session is over.

Based on the problems, the researcher is interested in conducting a research entitled "The Effect of Project Based Learning Integrated with Padlet on Students' Writing Skill at the Tenth-Grade MAS Al-Washliyah Gedung Johor Medan". This study aims to find out whether there is a significant effect of using Project Based Learning integrated with Padlet on students' writing skill.

**B. Research Method**

This research used a quantitative method. According to Mohajan (2020), quantitative research methods involved the use of numbers and systematic methods to investigate phenomena and their relationships. The research design conducted in this study was an experimental design

consisting of two classes, namely the experimental group and the control group.

The design of this research was outlined as follows:

**Table 1. Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	√	X <sub>1</sub>	√
Control	√	X <sub>2</sub>	√

Notes :

X<sub>1</sub> : The experimental class applied Project-Based Learning integrated with Padlet during the teaching process.

X<sub>2</sub> : The control class received instruction without the use of Project-Based Learning integrated with Padlet.

The population and sample of this research was the tenth-grade students of MAS Al-Washliyah Gedung Johor Medan. They consisted of two classes. Class X-A was the experimental class and Class X-B was the control class.

The researcher used an Independent Sample T-test through SPSS 20 software to analyze the research data. The Independent Sample T-test was used to examine the results of the two classes after treatment. The results of this analysis helped the researcher determine whether there was a significant difference between the two classes.

The criteria for accepting or rejecting a hypothesis test are:

H<sub>0</sub> is accepted if a sig > 0.05

H<sub>a</sub> is accepted if a sig < 0.05

**C. Result and Discussion**

There was a significant difference in students' writing skills between the use of the project-based learning model integrated with Padlet and the conventional method. The results of the Independent Samples t-test showed a significance value (2-tailed) of 0.000, which is < 0.05, indicating a significant difference between the two classes. Thus, the alternative hypothesis (H<sub>a</sub>) is accepted, and the null hypothesis (H<sub>0</sub>) is rejected. Based on the result, it was clear that the Project Based Learning Model Integrated

with Padlet has a more significant effect on improving students' writing skills compared to the conventional teaching method.

This model was not only effective but also offers greater advantages in facilitating the development of students' writing skills by encouraging them to be more active, creative, and collaborative in the learning process, which ultimately enhances their learning outcomes. The findings also underscore the importance of integrating multimedia and innovative approaches in education to achieve better results. Then, when implementing Project Based Learning Integrated with Padlet in the experimental class, it is seen that students show increased interest and active participation during the teaching and learning process. The integration of Padlet as a multimedia in Project Based Learning gives students the opportunity to collaborate, share ideas and present their work in a more interactive way. With the implementation of Project Based Learning Integrated with Padlet, students' writing skills improve compared to before, so that students are easier in pouring their ideas into writing.

#### D. Conclusion and Suggestion

The study found that the Project-Based Learning Model integrated with Padlet significantly affect students' writing skills. Data analysis using SPSS 20 revealed that the null hypothesis was rejected, confirming a strong effect of the model. This approach not only enhanced students' writing skill but also fostered collaboration and interaction through Padlet. The experimental class, which used this model, showed marked improvement compared to the control class, which followed conventional methods. The results suggest that this innovative learning model enriches both writing skills and the overall learning experience, with potential for broader application in education. Teachers are suggested to consider the implementation of Project Based Learning Model Integrated with Padlet as one of the alternative methods to improve students' writing skills. This model not only helps students in developing their writing skills, but also can make the learning process more interesting and

interactive. Thus, teachers can create a more dynamic learning environment and support students' skill development more effectively.

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