


The Effectiveness of Estafet Writing Strategy Using Padlet Application on Students Writing Skill

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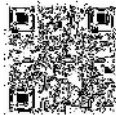
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ABSTRACT

Studi ini bertujuan untuk menguji keefektifan strategi menulis estafet menggunakan aplikasi Padlet terhadap keterampilan menulis deskriptif siswa kelas delapan. Desain kuasi-eksperimental dengan pretest-posttest diterapkan pada dua kelas, yang terdiri dari kelompok eksperimen yang menggunakan penulisan estafet melalui Padlet dan kelompok kontrol yang menggunakan metode konvensional. Data dikumpulkan melalui tes tertulis dan dianalisis menggunakan uji-t sampel independen (independent-samples t-tests). Hasil penelitian menunjukkan bahwa kelompok eksperimen mencapai nilai posttest yang lebih tinggi (rata-rata = 79,57) dibandingkan dengan kelompok kontrol (rata-rata = 74,54), yang mengindikasikan bahwa kombinasi penulisan estafet dengan Padlet secara signifikan meningkatkan kemampuan siswa untuk menghasilkan ide, mengorganisasi kalimat, dan mengembangkan kosakata. Temuan ini menunjukkan bahwa mengintegrasikan media kolaboratif digital dengan strategi penulisan interaktif meningkatkan keterlibatan dan kinerja menulis siswa.

This study aimed to examine the effectiveness of the estafet writing strategy using the Padlet application on eighth-grade students' descriptive writing skills. A quasi-experimental design with pretest-posttest was applied to two classes, consisting of an experimental group using estafet writing via Padlet and a control group using conventional methods. Data were collected through written tests and analyzed using independent-samples t-tests. The results showed that the experimental group achieved higher posttest scores (mean = 79.57) compared to the control group (mean = 74.54), indicating that combining estafet writing with Padlet significantly improved students' ability to generate ideas, organize sentences, and develop vocabulary. This finding suggests that integrating digital collaborative media with interactive writing strategies enhances students' engagement and writing performance



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INTRODUCTION

The ability to write effectively is an essential skill for students in learning English, as it enables them to understand and communicate ideas through written language. Writing skills are often considered a measure of English proficiency; students who can write well in English tend to have strong overall language abilities. Moreover, writing is a crucial skill not only for academic purposes but also as a medium of self-expression (Wahyuni, Handayani, & Mantra, 2020; Cortes, 2011; Brown, 2001). Writing involves conveying information and messages in a manner that allows readers to comprehend the writer's opinions. It is a complex activity that represents both meaning and content, which can be communicated to others (Tanjung, 2019). Therefore, students' writing skill in English-related subjects is vital for both social and academic communication, as the writing process engages both physical and

mental activities to organize ideas into coherent sentences and paragraphs (Wahyuni, Handayani, & Mantra, 2020).

In junior high school, teaching writing typically begins with introducing dialogue texts, both interactional and transactional, and continues with different types of texts, such as descriptive, procedure, recount, narrative, and report texts. By the end of the semester, eighth-grade students are expected to develop and produce simple functional texts, particularly descriptive texts (Tanjung, 2019). Descriptive texts provide detailed information about the features of someone, something, or a certain place (Jaisyan, 2020). However, students often face challenges in generating and organizing ideas, translating these ideas into readable paragraphs, and developing appropriate vocabulary. Teachers play a critical role in supporting students to overcome these difficulties by implementing effective teaching strategies that are easily understood and applied in the classroom (Alawi, 2011; Rosaliana, 2014). Using media in teaching writing can further assist students in writing effectively, aligning with the characteristics of millennial learners in the technological era (Suparman, 2016; Emiliya Hidayat & Dzulfiqar Praseno, 2021; Asih, 2022).

One strategy that has proven effective in improving students' writing skills is the estafet writing strategy. This approach involves students actively writing in turns, either in series or collaboratively, to construct a complete paragraph (Yulianawati, 2019; Sahitna, 2019). Estafet writing encourages students to consider previous sentences, which facilitates the development of coherent paragraphs and helps overcome difficulties in organizing ideas and expanding vocabulary (Rusman, 2013; Ariyani, 2015). Studies have shown that estafet writing enhances student engagement and writing performance, especially when applied in procedures and descriptive texts (Yulianawati, 2019). Nevertheless, challenges remain, such as limited time for each turn and difficulties in generating ideas while waiting, which can result in a noisy learning environment and less focused students.

To address these challenges, this study integrates the Padlet application as a visual and collaborative media to complement the estafet writing strategy. Padlet allows students to post images, videos, and text collaboratively, enabling them to organize and share ideas effectively while waiting for their turn to write (Fuchs, 2014; Fister & Green, 2016). By combining Padlet with estafet writing, students can remain engaged, focus on generating ideas, and improve their descriptive writing skills in a more interactive and calm learning environment. This research aims to examine the effectiveness of the estafet writing strategy using the Padlet application on students' writing skills, particularly in writing descriptive texts at the junior high school level.

METHOD

Research Design

This study applied a quasi-experimental research design to investigate the effect of the estafet writing strategy using the Padlet application on students' writing skills. Quasi-experimental research is characterized by the lack of randomization in group assignment, allowing researchers to examine causal relationships in natural settings (Donald, 2010). Quantitative methods were employed to collect structured and numerically analyzable data, which enables scientific evaluation of the treatment's effect (Matthews & Ross, 2010). Experimental research assumes that interventions directly influence outcomes, making it suitable for examining the effectiveness of teaching strategies in educational contexts (Davis, 2004). In this study, a one-group pretest-posttest design was used, where the effects of the treatment were measured by the difference between pretest and posttest scores, as illustrated by Wijaya Aris (2016).

Population and Sample

The population of this study consisted of all eighth-grade students at a junior high school during the odd semester of the 2023/2024 academic year, totaling approximately 60 students (Ridwan in Buchari Alma, 2015). Two classes, VIII-A and VIII-B, were purposively selected as the experimental and control groups, respectively, each comprising 30 students. Purposive sampling was chosen because it efficiently selects groups that meet the study criteria and allows researchers to focus on students who require instructional support (Sugiyono, 2016).

Data Collection

Data were collected through pretests and posttests to evaluate students' writing skills before and after the treatment. The pretest assessed students' initial writing ability in descriptive text, while the posttest measured improvements following the intervention. The experimental group received the estafet writing strategy using Padlet across four meetings, while the control group followed conventional teaching methods. All tests were analyzed for normality, homogeneity, and overall writing performance using SPSS.

Research Instrument

The primary research instrument was a written test designed to measure students' descriptive writing skills (Arikunto, 2006). Both pretests and posttests were utilized, with content validity verified against the English curriculum and syllabus. Expert validation was conducted to ensure appropriateness, followed by reliability testing using inter-rater reliability and Cronbach's Alpha, with a reliability coefficient of 0.602, indicating high reliability (Brown, 2004; Safina, 2018).

Scoring Procedure

Students' writing was evaluated across five aspects: generic features (vocabulary and verbs), mechanics (punctuation and capitalization), organization, content, and grammar, each weighted according to importance (Wijaya Aris, 2016). Scores were then classified into five levels: Excellent (81–100), Good (61–80), Average (41–60), Fair (21–40), and Poor (0–20).

Data Analysis

Statistical analysis was conducted using independent-samples t-tests to compare pretest and posttest scores between experimental and control groups. Prior to t-tests, normality and homogeneity were checked using Kolmogorov-Smirnov, Shapiro-Wilk, and Levene's tests via SPSS. When parametric assumptions were not met, the non-parametric Mann-Whitney U test was applied as an alternative to determine differences between groups ($\alpha = 0.05$) (Safina, 2018).

Research Procedure and Schedule

The study followed a structured procedure: obtaining school permission, administering pretests, delivering treatments over two meetings per group, and conducting posttests. The intervention included estafet writing using Padlet for the experimental group, while the control group followed conventional methods. A total of six meetings were scheduled to complete data collection, treatment, and assessment.

RESULTS AND DISCUSSION

Description of the Data

This research was conducted on two 8th-grade classes at YPI Nasrul Umam School. Class VIII A served as the experimental group, while Class VIII B served as the control group. The experimental group applied the *estafet writing* strategy using the Padlet application, whereas the control group was taught using conventional methods. Data were collected through pre-tests and post-tests to measure students' writing ability before and after the treatment.

Pre-Test Results

Before the treatment, both groups were given a pre-test to assess their initial writing skills. The experimental group had an average pre-test score of 46.30, while the control group had an average of 46.73, indicating that both groups had similar initial writing abilities. Details of the pre-test scores can be seen in Table 1 Pre-Test Results of Experimental and Control Groups.

Table 1 Pre-Test Results of Experimental and Control Groups.

No	Experiment class	Control class		
1	E1	43	C1	35
2	E2	35	C2	48
3	E3	45	C3	43
4	E4	53	C4	47
5	E5	57	C5	53
6	E6	43	C6	57
7	E7	33	C7	48

8	E8	47	C8	37
9	E9	43	C9	48
10	E10	47	C10	40
11	E11	47	C11	53
12	E12	45	C12	45
13	E13	48	C13	45
14	E14	63	C14	53
15	E15	50	C15	57
16	E16	53	C16	43
17	E17	43	C17	33
18	E18	43	C18	47
19	E19	35	C19	43
20	E20	47	C20	47
21	E21	53	C21	45
22	E22	35	C22	48
23	E23	48	C23	63
24	E24	43	C24	50
25	E25	47	C25	53
26	E26	53	C26	43
27	E27	57	C27	43
28	E28	48	C28	35
29	E29	37	C29	47
30	E30	48	C30	53
Σ		1282	Σ	1256
Mean		46.30	Mean	46.73

Implementation of the Learning Process

The first learning meeting was held on 19 December 2023 for class VIII A as the experimental group and VIII B as the control group. In the experimental group, the teacher began by checking attendance and leading a prayer, then asked students about differences and special characteristics of people, followed by an explanation of learning objectives, methods, and descriptive text material. Students observed examples and identified text structures, then created descriptive paragraphs using the estafet writing strategy via the Padlet application, writing in turns within their groups of six. After completing the activity, each group presented their work, received feedback, and engaged in discussion to clarify difficulties, followed by reinforcement, motivation, and rewards. In the control group, the lesson followed a similar flow, but students wrote their paragraphs collaboratively on paper according to the picture provided and the teacher's instructions, rather than using Padlet, before presenting and receiving feedback.

The second meeting, held on 20 December 2023, continued with similar procedures. The experimental group reviewed descriptive texts and structures, then applied estafet writing via Padlet, allowing students to write sentences in turns according to their group order and pictures obtained. Students presented their work and received feedback and reinforcement. The control group also reviewed text structures and created descriptive paragraphs collaboratively on paper, presented their results, and received feedback and encouragement.

The third meeting, conducted on 2 December 2023, focused on types of descriptive text. The experimental group repeated the estafet writing activity on Padlet, writing in turns and presenting their paragraphs for feedback, while the control group continued collaborative writing on paper, followed by presentations and reinforcement. Both groups received motivation and clarification of material as needed.

The fourth meeting, held on 5 December 2023, emphasized applying estafet writing using Padlet in the experimental group, with students describing friends and writing paragraphs in turns according to group pictures. The control group described images and wrote collaboratively on paper. After all groups finished, presentations, feedback, reinforcement, and encouragement were conducted in both classes. Across all meetings, the experimental group experienced digital collaborative writing via Padlet, while

the control group followed conventional paper-based methods, with both groups actively engaging in discussion, presentation, and review of descriptive text learning.

Post-Test Results

After the treatment, a post-test was conducted to evaluate students' writing skills. The experimental group achieved an average score of 79.57, while the control group had an average score of 74.54. This indicates that writing ability improved in both groups, with the experimental group showing a greater improvement. Details can be seen in Table 2 Post-Test Results of Experimental and Control Groups.

Table 2. Post-Test Results of Experimental and Control Groups

No	Experiment class	Control class
1	E1	85
2	E2	95
3	E3	85
4	E4	95
5	E5	90
6	E6	80
7	E7	90
8	E8	90
9	E9	88
10	E10	80
11	E11	87
12	E12	83
13	E13	75
14	E14	73
15	E15	95
16	E16	83
17	E17	68
18	E18	80
19	E19	88
20	E20	70
21	E21	85
22	E22	88
23	E23	93
24	E24	90
25	E25	90
26	E26	93
27	E27	88
28	E28	83
29	E29	78
30	E30	90
Σ	1624	Σ 1431
Mean	79.57	Mean 74.54

Statistical Analysis

Before conducting further analysis, normality and homogeneity tests were performed. The Kolmogorov-Smirnov and Shapiro-Wilk tests showed that the data were normally distributed (sig > 0.05). Homogeneity testing indicated that the two groups had homogeneous data (sig > 0.05). An independent *t-test* on the post-test scores revealed a significance value greater than 0.05, showing a significant difference between the experimental and control groups' writing abilities.

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Result laerning writing	experiment class (estafet writingusing padlet)	30	46.7333	6.87792	1.25573
	control class (conventional)	30	46.3000	7.02287	1.28219

Independent Samples Test

Picture 1. Independent Samples Test

Discussion

This research discusses to determine the effect of estafet writing using the Padlet application on students' writing skills in descriptive text of eighth grade students. The purpose of this research is to determine the effect of the estafet writing strategy using the Padlet application on students' descriptive text writing skills. This researcher wants to know whether there is an influence of the estafet writing strategy using the Padlet application on students' descriptive text writing skills between the experimental group and the control group. The researcher chose the estafet writing strategy research combined with the Padlet application. because it used the estafet writing strategy, especially in writing descriptive text, students can help students in generate and organize ideas for writing a paragraph, easily translate these ideas into a readable paragraph, and easily develop vocabulary into a paragraph. because of this strategy uses the group method so students can discuss or exchange opinions. Based of the previous study by (Sahitna 2019). Estafet writing is a kind of teaching strategy used by teacher to help the students participate actively by expressing one's idea after another continuously based on the topic given. Students are required to look at the previous sentence to move on to the next essay, this can help students with difficulties translating these ideas into readable paragraph because can connect sentence more easily to become complete a paragraph. And By Syatariah (2013) stated that estafet writing is one form successful techniques that can increase student motivation to develop their imagination to write texts and increase students' courage in start their imagination to write text. Thus, students will be motivated to learn to write texts through estafet writing and it will also have a positive impact on students' writing skills. And theory from A study conducted by Yulianawati (2019) was done to examine the use of estafet writing to improve student skill in writing principally in the procedure text of student junior high school. The result was estafet writing strategy can be implemented to boost the writing skill it. Since the outcome result is better than using conventional ways.in this researched write procedural texts will be more effective by using estafet because writing will make the learning atmosphere funnier and less boring, also estafet writing will make students free to express their ideas in a text.

But in this strategy still had difficulty expressing their imagination because they were only given a clue or topic when applied the estafet writing strategy and each student who wrote was given a time limit for writing so that students were in a rush, making the learning atmosphere tend to be noisy. In addition students who are waiting for their turn cannot see what their friends are writing so they cannot think of ideas for to write.the problem is condition in waiting time and limite thinking the idea when do the estafet writing.

To overcome this problem, researchers combined it with application technology, namely Padlet To implement this method,teachers should find suitable application that can be used in learning. To keep up with modern times, and follow the millennial generation, researchers will combine the estafet writing strategy by using applications. In the Padlet feature, teachers can enter the picture and can create writing groups that will be used in the estefet writing strategy. As According to (Suprijono 2015), the Picture and picture (PP) method is a teaching method that uses media pictures and pairs or sort the pictures into a logical order. only padlet can be suitable combined with the estefet writing strategy especially writing descriptive text . as theory from Lestari (2017) the result of this research is proved through Padlet application can improve students writing ability. Students admit that Padlet make them easy to explore their ideas and collaborate with their friends. They interest because they could upload video, picture, or recording suitable with the topic.

According to Fister and Green (2016), Padlet allows the teacher and the students to communicate, discuss, and post depend on classroom purposes. Although the platform facilitates to post something in and can be seen everyone, it has a secure feature which can protect from unknown people to join the

group so, the lecturers and the students only can connect the group and The features only focus on assisting writing practice because the students need a lot of practice to mastery writing skills. so it can also help the problem in estafet writing strategy is waiting time, students can think about what ideas to write while waiting for their turn, because students are able to organize and work together by uploading their ideas relate with the picture, which other students in the class can read also because use application padlet where students hold their respective smartphones which are used for the Padlet application. Therefore students will be more focused and will make the atmosphere calmer even though the teacher gives time in the process of implementing estafet writing strategy. so by looking at these theories, this research combines estafet writing strategies using the Padlet application can have an influence on students' writing skills especially in writing descriptive text.

CONCLUSION

In this chapter the researcher wants to conclude the research results, and wants to provide suggestions to readers, especially students and teachers regarding the results of this research. Researchers hope that it will be useful for readers to improve the quality of English language teaching.

Based on the research results, it can be assumed that the use of the estafet writing strategy using the Padlet application can effect to improve students' writing skills, especially in writing descriptive texts. estafet writing strategy using padlet is give positive effect application in teaching writing in descriptive text which easier students in generating and organizing ideas to write a paragraph, translating these ideas into readable a paragraph, and developing vocabulary into a paragraph. Because student more focus on the lesson and students enjoy learning activities more and don't get bored quickly which makes students lazy in learning Therefore, the existence of this teaching technique can be used to improve students' writing skills.

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