

**USING PADLET TO TEACH ANALYTICAL EXPOSITION TEXT IN A
SENIOR HIGH SCHOOL**

A Best Practice Report

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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APPROVAL SHEET

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SENIOR HIGH SCHOOL**

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, August 05th, 2022



Muhammad Fauzi Abdillah



MOTTO

“Do not engage your heart in grief over the past, or you would not be ready for what is coming.”

"If you are afraid of something, throw yourself into it, because the feeling of great fear is stronger than the thing you fear."

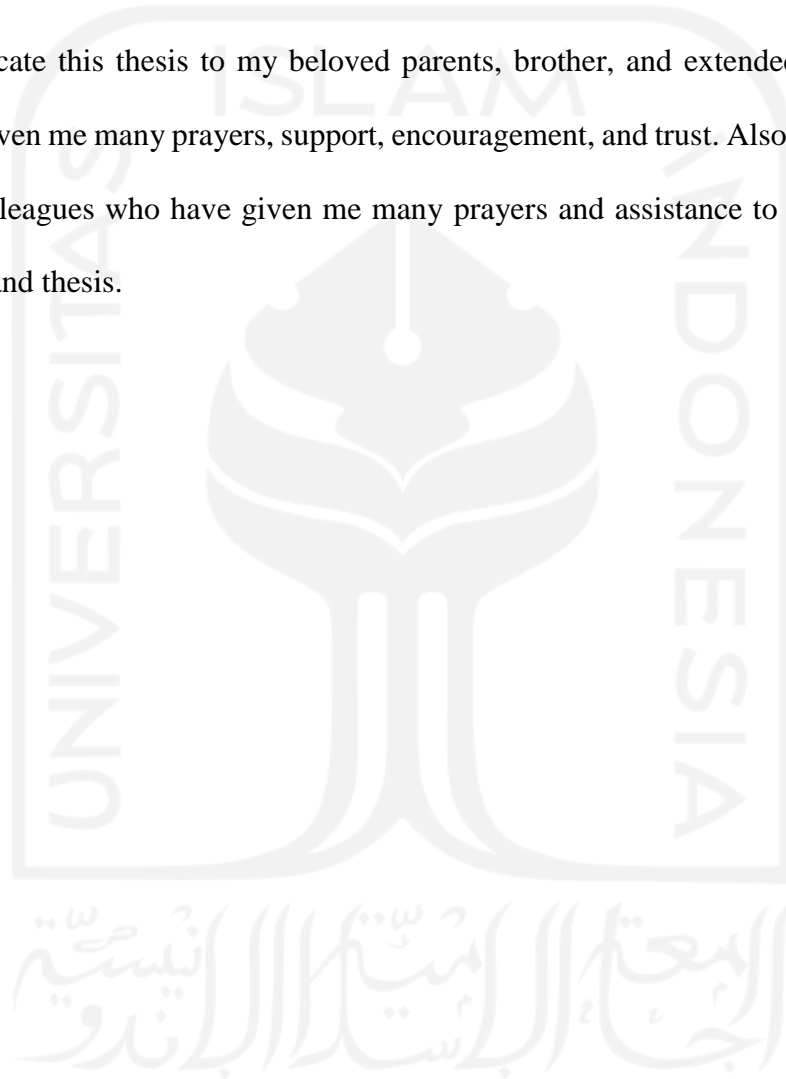
"Whoever relies on the goodness of Allah's choice for him, he will not dream of anything other than the circumstances that Allah has chosen for him. This is the limit of always being pleased with all the provisions of destiny in all circumstances that Allah has imposed on His servants."

-Ali bin Abi Thalib-

الجمعة المباركة
الاستاذ الاندوني

DEDICATION

In the name of Allah. I dedicate this thesis to myself who have believed in His decrees so that I can stand up when I fall and get up when dreaming and realize that dreams must be realized with hard work and sacrifice. Of course, I also want to dedicate this thesis to my beloved parents, brother, and extended family who have given me many prayers, support, encouragement, and trust. Also to my friends and colleagues who have given me many prayers and assistance to complete this report and thesis.



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I realize that I cannot complete this thesis without the aid of others. Many people have helped me during the writing of this final project and it would be impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation to all persons until this thesis can be finished. Using Padlet to Teach Analytical Exposition Text in A Senior High School is a thesis for readers who want to know the use of Padlet in teaching the material of analytical exposition text in a senior high school. Therefore, I would like to extend my appreciation to all of them, especially to:

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11. All relatives, buddies, and friends that I do not mention here, thank you for the support, help, and prayers.

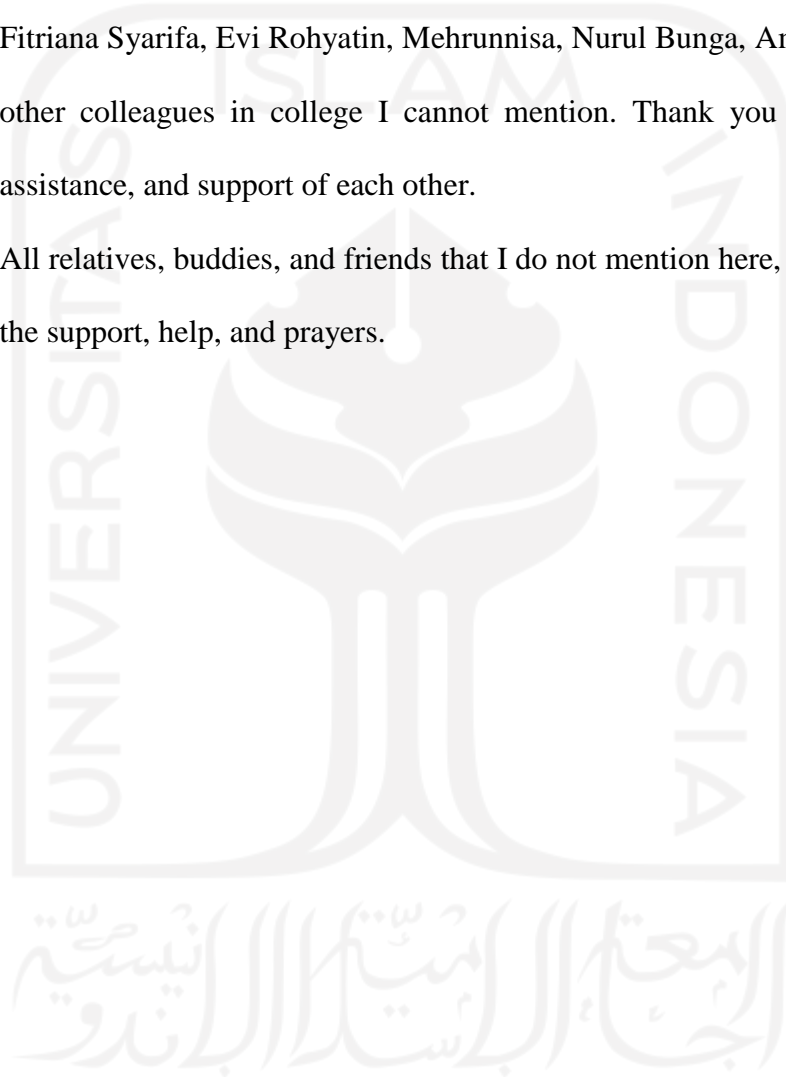


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ABSTRACT

This classroom best practice report describes how a pre-service English teacher use Padlet to teach analytical exposition text material in a senior high school. Thus, the analytical exposition text is an adapted material from an English textbook used that consist of argumentative writings. Padlet can be an alternative to learning English because it provides facilities that can become learning media so that it can make the learning process more creative and interesting. In addition, Padlet provides a new experience for the students in learning. Padlet can be used to present teaching material, brainstorming, take the class attendance, and submit assignments in teaching analytical exposition text. Based on the limited observation, the students feel that learning using Padlet is a new experience for them where learning can be more interesting and certainly easier.

Keywords: Analytical exposition text, Learning media, Padlet



CHAPTER I

INTRODUCTION

1.1 Background of the Teaching Practice

This classroom best practice report was conducted in one of the senior high schools in Yogyakarta, Indonesia. This program was part of the internship programs that conducted for 45 days. According to the school's official website, there were 54 teachers and 34 staffs at the school. As for the English teacher, there were 4 people consisting of 1 male English teacher and 3 female English teachers. There were three classes of XI level majoring in science and the number of students from all classes were 82 students consisting of 41 male students and 41 female students with an average of 27 students for each class. When I observed the teacher's learning, I realized that many students were interested in learning English, and not a few of them were also not interested in the process of studying. When I observed this class for the first time, the teacher only used PPT to deliver the material. So that, according to the material that I got to be taught in the class under the guidance of my supervisor, I intended to use a platform that could help students had a learning process more interesting and the material would be more appropriate when it is collaborated with the platform used.

From the data observation, I concluded that the English teacher did not implement such platform to improve and develop learning methods to make learning more interesting. Therefore, in filling the gap, I tried to apply Padlet in teaching Analytical Exposition Text material for grade 11 high school. Also, this

report is intended to find out how far the role of effectiveness and flexibility is given by Padlet in teaching material that requires students to argue and write their arguments on the platform.

1.2 Consideration of Using Padlet-based Activities

Padlet is a suitable platform for students' learning needs. I chose Padlet as an application in the class because as the study from Zhi & Su (2016) it was found that Padlet was easy to use (automatic, can save work), instant collaboration (information can be easily found), multimedia (not only can put files but can also link to websites, pictures, media, music, etc.), privacy (owner can manage public or private access and decide who has permission to change access), mobile (can be used on various devices, however, anywhere and anytime), fun (users especially teachers or students can create Padlet as attractive as possible).

Padlet can be an effective and joyful medium for students in teaching (Algraini, 2014). However, the effectiveness of Padlet depends on the role of the teacher in mastering the Padlet. Related to analytical exposition text material, students can share and exchange educational information with various features created by them self so that it can provide a joyful environment for students. Thus, the implementation of Padlet in teaching and learning can adequate for not only the material being taught but also for develop students' creative abilities.

CHAPTER II

CONSTRUCT

2.1 Teaching Analytical Exposition Text in Secondary Schools in

Indonesia

Analytical exposition text is one of the genre text that becomes a material in language subjects in almost all Indonesian schools, especially in senior high schools. Analytical exposition text learns a person's point of view about an information. Untoro (2016) stated that in analytical exposition text, the topics are usually related to the important problems that occur and need to be discussed. Moreover, Katrini & Farikah (2015) established that an information, idea or issue that can persuade readers or listeners so that it can become information is a presentation of analytical exposition text.

Many researches on analytical exposition text have been carried out. The ability of students to write analytical exposition text with the application and approach with different methods and techniques are often the object of the research (Irwan et al., 2018; Katrini & Farikah, 2015; Untoro, 2016). However, in this report, students will learn about definition, social function, generic structure, language features, examples and make an outline of analytical exposition text. The learning was integrated with Padlet-based activities which are presented in several teaching stages.

2.2 Padlet-Based Activities in Teaching English

Zhi and Su (2016) stated that Padlet is a paper on the internet where you can write whatever is on your mind on it. Algraini (2014) reinforced that in Padlet the people can discuss or debate certain topics and can be expressed in multimedia form easily and freely. From Padlet description, it is explained that anyone can say anything, express freely, and write it down on visual paper.

Zhi & Su (2016) said that Padlet can be used by the Instructors so that participants can play an active rather than passive role in learning, among others; The first, Brainstorming, Padlet is a suitable tool to do this because students would find it easier to write down their thoughts or opinions. The second, Evaluating the Lessons, this activity is a reflection of the learning that has been done. The third, Collaborative Homework, each student could post each of their findings consisted of a link, image, or video, and write them on the wall. The fourth, Class Resources, all of student post the form of links, images, videos, or text that they posted on the wall which directly visible from their classmates, this is a way to collect resources so that students could study together with the open accessed resources itself. The fifth, ask for Suggestions or Ideas, in addition to the specified community, anyone could express opinions or provide feedback on the wall, every opinion, and feedback submitted, they show a different point of view depending on someone's assessment. Therefore, to minimize unexpected events, we could moderate posts so that we could manage them before publishing the assessment or feedback post. The last, Research Resource Gathering, the students can create individual Padlet to hold ideas, sources, etc., so they would not lose the notes.

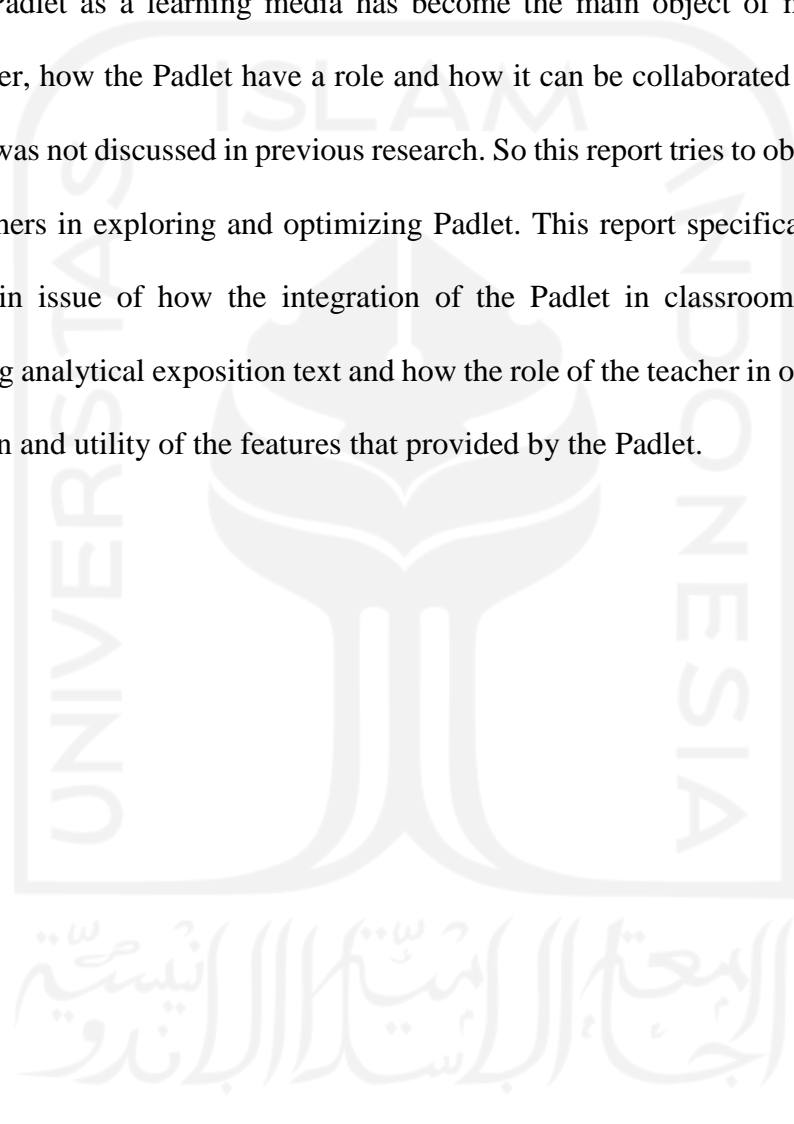
Saepuloh and Salsabila (2020) revealed that the use of Padlet that are integrated into classroom activities is highly dependent on the user's ability to explore and optimize their functions and utilize. Padlet can also act as platform or bridge that can complement classroom activities if the teacher and students can use and have the ability about the information of Padlet (Zhi & Su, 2016). Therefore, the understanding of Padlet and the user's ability are a major role in the successful use of Padlet in learning.

The application of Padlet as a learning media in teaching and learning material about the text genre has been widely studied by researchers for example:

- 1) The effectiveness of using Padlet in teaching writing descriptive text (Taufikurohman, 2018). The study concluded that the use of Padlet can provide a significant difference to students in writing skills between learning using and not using Padlet and has an influence in developing students' writing descriptive text skills.
- 2) Using Padlet to increase the students' procedure text writing achievement (Fadhilawati et al., 2020). The study concluded that Padlet can significantly improve students' writing achievement and positive assessment of learning procedure text using Padlet.
- 3) The use of Padlet application to improve students' writing skill (Firnanda and Anugerahwati, 2021). The study concluded that Padlet were considered effective and could improve students' ability in writing narrative texts which consisted of four aspects, namely organization, elaboration, grammar and mechanics.
- 4) The teaching of writing recount texts by utilizing Padlet (Saepuloh & Salsabila, 2020). The study concluded that the use of Padlet as a

learning media is very dependent on the users and there are differences in knowledge of students before and after learning using Padlet.

Research on students' writing skills and knowledge of the material taught using Padlet as a learning media has become the main object of many studies. However, how the Padlet have a role and how it can be collaborated as a learning media was not discussed in previous research. So this report tries to observe the role of teachers in exploring and optimizing Padlet. This report specifically discusses the main issue of how the integration of the Padlet in classroom activities in teaching analytical exposition text and how the role of the teacher in optimizing the function and utility of the features that provided by the Padlet.



CHAPTER III

IMPLEMENTATION

3.1 TEACHING PREPARATION

Due to the covid-19 pandemic, it had made the school where I was teaching applying two learning methods, there were online learning and blended learning. In these two learning methods, online learning using “google meet” was the main learning media for achieving learning.

Before teaching, I had made some preparations, including observing the right media with the concerned of effectiveness and designing Padlet. Thus, Padlet as a platform that is illustrated as an “online whiteboard” becomes an E-learning that is easy to use, multifunctional and flexible in learning atmosphere both for the student and the teacher, especially in the analytical exposition text material.

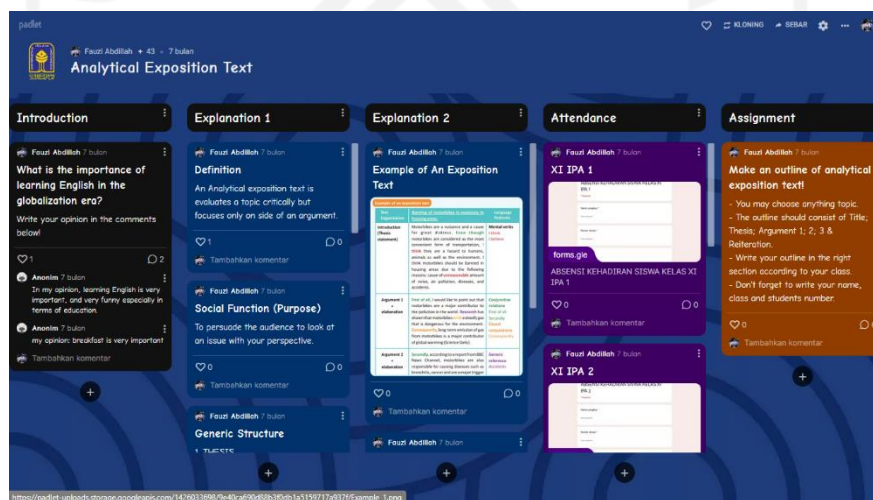
For the material taught, the source of the analytical exposition text material is taken from the English Book of SMA/MA/SMK/MAK Class 11 Ministry of Education and Culture 2017. The material contains definitions, social function (purpose), generic structure, language features, and example of analytical exposition text. After that, the material is arranged into the designed Padlet template.

Example of an exposition text		
Text Organization	Banning of motorbikes is necessary in housing areas.	Language Features
Introduction (Thesis statement)	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	Mental verbs I think I believe
Argument 1 + elaboration	First of all , I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	Conjunctive relations First of all Secondly Causal conjunctions Consequently
Argument 2 + elaboration	Secondly , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	Generic reference Accidents
		of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).
Argument 3 + elaboration	Furthermore , motorbikes create so much noise. There is "vroom vroom" noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging . The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).	Children Parents Expert opinion Expert Research show
Argument 4 + elaboration	Finally , motorbikes are responsible for horrible accidents . In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).	Present tense Are responsible Go so fast Are known
Conclusion (Reiteration of thesis statement)	In conclusion , from the arguments above, I strongly believe that motorbikes should be banned from housing areas.	

Table 4.1 The example and structure of an exposition text

Picture 3. 1 Example of Analytical Exposition Text

In the template that had been designed, there was a link that connected to Padlet so the students could access Padlet's features such as Introduction column, Attendance Column, etc.



Picture 3. 2 Padlet Template

The function of each column in Padlet templates are:

1. Introduction Column

The column was designed the questions that function as brainstorming for students to express and write their arguments regarding the answers to a questionable topic.

2. The Explanation Columns 1 and 2

The column was served as a substitute for book resources to explain the material that would be taught. Therefore, students did not need to open other book resource or searching the materials on their browser.

3. Attendance Column

The column was designed as a copied link from the Google form. Before copying the google form into Padlet, the teacher had made the google form attendance. So for the class attendance, the students directly filled the procedures that had been designated as class attendance and designed it easy to use for the teacher, so it did not have to call students one by one. Moreover, this column would save time in teaching because it was faster than the learning conventional used.

4. Assignment Column

In writing opinions, explaining the material, and collecting student's names in the attendance, Padlet could be a cloud space where the students submitted their assignments that had been given by the teacher. In the Assignment Column, it consisted of several columns including the whole classes that I was teaching. To

make it easier to check and grade when students submitted their assignments. Thus, these collected assignments had been neatly and autonomously arranged to the class that I was teaching.

During the next stage of teaching preparation, the teacher gave a copy of Padlet link to students, then gave some verbal rules that would be applied in every lesson both when learning online methods and blended learning. The rules that were applied included:

- Do not leave the G-meet without permission
- Be active

The rules had a purpose to make the class more conducive, especially in analytical exposition text material where each student had to play an active role to share their arguments and when students had to answer the questions from the material that the teacher had explained before.

The positive reactions from the students in the brainstorming session and the answered questions from the material became a benchmark for students' obedience to the rules especially when students asked for permission to leave the g-meet, and to ask permission to do things that are outside of the student's control (e.g. going to the toilet or changing their device).

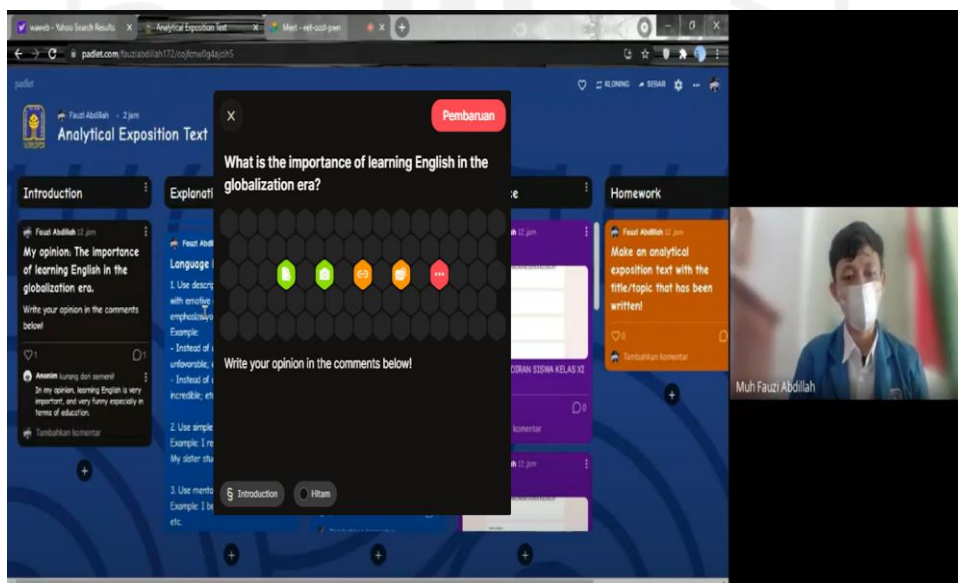
3.2. TEACHING DELIVERY

Padlet was applied in several stages in teaching analytical exposition text, these stages were:

Table 3. 1
Padlet Usage in Two Meetings

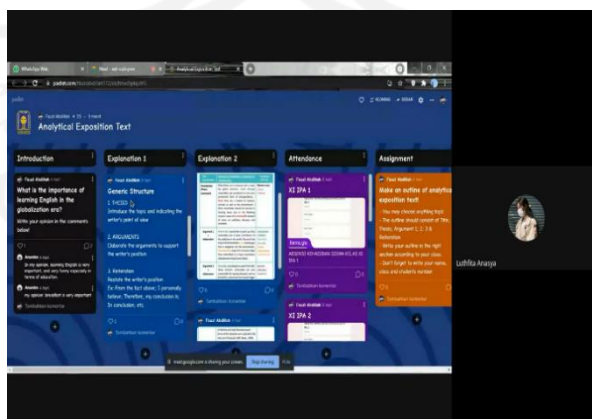
Teaching Stages	Description	
	Meeting 1	Meeting 2
Warm-up	-	Padlet was used in the warm-up stage. I asked several students about the material that had been taught at the previous meeting. Students who did not remember the previous material looked back at the material in Padlet.
Presentation	Padlet was used in the warm-up stage. I asked several students about the material that had been taught at the previous meeting. Students who did not remember the previous material looked back at the material in Padlet.	-
Practice	Padlet was used in the practice stage. The teacher conducted a question session with students regarding the analytical exposition text material in the explanation 1 column which has been explained.	Padlet was used in the practice stage. The teacher conducted a question session with students regarding the overall analytical exposition text material (explanation columns 1 and 2) which has been explained.
Production	-	Padlet was used in the production stage. The teacher gave assignments to students to make an outline with a free theme regarding analytical exposition text, then students submitted the assignment in the assignment column.

In the learning activities using Padlet for the analytical exposition text material, at the first meeting was brainstorming with students in the introduction column. In this activity, students read the questions and assumed about the arguments that would be the answers to the questions that the teacher had given. The teacher gave approximately five minutes for students to search or find their arguments, after that students wrote their arguments into the columns provided by the teacher using English. During this brainstorming session, both when learning using online and blended learning methods, most of the students shared their arguments using their mother tongue without writing down their arguments as instructed by the teacher. This case appeared because they had revealed that the lack of mastering English language was their main reason. So that students did not feel confident enough when they wrote their arguments using English in the provided column. Those students who write their arguments in the comments columns using English were students who had better skills in the English language.

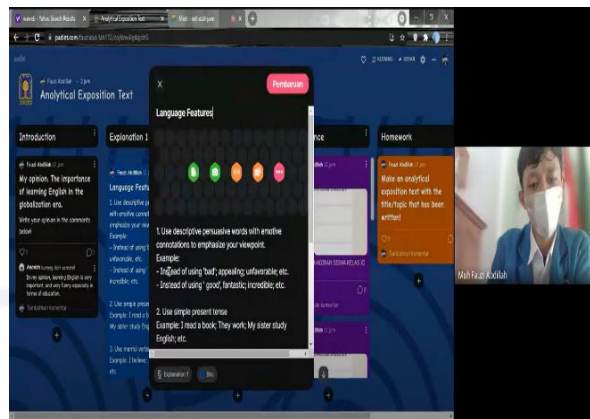


Picture 3.3 Presentation Activities

The second activity carried out in the first meeting was an explanation of the analytical exposition text material. In this activity students were focused on the introduction column one. In this activity, the teacher focused to explain the material about Analytical exposition text. After the explanation session the material was carried out, as a closing session in the learning in this first meeting, the teacher tried to ask students about the material, this session aimed to test the comprehension to which materials that students catch the lesson up while the learning process. When the students were asked to answer the questions about the material that had been explained, there were several different responses from students who asked questions. The students could answer briefly, concisely, and clearly using English. Also, the students could answer the questions by looking at Padlet column with stammering readings. Moreover, there were students who could not answer the questions about the material even though when they have a chance to look at the material in Padlet, the students said that to open Padlet need a long time because the device students was inadequate.



Picture 3. 4 Practice Activities

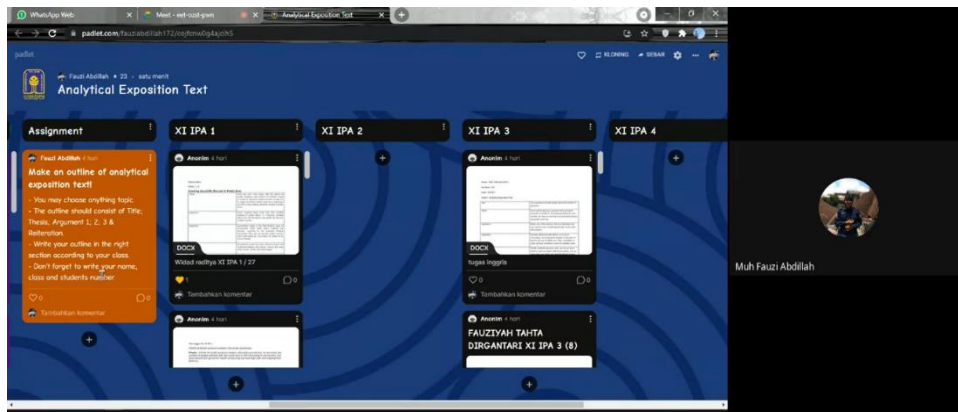


Picture 3. 5 Warm-up Activities

Apperception was the first step in the second meeting. The teacher tried to summarize a few materials that the teacher had taught in the previous meeting to know the readiness of students in learning and remembering the material that had been studied before.

In the second meeting, showing that students understand the analytical exposition text was the target of this meeting. So, in the learning process, the focus was on two introduction columns that had an explanation of examples for the analytical exposition texts. So that at the end of the lesson, the students would be given homework to make an outline of analytical exposition text.

During their homework progress, if the students directly write in Padlet it will take up too much space. Thus, the teacher asked the students to do the homework task in their Ms. Word. After that, the students were instructed to submit the file into Padlet column that had been provided according to their respective classes.



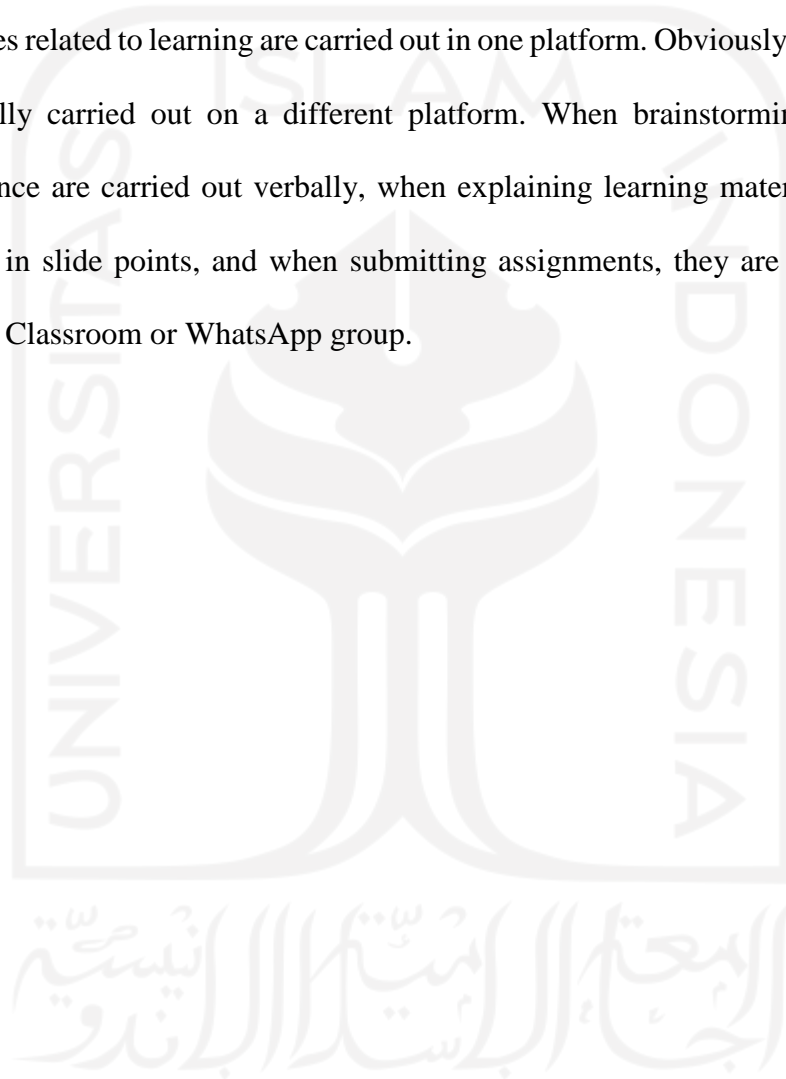
Picture 3. 6 Production Activities

3.3 POST-TEACHING EVALUATION

In learning process consisted of two methods, internet connections and mobile devices were the main priority as a need for continuous learning. The result appeared that there were some students who could not access Padlet due to unsupported mobile devices which contributed to the slow progress of being loaded by Padlet, and also the internet which made the students logged off automatically from the ongoing Zoom meeting. Therefore, a network connection and a capable mobile device were the main points that should be considered in using Padlet for teaching, in this case was teaching an analytical exposition text.

However, Padlet is still considered capable of providing effectiveness and flexibility in teaching and learning analytical exposition text. Stannard (2015) stated that Padlet are very suitable for student activities such as brainstorming, debate or project work. The use of Padlet in this report does not only do brainstorming, but also material explanations, student attendance, and work on assignments in one platform. so that Padlet can do anything according to the needs of teachers and students in the continuity of learning.

I asked some of the students (RSG, NLR, NA, CCA) for their opinion on using Padlet. Padlet provided a new experience for the students in learning. The opinions about the material, opening learning materials, taking the class attendance, and submitting assignments be an interesting experience for students. Basically, all activities related to learning are carried out in one platform. Obviously, each activity is usually carried out on a different platform. When brainstorming and doing attendance are carried out verbally, when explaining learning materials, they are written in slide points, and when submitting assignments, they are posted to the Google Classroom or WhatsApp group.



CHAPTER IV

CONCLUSION

In this report, Padlet can be an alternative for teaching and learning English because it provides facilities where it makes the learning process more creative and interesting, especially in materials that require the students to write such as analytical exposition text. In depending of the users who are capable to explore and optimize the functionality and utility of Padlet. Padlet also give a positive impression on students where the learning seems more interesting and enjoy. However, the writer did not continue to study further the results of the teaching and learning. Therefore, further analysis is expected to provide more results from teaching and learning using Padlet with the ability of the teacher to explore and optimize Padlet in terms of its function and utility.

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