UTILIZING PADLET TO BOOST STUDENTS' READING SKILLS OF RECOUNT TEXT IN A VOCATIONAL SCHOOL

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Abstract: This research employed a quantitative research method to investigate the effectiveness of Padlet utilization in enhancing the reading skills of tenth-grade students in comprehending recount texts at a vocational school. The quantitative approach allowed for the collection of numerical data that was analyzed using statistical techniques to determine the impact of the instructional intervention. Specifically, a pre-experimental one-group pre-test and post-test design were employed, with data collected through validated and reliable tests. The statistical analysis involved the use of paired sample T-tests with SPSS 22 to compare the participants' pre-test and post-test scores. The significance level was set at $p < 0.05$ to determine the effectiveness of Padlet in boosting the reading skills of the students. Based on the result, English teachers are encouraged to incorporate the Padlet application into teaching practice to boost students' learning outcomes and improve their engagement in learning. Further study is needed to find out the efficacy of Padlet compared to other digital interactive boards such as Lino, Wakelet, Dotstorming, and others.
Keywords: *padlet application, reading skills, recount text, vocational school*

INTRODUCTION

English language learning in junior and senior high schools in Indonesia emphasizes the mastery of language skills, either productive skills which cover writing and speaking or receptive skills which cover reading and listening, that are taught and

developed in an integrated way (Wulandari & Fadhilawati, 2019; Yuliana, 2016). Moreover, Ismail, (2017) and Kaya (2015) affirmed that of those skills mentioned, reading is a pivotal skill because it is needed for acquiring knowledge, expanding vocabulary, developing critical thinking skills, engaging in diverse perspectives, and staying informed in various academic, personal, and professional contexts.

In line with the previous statements, Mikulecky & Jeffries (2004) said that reading is crucial because it may improve students' English linguistic proficiency, thinking abilities, and vocabulary, as well as the ability to obtain new information, facts, and, experiences quickly. Reading can contribute to some areas of development such as; 1) reading exposes students to a wide range of language structures, including grammar, vocabulary, and syntax. By reading regularly, students can develop linguistic proficiency and use language more effectively and appropriately; 2) reading requires active engagement to develop critical thinking skills. Through reading, students can learn how to analyze, interpret, and evaluate information, arguments, and opinions that could assist them in building ideas, opinions, and arguments; 3) reading is an excellent way to improve vocabulary, as students read, they encounter new words in context, and this exposure helps to increase their vocabulary; and 4) reading can expand the student's knowledge and comprehension to obtain new information, facts, and experiences quickly.

Despite how important reading is, most learners who are acquiring English as a foreign language have poor academic literacy, particularly in reading (Budiharso, 2015 as cited in Fadhilawati, 2015). Many students who studied English as a foreign language have trouble understanding how sentences connect and how such information is organized meaningfully, and the majority of them feel discouraged and could not focus when reading texts (Fisher, 2016). Moreover, they also had difficulty understanding the text and got problems comprehending it, because they only focus on reading the text without knowing the text's meaning, where they also struggle with the use of some synonyms for the challenging words in the text (Aisyah et al.,2021; Smith, 2012). Besides, the students have challenges understanding the content of the text because of vocabulary (Solechah, 2015; Alqy & Zuhriyah, 2023; Fadhilawati et al., 2022a). Further, the problem of the students in learning reading is deciding the main idea of a certain paragraph in a passage (Falentin, 2012).

We cannot ignore that reading is a hard task for students. Nurhadi cited in (Wanti, 2021) said that reading is a complicated process, and various internal and external factors influence the students' comprehension such as students' motivation, interest, reading habits, and others. Fisher (2016) argued that many students see reading as a frightening experience in their lives as they think that they must read the text correctly, and see the process of reading as getting the right word than enjoying the activity. As a result, they must learn it in a comfortable environment and in a fun way. Moreover, it is pivotal for them to have sufficient background knowledge about what they read, sufficient reading skills, and strong motivation to read a text or passage.

Regarding reading difficulties, students at SMK Pemuda 1 Kesamben Blitar also had low achievement in learning reading, particularly recount text. It was discovered that the student's mastery of English reading comprehension was still quite low. Based on the results of interviews on April 6th, 2022 with Mrs. A. as an English teacher, it could be concluded that students had difficulty in finding the main ideas in the text, understanding appropriate meaning, choosing an appropriate topic for the text, referencing words, finding detailed information from a reading, and drawing conclusions from a reading passage. Based on the documentation of scores related to recount text reading skills from a teacher that the researchers obtained on April 6th, 2022, it was known that the mastery of reading skills especially recount text was still low. The student's average student score was 58,75. It was less than the target of 75.00.

To boost students' reading skills which leads to their success in comprehending English text, the utilization of appropriate digital learning tools is required. The utilization of digital learning tools will enhance the students' outcomes of learning (Rachmawati et al., 2020). One of the media that the teacher can apply in this digital era for teaching reading is the Padlet application. Padlet is a digital media-like interactive wall that can be used to convey learning material easily and encourage students in learning. Padlet can facilitate teachers to post various teaching materials such as text, images, documents, videos, and so on. Then, we can share it by including it on blogs, linking to it, or uploading it to social media sites like Google+, Instagram, Facebook, and Twitter (Fadhilawati et al., 2020). Padlet is a virtual sticky notes app that is very suitable as a medium for the student to collaborate with other friends in class activities (Weller, 2013). In addition, it is free multimedia as a virtual board to fully support real-time class participation and

evaluation (Fuchs, 2014). Based on the description above, Padlet is an interactive online platform designed to facilitate language learning, specifically focusing on enhancing reading skills. It serves as a social hub where both teachers and students can engage in language learning activities enjoyably and effectively.

Padlet is suitable to be used as an alternative media for teaching reading because Padlet application has several advantages, including a) it is free and easy; b) the application is mobile; c) it facilitates students' learning; and d) it makes students more interested in learning (Masrah in Musdir, 2018). Furthermore, Septina (2015) argued that there are several benefits of using Padlet for both teachers and students. For teachers, Padlet makes it easy for teachers to check, evaluate, review, and rate their posts easily. The advantage for students is that they can do assignments anywhere. Padlet is simple, effective, and paperless, and can motivate students to do assignments because they can see their friends' posts. Padlet application also can be used by teachers for teaching any subject because of its advantages.

Several academic researchers have explored the application of Padlet in English language instruction, shedding light on its potential benefits. For instance, Fadhilawati et al., (2020) conducted collaborative classroom action research and found that Padlet improve writing learning outcomes among students at high school level. Similarly, Saepuloh and Salsabila (2020) observed that Padlet utilization has gained popularity in English language teaching circles in general. In a study by Musdir (2019), it was reported that Padlet was practically effective in enhancing the writing lear

ning results in class XI at MAN Makassar. Furthermore, Fadhilawati et al., (2022) conducted classroom action research in higher education, which revealed that the use of Padlet significantly enhanced learning outcomes in writing personal recounts. Despite those positive findings, it is worth noting that there is a limited amount of research specifically investigating the efficacy of Padlet in enhancing reading skills. Therefore, in this study, the researchers were interested to examine whether Padlet application was effective or not in boosting the students' reading skill of recount text at a vocational school.

REVIEW OF LITERATURE

Pourhosein Gilakjani & Sabouri (2016) stated that reading involves the act of extracting the intended message from a written text, which the author wishes to communicate to the reader. Furthermore, Nunan in (Fisher, 2016) argued that reading can be described as a seamless process wherein readers utilize the information presented in a text and their existing knowledge to grasp the intended meaning of the text. In essence, readers actively engage with the content, making connections between what they already know and the information provided in the text to comprehend it. Further, reading can be described as a process in which language learners actively engage with the text to comprehend its overall meaning. They do this by employing various reading strategies and skills to gain a comprehensive understanding and form a cohesive mental image of the text's content (Madolimovich, 2022).

Mastering reading skills is very useful and beneficial for students' future success. However, many students in Indonesia had difficulty learning reading skills (Solechah, 2015). The problem of the students to master reading skills are finding the main ideas in the text, understanding appropriate meaning, choosing an appropriate topic for the text, referencing words, finding detailed information from a text, and drawing conclusions from the text (Falentin, 2012).

At the high school level, students often encounter a type of text in learning reading known as a Recount text. This particular text serves the purpose of recounting past events in a sequential and organized manner. In other words, it aims to retell historical or personal events in a structured way, also allowing readers to gain a clear understanding of the sequence of events as they occurred. The material of recount texts had been introduced when the students were in junior high school but it is more developed in senior high school. Recount text can be defined as a text that presents chronological accounts of past occurrences (Cakrawati, 2018). Its primary objective is to educate and entertain readers by providing them with a captivating depiction of a sequence of past occurrences. In addition, Cholipah (2021) said that the primary objective of a recount text is to inform and engage the readers; enabling them to gain a clear understanding of the sequence of events. Its purpose lies in informing the readers about what transpired and the timeline in which these events took place. Further, recount text has three generic structures they are

orientation, events, and reorientation which are written using past form (Suryani, 2020; Fadhilawati et al., 2022).

Unfortunately, the reading skills of the students of SMK Pemuda 1 Kesamben Blitar to comprehend English materials, especially on the topic of recount text, is not as a good as it is expected because of some reasons such as lack of interesting media and lack of practice. Regarding the problem above, the researchers wanted to enhance the student's reading achievement as well as to know whether the Padlet application was effective in enhancing students' reading achievement. Padlet is a platform that has some significant benefits and can be used to create interactive virtual walls for learning on almost every web device. Additionally, in Padlet "Wall", we can upload documents and multimedia files. It is employed to carry out easy tasks. This platform is ideal for encouraging student collaboration (Weller, 2013). It can be accessed freely by the users and supports the students' engagement to take part in-class activities as well as provides real-time assessment (Fuchs, 2014).

METHOD

The researchers employed a quantitative research method in which the data collected in this research was numerical. The research utilized pre-experimental research by one-group pretest-posttest. This type of experimental study involves a single group of participants without a comparison group. The design allows for the measurement of variables before and after the intervention to assess any changes or effects within the group (Hardianto & Baharudin, 2019). The research was conducted at SMK I Pemuda Kesamben Blitar because of the recommendation from Mr. SP and permission from Headmaster. Moreover, the school provides a laboratory to support the implementation of digital tools in the teaching-learning process and allows the students to bring handphones into the classroom.

Furthermore, based on the recommendation of the vice principal of the curriculum, the researchers took class X-A because the class got the lowest reading recount text achievement among the other classes. In this case, the students of X-A had difficulties in finding the main ideas in the text, understanding appropriate meaning, choosing the appropriate topic for the text, referencing words, finding detailed information from a reading text, and drawing conclusions from a reading text. The

research process consisted of three key stages: the initial assessment (pre-test), the implementation of the intervention or treatment, and the subsequent evaluation. In other words, the researchers followed a sequence that involved conducting an initial measurement, administering the treatment, and then measuring the outcomes again to observe any changes or effects.

To collect data, the researchers administered a pre-test on June 12, 2022. According to Sudijono in Effendy (2016), a pre-test is an assessment used to evaluate students' understanding of the subject matter before any instructional intervention. For the pre-test, the researchers distributed reading tests that covered five reading texts about personal recounts. The titles of the texts were as follows: 1) "My First Solo Travel Adventure," 2) "My Bad Day," 3) "My Internship Experience at a Graphic Design Studio," 4) "My First Experience Participating in the Inter-School Basketball Championship," and 5) "My First Flight". Each reading text had 10 multiple-choice items, totaling 50 items in the test. The purpose was to assess students' comprehension and their ability to find the main ideas in the text, understand appropriate meanings, choose appropriate topics, reference words, find detailed information, and conclude the reading texts. The students were allotted 120 minutes to complete the test. Each item in the test carried a maximum score of 20. Therefore, if the students answered all the questions correctly, they would achieve a total score of 100 (20 multiplied by 50).

Furthermore, on July 27, 2022, the researchers conducted a post-test. As stated by Sudijono in Effendy (2016), a post-test is used to assess whether learners have successfully acquired the knowledge and skills taught during the intervention or not. In this case, the post-test aimed to measure the student's learning outcomes in reading personal recount texts after they were given instruction. Before administering the actual post-test, the researchers administered another set of reading tests that covered five different personal recount texts. The titles of the texts used in the post-test were: 1) "My First Bali Trip," 2) "My Lucky Day," 3) "My Internship Experience at Mayangkara FM," 4) "My First Experience Participating in the Football Competition," and 5) "My First Drive." Similar to the pre-test, each reading text had 10 multiple-choice items, resulting in a total of 50 items. The purpose was to assess students' comprehension and their ability to apply reading skills, particularly in finding the main ideas, understanding appropriate meanings, choosing appropriate topics, referencing words, finding detailed information,

and drawing conclusions from the reading texts. The students were all allotted 120 minutes to complete the test. Each item in the test carried a maximum score of 20. Therefore, if the students answered all the questions correctly, they would achieve a total score of 100.

To assess the test's reliability and validity, the try-out test was conducted on June 11, 2022. The try-out test was administered to a group of students at the same academic level as the participants. The purpose was to ensure the quality and consistency of the test items, which were identical to those used in the pre-test. Overall, the researchers employed a pre-test and post-test design to measure the student's progress in reading personal recount texts, with the try-out test serving as a means to validate the reliability of the assessment instrument.

Further, the research data was analyzed using statistical techniques to determine the impact of the instructional intervention. Specifically, a pre-experimental one-group pre-test and post-test design were employed, with data collected through validated and reliable tests test (Widiyanto, 2013). The statistical analysis involved the use of paired sample T-tests with SPSS 22 to compare the participants' pre-test and post-test scores. The significance level was set at $p < 0.05$ to determine the effectiveness of Padlet in boosting the reading skills of the students. Further, if a significant value greater than 0.05 indicated that the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. Conversely, a significant value less than 0.05 indicated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted (Priyatno, 2012).

FINDINGS AND DISCUSSION

Findings

The researchers provide an overview of the research findings as well as a discussion in this section. Despite having a single research problem, the study involved multiple steps aimed at examining the potential effectiveness of using Padlet in enhancing the reading skills of students' particularly recount text of XA at SMK Pemuda 1 Kesamben Blitar.

Before conducting the pre-test as the first step of this study, the researchers did try out to know whether the instrument that would be used in the pre-test was valid or not

as well as reliable or not. It was conducted in class X-B of SMK Pemuda 1 Kesamben Blitar. Ridho (2013) stated that validity is an evaluative summary in the form of evidence or the consequences of test score interpretation and use. In this research, the test consisted of 50 questions in the form of multiple choices.

In this study, the validity of the instrument items was determined by comparing the calculated t-value (t-count) with the critical t-value (t-table) at a significance level of 5%. If the t-count was found to be greater than the t-table, the instrument item was considered valid. Conversely, if the t-count was lower than the t-table, the instrument item was deemed invalid. The validity test results are presented in the following table.

Table 1. The Results of Instrument Validity

Questions	r count	r table	Description	Questions	r count	r table	Description
Q1	0.46324	0,4044	Valid	Q26	0.45129	0,4044	Valid
Q2	0.57409	0,4044	Valid	Q27	0.77976	0,4044	Valid
Q3	0.51382	0,4044	Valid	Q28	0.46324	0,4044	Valid
Q4	0.6713	0,4044	Valid	Q39	0.63381	0,4044	Valid
Q5	0.6713	0,4044	Valid	Q30	0.45591	0,4044	Valid
Q6	0.63381	0,4044	Valid	Q31	0.46324	0,4044	Valid
Q7	0.46324	0,4044	Valid	Q32	0.414	0,4044	Valid
Q8	0.6713	0,4044	Valid	Q33	0.57271	0,4044	Valid
Q9	0.46324	0,4044	Valid	Q34	0.46324	0,4044	Valid
Q10	0.44194	0,4044	Valid	Q35	0.48242	0,4044	Valid
Q11	0.46672	0,4044	Valid	Q36	0.414	0,4044	Valid
Q12	0.46324	0,4044	Valid	Q37	0.48242	0,4044	Valid
Q13	0.46324	0,4044	Valid	Q38	0.5257	0,4044	Valid
Q14	0.5257	0,4044	Valid	Q39	0.63381	0,4044	Valid
Q15	0.45535	0,4044	Valid	Q40	0.547	0,4044	Valid
Q16	0.45102	0,4044	Valid	Q41	0.63381	0,4044	Valid
Q17	0.58557	0,4044	Valid	Q42	0.46324	0,4044	Valid
Q18	0.46324	0,4044	Valid	Q43	0.46324	0,4044	Valid
Q19	0.46324	0,4044	Valid	Q44	0.63381	0,4044	Valid
Q20	0.58619	0,4044	Valid	Q45	0.46324	0,4044	Valid
Q21	0.58619	0,4044	Valid	Q46	0.63381	0,4044	Valid
Q22	0.46324	0,4044	Valid	Q47	0.46324	0,4044	Valid
Q23	0.57409	0,4044	Valid	Q48	0.52952	0,4044	Valid
Q24	0.49812	0,4044	Valid	Q49	0.46672	0,4044	Valid
Q25	0.41843	0,4044	Valid	Q50	0.49781	0,4044	Valid

Furthermore, the test could be judged reliable if Cronbach's Alpha Coefficient is the same as or higher than 0.6. From the tables above, we can see that each question item has r count > from r table (0,4044) and achieved a positive result. Thus, the items of the test are judged as valid.

Furthermore, the consistency of measurement obtained from an instrument each time it is employed is known as its reliability (Watson, 2015). In this study, the reliability of the research instrument was assessed using Cronbach's Alpha Formula technique with the assistance of the SPSS 22.0 for Windows software. The reliability results of the research instrument are presented in the following table:

Table 2. The Results of Instruments Reliability

	Case Processing Summary			
			N	%
Cases	Valid		22	100.0
	Excluded		0	0.0
	Total		22	100.0

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.939	.945	50

Based on the information provided in the table, it is evident that Cronbach's Alpha Coefficient exceeded 0.6. This indicates that the test used in the study is reliable and can be considered a suitable research instrument. Once the research instrument was established as both valid and reliable, the researchers proceeded with the first step of the pre-experimental research, which involved conducting a pre-test. The primary objective of the pre-test is to evaluate specific attributes or characteristics of the participants before they undergo any form of treatment or intervention. The pre-test covered 50 items that must be done in 90 minutes. After the pre-test, the step that was done by researchers was doing treatments. After conducting treatments, the researcher did a post-test to judge how well students could comprehend recount texts after receiving treatments by utilizing the Padlet application. The goal was to determine whether or not Padlet was successful in boosting the students' recount text reading abilities. The post-test also included a total of 50 items and took 90 minutes to complete. Table 3 below displays the data indicating the performance before treatments and after treatments;

Table 3. The Results of Students' Pre-Test and Post-Test

No.	Subjects	Pre-test Score	Post-test Score
1	AP	70	90
2	AA	68	88
3	AN	62	82
4	DL	64	86
5	EA	70	90
6	EW	60	86
7	ET	62	82
8	FN	70	90
9	FR	74	92
10	FW	68	86
11	GA	68	86
12	IV	70	90
13	JD	58	80
14	MS	76	94
15	RA	62	88
16	S	62	86
17	SN	64	84
18	SM	68	90
19	TM	64	86
20	TO	64	84
21	VD	60	82
22	VO	68	88
23	VD	68	86
24	Y	70	90
	Mean	66,25	86,91

Once the researchers obtained the results of the students' pre-test and post-test, they conducted a paired-sample t-test to evaluate the effectiveness of utilizing the Padlet application in enhancing the students' reading comprehension of recount texts. This statistical test was used to analyze the differences between the students' scores before and after the intervention, allowing the researchers to determine whether the use of Padlet had a significant impact on reading comprehension abilities or not. The research's paired sample t-test outcome is as follows:

Table 4. The result of Paired Sample T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	66.2500	24	4.58020	.93493
	Post-test	86.9167	24	3.48807	.71200

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	24	.878	.000

Paired Samples t-Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-20.66667	2.25864	.46104	-21.62041	-19.71293	-44.826	23	.000

Based on the findings presented in the table above, the obtained Sig. (2-tailed) value is less than 0.05, indicating a significant difference between the learning outcomes in the pre-test and post-test. The evaluation criteria for the hypothesis test are as follows: (1) If the significant value is greater than 0.05, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected, indicating that the performance difference is not significant. (2) If the significant value is less than 0.05, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, suggesting a significant performance difference. In this study, the 2-tailed Sig. value was calculated as 0.000, which is less than 0.05. Therefore, it can be concluded that there is a significant difference between the pre-test and post-test results in terms of student learning outcomes. As a result, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. These findings indicate that the implementation of the Padlet application, particularly in X-A at SMK Pemuda 1 Kesamben Blitar, has effectively improved students' reading comprehension of recount texts.

Discussion

Reading recount texts is highly beneficial for vocational school students; they share practical experiences and real-life scenarios related to specific vocations. By reading these texts, students can gain valuable insights into the challenges, successes, and practical aspects of their chosen fields. This knowledge helps them prepare for their future careers and equips them with a deeper understanding of the profession.

Moreover, recount texts that they read also present challenges, problem-solving strategies, and reflections on past experiences. By learning these texts, vocational school students can develop critical thinking skills and learn to approach problems from different angles. They can gain insights into decision-making processes and learn valuable lessons from the experiences of others, which can be applied to their own professional lives.

In addition, recount texts frequently involve personal narratives, allowing students to empathize with the experiences and perspectives of others. This empathy helps in developing strong interpersonal skills, such as effective communication, active listening, and understanding diverse viewpoints. These skills are crucial for successful collaboration and teamwork, which are often required in vocational settings.

Furthermore, the students reading achievement of recount texts demonstrated a significant improvement because of Padlet. The students of Class X-A learned reading recount text through Padlet especially for finding the main ideas in the text, understanding appropriate meaning, choosing the appropriate topic for the text, referencing words, finding detailed information from reading, and drawing conclusions from t was evidenced by the increase in their learning outcomes from 66.25 in the pre-test to 86.91 in the post-test. The results of the paired sample t-test further confirmed the substantial difference in learning outcomes between the pre-test and post-test, with a significance value (Sig.) of 0.05. Therefore, researchers may conclude that the Padlet app. could boost students' reading abilities at SMK Pemuda 1 Kesamben Blitar, especially class X-A. The research result presented above, can be caused by some factors such as the students learn reading recount text easily, creatively, and interestingly by using the Padlet application, and they can do discussions about the material with the teacher and friends directly by using the Padlet application. Moreover, either teacher or student could distribute the reading text that they want to teach or learn to their social media those assertation are in the same vein as Fadhilawati & Sari (2018) who highlighted that the Padlet application could be utilized by instructors and students to generate and disseminate content easily. In this case, both instructors and students may share the material through inclusion on blogs, or upload it on their social media.

The student's accomplishment in gaining knowledge of recount text in reading, as shown by the improvement in scores after the intervention, was brought upon by their excitement for study materials through using modern software for them. This is consistent

with Musdir (2019), who noted that Padlet is effective and useful to improve students' academic achievement since it got them excited to learn, interested in the lesson, and engaged in the lesson. The outcomes further support Suparmi (2022), who reported that Padlet utilization facilitates the students' involvement in various class activities including ideation, discussion, and team projects. In this case, students can contribute ideas for the topic that will be discussed in class. They can also use Padlet to debate about a specific topic provided by the teacher to enhance the student's critical thinking or the teacher can ask the student to do the task directly in the Padlet application, or the teacher can give the students homework or projects that must be posted in the Padlet application and shared on social media.

Furthermore, the results of research in which students' achievement was enhanced due to other factors such as being able to learn text-based reading materials on a colorful and creative wall for free, they also can collaborate on some tasks and teachers can give direct feedback to students in real-time through the Padlet app consistent with (Fuchs, 2014), who reported that utilizing Padlet is affordable and has many benefits such as it assists the students to be engaged in classroom participation and it is very useful for media of assessment of the entire classroom in real-time, and it also agrees with (Weller, 2013) affirmation that the Padlet is a suitable product for students' collaboration.

CONCLUSIONS AND SUGGESTIONS

Concerning the earlier outcomes, we may infer that Padlet utilization is effective in enhancing the tenth-grade students' reading skill learning outcomes of recount text at SMK Pemuda 1 Kesamben Blitar. The result of this research has implications not only for the specific set of reading texts used in the research but also for other texts and instructional methods. While the study focused on personal recount texts, the identified strategies, and skills for finding main ideas, understanding appropriate meaning, choosing appropriate topics, referencing words, finding detailed information, and concluding can be applied to a wider range of reading materials. Teachers and curriculum developers can consider incorporating these strategies into their lesson plans and materials to enhance students' reading comprehension skills across various text types.

Furthermore, the effectiveness of Padlet as an instructional tool for improving students' reading of recount texts raises the question of its efficacy in improving reading

skills in general. Future research can explore the potential of Padlet or other digital tools in enhancing reading comprehension across different genres and subjects. This would provide valuable insights into the broader applicability and impact of technology-enhanced reading instruction in vocational school settings.

By investigating the effectiveness of Padlet and recognizing the transferability of skills to different text types, teachers can make informed decisions about incorporating digital tools and implementing instructional strategies that promote students' reading comprehension abilities. Moreover, future researchers may conduct a study to find out the efficacy of Padlet compared to other digital interactive boards such as Lino, Wakelet, Dotstorming, other in a certain sub-skill or skill.

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