Students' Perspectives on the Use of Padlet Wall in Writing Classes

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ABSTRACT

Writing is the process of generating ideas and expressing them through statements and paragraphs to communicate indirectly with others. It involves articulating thoughts using written language. Writing skills are a critical component of English language proficiency. These skills enable individuals to convey their thoughts meaningfully and interact effectively through written messages. During the pandemic, online learning created opportunities to integrate digital media into teaching, including writing classes. One such tool is the Padlet Wall, a virtual bulletin board that allows lecturers and students to post notes, links, videos, images, and document files. This research aims to explore students' perspectives on the use of Padlet Wall in writing classes during online learning. The participants of this study were fifth-semester students, and data collection was conducted using a questionnaire. The research employed a survey method to gather insights into whether students appreciated or disliked using Padlet Wall for writing classes. The findings reveal students' attitudes toward the use of this digital tool in their learning process.

INTRODUCTION

Writing has existed for thousands of years. Early forms of writing were done on cave walls, rocks, and other materials before the advent of paper. Approximately 3,500 years ago, the concept of the alphabet began to take shape. Writing is considered one of the productive skills in language learning. Different languages utilize various writing systems and styles. For instance, the organizational structure of writing in English is relatively straightforward, comprising a beginning (introduction), middle (body), and end (conclusion) (Boardman, 2008; Boardman & Frydenberg, 2008).

In terms of writing skills, a paragraph is defined as a group of closely related

sentences that develop a single idea. This definition underscores that a paragraph typically focuses on one main topic (Omid et al., 2020). Furthermore, the paragraph is the fundamental unit of academic writing in English (Hastomo, 2019). Students aiming to pursue higher education must learn to write effective paragraphs, as these are the building blocks for essays, reports, compositions, and research papers.

A paragraph comprises three main types of sentences: topic sentences, supporting sentences, and concluding sentences (Boardman & Frydenberg, 2008). The topic sentence introduces the subject of the paragraph and contains the main idea, which is further elaborated by supporting sentences. Topic sentences consist of two components: the topic and the controlling idea (Boardman & Frydenberg, 2008).

Supporting sentences form the body of the paragraph, providing evidence or explanations to substantiate the topic sentence. These sentences are categorized into major and minor supporting sentences. Major supporting sentences directly back the topic sentence, while minor supporting sentences reinforce the major supporting sentences (O'Donnell & Judith, 1993).

The concluding sentence restates the topic sentence, summarizing the paragraph's main points. It offers the same information as the topic sentence but is rephrased. Concluding sentences may also summarize all supporting details and are often introduced with transitions such as "in short," "to conclude," or "in summary" (Boardman & Frydenberg, 2008).

There are various types of paragraphs, but this discussion focuses on three primary forms: narrative, descriptive, and expository paragraphs (Ameri, 2008). Coherence, cohesion, and unity are considered hallmarks of effective writing (Boardman & Frydenberg, 2008). Consequently, good paragraphs exhibit these qualities alongside a strong vocabulary, contributing to complete and high-quality writing.

In educational contexts, teachers employ numerous strategies to achieve learning objectives and improve students' English proficiency. These strategies include enhancing learning models, methods, and media. In the era of Industry 4.0, teachers are encouraged to incorporate digital media into their teaching practices. Such tools help students develop digital literacy and foster creativity, equipping them for future challenges.

One digital medium used in teaching writing is Padlet. Padlet has been utilized in teaching paragraph writing for third-semester students in the English education program at UIN Raden Intan Lampung during the 2021/2022 academic year. Padlet is a virtual bulletin board that allows users to drag and drop content such as text, videos, images, links, and documents. Teachers can monitor students' posts, assess assignments, and encourage collaboration (Norziha et al., 2020).

On Padlet, users can post questions, comments, images, videos, and audio clips, which can be accessed anytime by teachers and students (DeWitt et al., 2015; Rasyid et al., 2019; Zhi & Su, 2015). Padlet facilitates direct discussions and collaborative learning, enabling students to share feedback and ideas on a shared platform. This approach

enhances engagement, motivation, and interaction (Pritantina et al., 2017).

Padlet has also been used as a forum for online discussions, allowing students to collaborate securely with online communities (Delacruz et al., 2014). It promotes teacher-student relationships, reduces anxiety, and increases language accuracy through peer learning (Aida et al., 2019). Padlet's interactive features make it a valuable tool for undergraduate programs, particularly in teaching paragraph writing.

Students' perceptions of digital media are crucial for understanding their engagement and acceptance of learning tools. Positive perceptions can significantly enhance learning outcomes, particularly in online learning contexts (Venkatesh, 2000; Venkatesh & Davis, 2000; Taylor & Todd, 1995). During the pandemic, when distance learning became prevalent, students' perspectives on digital tools became an important predictor of their engagement and success (Cole et al., 2019).

This study aims to explore students' perspectives on using Padlet in writing classes. Specifically, it examines whether students enjoy using Padlet for paragraph writing and how it contributes to their writing skills. Understanding students' opinions on Padlet's use can help educators design more effective and engaging learning strategies.

METHOD

In this study, the researcher used a survey method, a quantitative research approach employed to collect data regarding past or present phenomena. This method explored beliefs, opinions, characteristics, behaviors, variable relationships, and hypotheses related to sociological and psychological variables within a sample derived from a specific population. Data collection in the survey method typically involved observations (interviews or questionnaires) that were not deeply in-depth, and the research results tended to generalize findings (Sugiyono, 2018). Additionally, the survey method involved conducting surveys by distributing questionnaires or scales to the sample, aiming to describe respondents' attitudes, opinions, behaviors, and characteristics (Alsa, 2004).

The purpose of using this survey method was to determine the perspectives of students regarding the use of Padlet Wall as a learning medium in writing classes. To achieve this, the researcher created a questionnaire and distributed it to the intended respondents. The next step involved selecting the data collection method, where, in the survey method, data was typically collected by gathering information from respondents through questionnaires. The researcher created several questions, which were then distributed to respondents, or, alternatively, interviews were conducted.

The steps taken to conduct research using the survey method were as follows: 1) determining the research object, 2) formulating research problems, 3) selecting respondents, 4) sampling, 5) creating questionnaires or data collection tools, 6) processing and analyzing data, and 7) drawing conclusions and making recommendations. In this study, the researcher distributed a questionnaire in the form

of a Google Form containing 10 close-ended questions to several respondents, specifically class G students in the English education study program for the 2023/2024 academic year.

RESULTS AND DISCUSSION
Result

This research was conducted to examine students' perspectives on the use of Padlet Wall in writing classes. After implementing Padlet Wall in the writing class, the researcher distributed questionnaires to the students. The students were presented with approximately 10 questions in the questionnaire.

The results of this research indicated that most students were interested, motivated, and found the tool helpful for writing paragraphs in the writing class. They perceived digital media as an engaging, enjoyable, and user-friendly tool for learning. This was supported by the questionnaire results distributed to respondents via Google Forms, which revealed that the percentage of positive responses exceeded 50%. This suggests that students were actively involved in the activity.

Additionally, most students agreed that digital media like Padlet Wall is suitable for learning to write paragraphs in writing classes. They expressed that using Padlet Wall was a fun experience, as it allowed them to explore interesting templates, upload documents, photos, and videos, and link YouTube videos. Furthermore, they could open discussion forums using the templates available on Padlet Wall. This engagement positively influenced the improvement of their writing skills, including content development, grammar, word choice, organization, and mechanics. In summary, students expressed a strong preference for using Padlet Wall in writing classes that can be seen in Table 1 below.

Table 1. Results of the Questionnaire

No.	Questions	Writing Responses	
		Yes	No
1.	Did you still remember using Padlet Wall to learn paragraph writing in your writing class?	93,9	6,1
2.	Were you interested in using Padlet Wall in writing class?	100	0
3.	Did you feel motivated in learning paragraph writing by Padlet Wall in writing class?	97	3
4.	Did you like Padlet Wall as the digital media used in writing class?	97	3
5.	Did you think applying Padlet Wall in writing class is a fun activity?	84,8	9,1
6.	Did you get any new ideas about how to write paragraphs after applying Padlet Wall?	84,8	9,1
7.	Did you receive improvement in vocabulary?	84,8	15,2
8.	Is there another digital media used in writing class other than Padlet Wall?	84,8	15,2
9.	Did you get any trouble in learning paragraph writing by using Padlet Wall?	57,6	39,4
10.	Did you think Padlet Wall is appropriate digital media used in writing	93,9	6,1

class?

According to Table 1, the results of the questionnaire highlight students' positive perceptions of using Padlet Wall in writing classes. A significant majority (93.9%) remembered using Padlet Wall for learning paragraph writing, and all respondents (100%) expressed interest in using it in their classes. Motivation was also high, with 97% feeling motivated, and an equal percentage liked Padlet Wall as a digital media tool. Additionally, 84.8% found the activity fun and believed it gave them new ideas for writing, while the same percentage noticed improvements in vocabulary and acknowledged the use of other digital media in writing classes. However, 57.6% experienced some trouble while learning paragraph writing with Padlet Wall, although 93.9% considered it an appropriate tool for the task. These responses underscore the platform's effectiveness in fostering creativity and improving writing skills, despite some challenges.

Discussion

This research delves into the use of Padlet Wall as a digital tool in writing classes, shedding light on students' perspectives regarding its effectiveness in improving their writing skills. By employing a structured questionnaire distributed to respondents, the study gathers valuable insights into the practical applications and impact of Padlet Wall in the classroom. To fully understand its role in teaching, the research outlines a systematic process that lecturers and students follow when incorporating Padlet Wall as a learning medium. These steps offer a comprehensive approach to utilizing digital tools in writing lessons, aligning with previous findings on the integration of technology in education.

The first step in using Padlet Wall involves the lecturer preparing the necessary materials for teaching paragraph writing. This step focuses on providing foundational theories and concepts, including the definition, functions, components, and types of paragraphs. These explanations are typically delivered through digital tools as stated by Hastomo (2021), who emphasized the importance of preparing the necessary materials for teaching paragraph writing in enhancing teaching effectiveness, particularly in delivering theoretical concepts in EFL classrooms.

Following the preparation of materials, the lecturer assigns writing tasks to students, which involves applying the learned concepts in a practical context. Students are provided with specific themes to develop paragraphs, enabling them to practice structuring and organizing their ideas. This aligns with the findings of Andewi and Hastomo (2022), Ramadhanti et al. (2024), and Yulistiani et al. (2020), who claimed that preparation of materials, positively influence students' writing performance. The use of assigned themes further ensures that students remain focused on practicing specific writing skills while fostering their ability to develop coherent and relevant paragraphs.

The third step involves sharing a link to the Padlet Wall with the course group,

granting students easy access to the platform. This step emphasizes the integration of digital tools into the learning process, enabling students to transition seamlessly from theoretical learning to practical application. The use of Padlet Wall aligns with the findings of Hastomo and Zulianti (2022), Sari et al. (2023), and Waziana et al. (2024) who highlighted the effectiveness of combining digital platforms with active learning strategies to foster student engagement.

Once students access the Padlet Wall, they begin writing their paragraphs directly on the platform. Padlet Wall offers students the freedom to customize their templates creatively, allowing them to select background themes such as galaxy, earth, animals, or plants. This level of customization fosters creativity and self-expression, aligning with the findings of Hastomo et al. (2024) and Oktarin et al. (2024), who emphasized the role of digital tools in enhancing creativity and engagement. By enabling students to personalize their learning environment, Padlet Wall ensures that they remain motivated and actively involved in their tasks.

The use of Padlet Wall in writing classes offers numerous benefits. Firstly, it introduces students to digital media as an integral part of their learning experience, helping them understand how technology can enhance writing lessons. This aligns with Sutiyono and Hastomo (2022) findings, which highlighted the effectiveness of digital media in improving student motivation. Secondly, Padlet Wall's interactive features encourage students to express themselves innovatively, enabling them to explore new ideas and approaches to writing. This process also mirrors the findings of Hastomo and Zulianti (2022) and Waziana et al. (2024), who noted that technology tools positively impact students' engagement and writing proficiency.

In conclusion, Padlet Wall has proven to be an effective digital tool for teaching paragraph writing in writing classes. Its user-friendly interface, creative customization options, and ability to foster active engagement make it a valuable resource for both lecturers and students. By aligning with previous research on the integration of technology in education, this study underscores the potential of Padlet Wall to transform traditional teaching methods, making writing lessons more engaging, interactive, and productive. It highlights the importance of adopting innovative digital tools to meet the diverse needs of students while fostering creativity, digital literacy, and improved writing skills.

CONCLUSION

This research demonstrates that Padlet Wall serves as an effective digital tool for enhancing students' creativity, engagement, and writing skills in English classes. The findings reveal that students perceive Padlet Wall positively, appreciating its interactive and user-friendly features, which make writing tasks more enjoyable and engaging. The questionnaire results indicate that the majority of students are motivated and interested in using Padlet Wall, as it provides them with opportunities to explore digital creativity while improving their paragraph writing skills. These

findings suggest that integrating Padlet Wall into writing classes not only enhances learning outcomes but also increases students' digital literacy, aligning with the growing demand for technology-driven education.

Despite its advantages, this study has certain limitations that should be addressed in future research. The sample was limited to a specific group of students in a single institution, which may affect the generalizability of the findings. Additionally, the study focused primarily on the qualitative aspects of using Padlet Wall without conducting a comparative analysis with other digital tools or traditional teaching methods. Future research could expand the scope by exploring the long-term effects of Padlet Wall on students' writing development, including its impact on other aspects of language learning, such as grammar and vocabulary acquisition. Furthermore, a larger, more diverse sample could provide broader insights, enabling researchers to examine the potential of Padlet Wall across various educational contexts and disciplines.

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