

Collaborative Writing With Padlet: A Strategy For Improving Writing Skill In Senior High School

Tarisa Andela Putri, Yuyun Hendrety, Gaya Tridinanti,
Universitas Tridinanti
tarisaandela40@gmail.com, yuyun_hendrety@univ-tridinanti.ac.id,
gaya@univ-tridinanti.ac.id

ABSTRACT: Collaborative writing is a method where students work in pairs or small groups to generate ideas, provide feedback to one another, and construct written texts together. The purposes of this research were (1) to find out whether or not it was effective to improve students' writing skill achievement through collaborative writing using Padlet, and (2) to find out whether or not there was any significant difference in students' writing skill achievement between students who were taught through collaborative writing using Padlet and those who were not. A quasi-experimental design was applied in this research. The population involved all tenth-grade students of SMA Negeri 11 Palembang during the 2024/2025 academic year. A total of 70 students were selected as the sample of this study using a purposive sampling technique and assigned to experimental and control groups. Writing tests were administered to collect the data. The obtained data were analyzed using a paired sample t-test and an independent sample t-test. The results of the paired sample t-test showed that collaborative writing using Padlet was effective in improving students' writing skills. The independent sample t-test showed that there was a significant difference in writing skills between students who were taught collaborative writing using Padlet and those who were not. The results of this study indicated that it was effective to improve students' writing skill achievement through collaborative writing using Padlet. There was also a significant difference in students' writing skills between students who were taught through collaborative writing using Padlet and those who were not.

Keywords: *writing skill, collaborative writing, Padlet*

MENULIS KOLABORATIF DENGAN PADLET: STRATEGI UNTUK MENINGKATKAN KETERAMPILAN MENULIS DI SEKOLAH MENENGAH ATAS

ABSTRAK: Penulisan kolaboratif adalah suatu metode di mana siswa bekerja secara berpasangan atau dalam kelompok kecil untuk menghasilkan ide, saling memberikan umpan balik, and menyusun teks tulisan secara bersama-sama. Tujuan penelitian ini adalah (1) untuk mengetahui apakah penggunaan penulisan kolaboratif dengan bantuan Padlet efektif dalam meningkatkan pencapaian keterampilan menulis siswa, dan (2) untuk mengetahui apakah terdapat perbedaan yang signifikan dalam pencapaian keterampilan menulis antara siswa yang diajar menggunakan penulisan kolaboratif berbantuan Padlet dan siswa yang tidak diajar dengan metode tersebut. Penelitian ini menggunakan desain kuasi-eksperimen. Populasi penelitian melibatkan seluruh siswa kelas X di SMA Negeri 11 Palembang pada tahun ajaran 2024/2025. Sebanyak 70 siswa dipilih sebagai sampel penelitian dengan menggunakan teknik purposive sampling dan dibagi ke dalam kelompok eksperimen dan kelompok kontrol. Tes menulis diberikan dalam bentuk pre-test dan post-test untuk mengumpulkan data.

Data yang diperoleh dianalisis menggunakan uji t sampel berpasangan dan uji t sampel independen. Hasil uji t sampel berpasangan menunjukkan bahwa collaborative writing dengan bantuan Padlet efektif dalam meningkatkan keterampilan menulis siswa. Selanjutnya, hasil uji t sampel independen menunjukkan bahwa terdapat perbedaan yang signifikan dalam keterampilan menulis antara siswa yang diajar menggunakan collaborative writing berbantuan Padlet dan siswa yang tidak diajar dengan metode tersebut. Dengan kata lain, hasil penelitian ini menunjukkan bahwa penggunaan collaborative writing dengan bantuan Padlet efektif dalam meningkatkan pencapaian keterampilan menulis siswa. Selain itu, terdapat pula perbedaan yang signifikan dalam pencapaian keterampilan menulis antara siswa yang diajar menggunakan collaborative writing berbantuan Padlet dan siswa yang tidak diajar dengan metode tersebut.

Kata Kunci: *keterampilan menulis, menulis kolaborasi , Padlet*

INTRODUCTION

Among the commonly used languages in the world, English ranks as the key global means of communication worldwide. This results from English serving as an international medium for interaction, linking people across various nations (Utami et al., 2022, p. 1). In English language learning, there are four essential language skills that must be mastered: speaking, writing, listening, and reading. Among these, writing in English is a crucial tool for expressing ideas (Kusuma, 2021, p. 1). In addition, Tanjung (2014, p. 8) argues that writing is an activity through which a writer expresses thoughts by organizing words into sentences, sentences into paragraphs, and paragraphs into a complete essay.

In essence, writing is the act of transforming spoken ideas into written text. This takes effort as it involves arranging, expressing, and refining thoughts in a way that readers can easily understand. According to Harmer (2004), writing is a skill aimed at conveying someone's thoughts and emotions through language. It requires a certain level of understanding to effectively translate these thoughts and feelings into written form. Additionally, writing skills are vital and are often seen as some of the most difficult to master compared to other aspects of language. Writing is crucial for students' academic achievements, as it helps them solidify their grasp of grammar, enhance their vocabulary, develop cohesive academic structures in both speech and writing, and bolster their abilities in other language areas like listening, speaking, and reading (Javed et al., 2013). Moreover, writing functions as a way for writers to connect with readers and explore topics in depth. Through writing, authors can share their thoughts and emotions without the pressures of direct communication (Hossain, 2015).

In writing, there are important aspects involved in producing well-structured sentences. According to Heaton (as cited in Asni, 2018), writing components consist of five elements: (1) content, referring to the completeness and unity of a paragraph, ensuring that the reader can clearly grasp the intended message; (2) organization relates to coherence, which is achieved when sentences are logically connected within a well-arranged paragraph. Coherence means that each sentence naturally flows into the next, maintaining the overall meaning by systematically arranging ideas; (3) Grammar concerns the structure of sentences. A complete sentence must contain a subject and a verb, and it may also include adjectives and adverbs. Proper use of tenses, such as the simple present, enhances the clarity of meaning in a text through correct grammar; (4) mechanics involves correct punctuation, spelling, and capitalization, as mistakes in these areas can disrupt the meaning of a sentence; and (5) vocabulary refers to word choice, where selecting appropriate words is essential for effective communication. Using uncommon or inappropriate words may result in unclear sentences.

Despite these established components, students still face numerous problems in the writing process. According to Msanjila (as cited in Sari, 2017), students have common writing problems, which can be classified into some categories as follows: 1) A failure to capitalize the first word of a sentence or incorrectly capitalize words within a sentence and 2) Punctuation errors, particularly in the use or omission of commas, frequently occur and may lead to misunderstandings, as students often do not recognize that commas are essential for conveying meaning while periods signify a complete thought; 3) struggles to arrange ideas logically and coherently, resulting in disorganized writing that confuses readers; 4) spelling difficulties arise due to substantial differences between English and Indonesian spelling rules; 5) grammatical errors, especially in the correct use of tenses, present a significant challenge for students to produce accurate and effective writing.

To address these problems, teachers can employ various writing strategies to help students master the writing process. One effective approach is collaborative writing, in which learners work in pairs or small groups to exchange ideas, provide mutual feedback, and co-construct a written text. This method supports students throughout the stages of the writing process, including drafting, revising, and editing. According to Lowry et al. (2004), collaborative writing involves a social process in which group members collectively pursue a shared objective through negotiation, cooperation, and active discussion to produce a unified written work.

In line with this strategy, one platform that supports collaborative writing is Padlet. Padlet is a free internet platform that serves as a virtual bulletin board, allowing both educators and learners to share notes. These notes may contain hyperlinks, videos, images, or documents (Dollah et al., 2021). Padlet is a flexible educational tool that enables the gathering of students' feedback and can be used on various devices, including smartphones and computers with an internet connection (Jong and Tan, 2021).

Padlet is effective in collaborative writing. Utami et al. (2022) found that the use of Padlet in collaborative writing significantly enhanced students' ability to organize ideas and develop descriptive texts. In addition, Devi and Puspitasari (2023) reported that Padlet facilitated peer feedback, allowing students to revise their work and improve their argumentative writing. Likewise, Rashid et al. (2019) found that Padlet not only improved students' writing performance but also increased their motivation and engagement in the learning process.

However, most of these studies employed qualitative approaches or were conducted in different contexts, such as among university students or within blended learning environments. In other words, there is still limited quantitative evidence regarding the effectiveness of Padlet for senior high school students in fully face-to-face classrooms. Therefore, the present study applies a quantitative quasi-experimental design to address this gap by examining the effectiveness of Padlet among tenth-grade students in a face-to-face learning setting.

Considering the previous studies, the researchers were interested in conducting this research, which aims to investigate the effectiveness of collaborative writing using Padlet in improving students' writing skill achievements. This study is expected to overcome the students' problems in writing by employing collaborative writing using Padlet to develop the tenth-grade students' writing skills at SMA Negeri 11 Palembang.

METHODOLOGY

1. Research Design

This research utilized a quantitative study that employed a quasi-experimental method. According to Creswell (2012), a quasi-experimental method includes group assignments but does not involve the random assignment of individuals to groups. The research design consists of both a pre-test and a post-test. In this study, two classes were selected as samples, representing the experimental and control groups. The experimental group received treatment through collaborative writing using Padlet, while the control group was taught using the conventional lecturing method employed by the teacher. The research design can be illustrated in Figure 1.

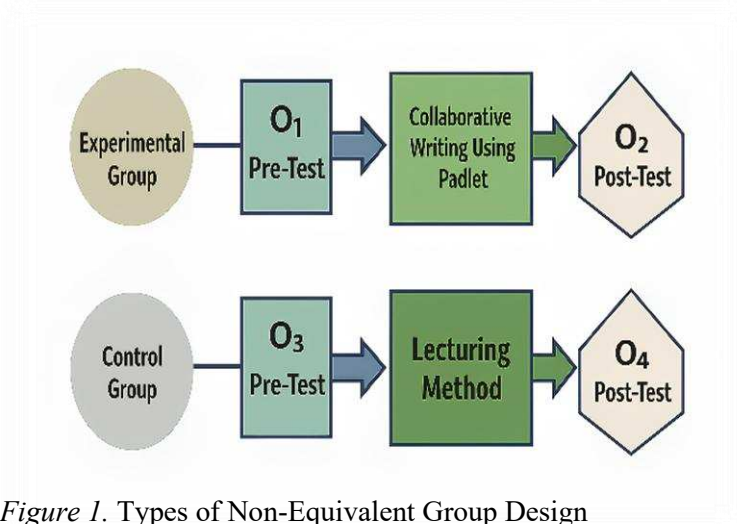


Figure 1. Types of Non-Equivalent Group Design

2. Research Participants

The population of the research was the tenth-grade students of SMA Negeri 11 Palembang in the academic year 2025/2026, which consisted of 413 students from twelve classes. Purposive sampling was used as the technique to determine the research sample. The criteria for selecting the sample were based on students' writing skills. The two classes were chosen because they had relatively low writing scores compared to other classes, making them suitable for measuring improvement after the treatment. Based on preliminary observations, the selected classes were X.6 and X. 12. These classes were then grouped, one class into an experimental group and the other class into a control group. Class X.6 was assigned as the experimental group and Class X.12 as the control group.

3. Technique for Collecting Data

In this research, the researcher administered a written test to collect data on students' writing skills. The test consisted of a pre-test and a post-test. Students were instructed to write a recount text about their "last holiday," consisting of at least 150 words, and were given 60 minutes to complete it. The researcher used content validity. Content validity refers to how well the measurement precisely reflects a specific area within the content that it is intended to assess. Therefore, expert judgment was needed to validate the instrument. Two validators were involved to ensure the content validity of the writing test, involving a lecturer in the English education department at the University of Tridinanti, and the other validator was a teacher of English at a senior high school. The researchers chose them by considering both their educational background and their teaching experiences in the area of English language teaching, especially in the field of academic writing.

After the students completed the tests, their writings were assessed by two raters using a rubric adapted from Brown (2007, p. 352), which includes five aspects: content, organization, grammar, vocabulary, and mechanics. The obtained scores were then analyzed and classified into specific levels using percentage analysis.

To measure the consistency of the scores, this research used inter-rater reliability. According to Fraenkel et al. (2012), reliability refers to the consistency of results across different raters or occasions. The reliability measurement was calculated using the Pearson Product-Moment formula. After analyzing the data, it was found that the

correlation coefficient for the experimental group's pre-test was 0.88, while the post-test showed a value of 0.80. For the control group, the correlation values were (0.76) in the pre-test and (0.75) in the post-test. Since the coefficients were higher than 0.70, the scores were considered reliable.

4. Technique for Analyzing Data

To confirm the research objectives, the collected data were analyzed using the Paired Sample T-Test and the Independent Sample T-Test. The paired sample t-test was used to compare the mean scores of sample groups before and after a treatment. This analysis was also a useful means to find out whether it was effective to improve students' writing skill achievement through collaborative writing using Padlet. In addition, the independent sample t-test technique was used to compare the difference in writing skill between the experimental and control groups in order to find out whether or not there was any significant difference in students' writing skill achievement between students who were taught through collaborative writing using Padlet and those who were not.

FINDINGS AND DISCUSSION

Findings

1. Descriptive Analysis Results of the Students' Writing Skill

Based on the pre-test results of the experimental group, the highest score was 75, the lowest was 25, and the mean score was 44.11. The standard deviation was 12.628. After the treatment, in the post-test, the highest score increased to 98, the lowest was 71, and the mean score became 83.57, with a standard deviation of 5.782.

In the control group, the pre-test results showed that the highest score was 58, the lowest was 25, and the mean score was 39.14. The standard deviation was 9.589. In the post-test, the highest score was 83, the lowest was 60, and the mean score was 73.91, with a standard deviation of 5.833. Table 1 shows a summary of the pre-test and post-test scores of both experimental and control groups.

Table 1. The summary of the descriptive analysis results

		Minimum	Maximum	Mean	Std. Deviation	N
Experimental	Pre-Test	25	75	44.11	12.628	35
	Post-Test	71	98	83.57	5.782	35
Control	Pre-Test	25	58	39.14	9.589	35
	Post-Test	60	83	73.91	5.833	35

2. Frequency Analysis Results

Based on the frequency analysis of the experimental group's pre-test results, 13 students (37.2%) were at a poor level, 17 students (48.8%) were at a low level, 3 students (8.7%) were at an enough level, and 2 students (5.7%) were at a good level. In the post-test results, 22 students (63.1%) were at a good level, and 13 students (37.3%) were at an excellent level. The summary of students' writing skills for the experimental group is presented in Table 2 below.

Table 2. The results of the percentage analysis

Score	Category	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
0-40	Poor	13	37.2%	-	-
41-55	Low	17	48.8%	-	-
56-70	Enough	3	8.7%	-	-
71-85	Good	2	5.7%	22	63.1%
86-100	Excellent	-	-	13	37.3%
Total		35	100%	35	100%

Meanwhile, the level of students' writing skills on the pre-test in the control group is as follows: 19 students (54.5%) were at a poor level, 13 students (37.4%) were at a low level, and 3 students (8.6%) were at an enough level. Next, based on the post-test result, it was found that 8 students (23.1%) were at an enough level and 27 students (77.3%) were at a good level. The summary of the students' writing skills for the experimental group is presented in Table 3.

Table 3. The results of the percentage analysis

Score	Category	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
0-40	Poor	19	54.5%	-	-
41-55	Low	13	37.4%	-	-
56-70	Enough	3	8.6%	8	23.1%
71-85	Good	-	-	27	77.3%
86-100	Excellent	-	-	-	-
Total		35	100%	35	100%

3. Paired Sample T-Test Result

The mean scores of the experimental group before and after the treatment were analyzed using a paired sample t-test. This statistical test was applied to determine whether or not there was a significant improvement in students' performance within both the experimental and control groups. Based on the results of the paired sample t-test, the t-obtained value was 19.210, which was higher than the t-table value of 2.0322. Also, the significance value (Sig. 2-tailed) was 0.000, which was lower than the alpha value of 0.05. In other words, it indicated that it was effective to improve students' writing skill achievement through collaborative writing using Padlet. Table 4 below presents the results of the paired sample t-test.

Table 4. Paired-sample t-test result

Paired Samples Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 PostExp- PreExp	39.457	12.152	2.054	35.283	43.631	19.210	34	.000

4. Independent Sample T-Test Result

The results of the independent sample t-test revealed that the t-obtained value was 6.956, which was higher than the t-table value of 1.995. The significance level was 0.000,

which was lower than the alpha value of 0.05. In short, it indicated that there was a significant difference in students' writing skill achievement between students who were taught through collaborative writing using Padlet and those who were not in the tenth grade of SMA Negeri 11 Palembang. The results of the independent sample t-test are presented in Table 5.

Table 5. The result of the independent sample t-test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.000	.999	6.956	68	.000	9.657	1.388	6.887	12.427
	Equal variances not assumed			6.956	67.995	.000	9.657	1.388	6.887	6.887

Discussion

Based on the research findings, it was found that: First, the students' writing skills improved after they were given treatment using collaborative writing using Padlet, as evidenced by the results of the paired sample t-test. It indicates that it was effective to improve students' writing skill achievement through collaborative writing using Padlet in the tenth grade of SMA Negeri 11 Palembang. The effectiveness could be attributed to the collaborative writing process, which provided students with meaningful opportunities to strengthen their writing abilities through structured practice. According to Ismail et al. (2020), collaborative writing engages students in small-group work, discussion, joint text construction, and shared responsibility for the final output. Similarly, Devi and Puspitasari (2023) emphasize that the use of Padlet in writing activities facilitates collaboration, enhances students' engagement, and supports the development of their writing performance. In this research, Padlet served as a supportive digital tool that facilitated the collaborative writing process. In relation to the previous idea, Utami et al. (2022) found that using Padlet in collaborative writing helped students better organize ideas and work together effectively, resulting in improved writing outcomes. Therefore, collaborative writing using Padlet was found to be an effective strategy for improving students' writing skill achievement.

Second, the research results also revealed a significant difference between the experimental and control groups regarding the students' writing performance following the implementation of the treatment. As previously explained through statistical analysis, the results of the independent sample t-test showed that the t-obtained value was higher than the t-table value. Moreover, the t-obtained value in the experimental group was higher than that in the control group, which confirmed that the treatment contributed positively to enhancing students' achievement in writing. The improvement could be linked to the fact

that the experimental group was taught using collaborative writing with Padlet, while the control group received instruction through conventional methods.

Furthermore, frequency analysis revealed that most students in the experimental group achieved good and excellent levels in the post-test, whereas students in the control group mostly achieved enough and good levels. It means that there was a significant difference in students' writing skill achievement between the students who were taught using collaborative writing using Padlet and those who were not. In other words, it indicates that there was a difference in students' performance on writing skill achievement after being given the treatment. These results are aligned with Moonma and Kaweera (2021), who state that collaborative writing promotes higher engagement and writing quality. Likewise, Sugiarni et al. (2025) also found that the use of Padlet in collaborative writing significantly improves students' writing skill achievement.

CONCLUSION

Based on the findings and interpretation of this research, there were two main conclusions that could be summarized as follows: First, it was effective to improve students' writing skill achievement through collaborative writing using Padlet at the tenth grade of SMA Negeri 11 Palembang. Second, there was a significant difference in students' writing skill achievement between students who were taught through collaborative writing using Padlet and those who were not. The students in the experimental group performed better than those in the control group. Based on the comparison of test scores, students in the experimental group showed greater improvement in writing recount texts than students in the control group. Therefore, English teachers are highly encouraged to use collaborative writing through Padlet in their writing classes to create a more interactive and meaningful learning experience, as it also allows students to work together, exchange ideas, and provide feedback to improve their writing skills.

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