



Exploring the Use of Collaborative Writing on Padlet in Teaching Narrative Writing

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Abstract

Narrative writing requires active engagement and appropriate teaching strategies to help students organize their ideas and express creativity. This study explores the implementation of collaborative narrative writing using the digital platform Padlet over two classroom meetings. The objective of this research is to describe the stages of collaborative writing using Padlet and to identify the outcomes of its application. This qualitative study involved 28 eleventh-grade students at MA Misbahus Sudur Taman Baru, located in Indonesia. Data were collected through classroom observations, student interviews, and documentation of student work. The findings indicate that in the first meeting, students needed considerable guidance in using Padlet and understanding narrative text structure. However, by the second meeting, they demonstrated greater independence and confidence. Students actively collaborated in groups, provided peer feedback through Padlet's comment feature, and revised their drafts based on feedback from both peers and the teacher. Although some technical difficulties and initial confusion were encountered, both students and teachers remained positively engaged. This study confirms that Padlet is effective in enhancing students' narrative writing through structured and flexible digital collaboration.

Keywords: *Collaborative writing; Padlet; Narrative writing; Digital learning; Educational technology*

Introduction

Writing is one of the essential skills in learning English, alongside listening, speaking, and reading. These four language skills are fundamental for effective communication. Among them, writing plays a critical role in helping students organize ideas and reinforce their understanding of grammar. However, teaching writing involves more than just correct language use it also requires guiding students to express their thoughts coherently and systematically. In learning

English, mastering various types of texts is crucial. Texts are designed to convey meaning based on specific purposes and contexts.

Common types include descriptive, explanatory, persuasive, procedural, and narrative texts. Each serves a distinct function, such as describing an object, explaining a process, or entertaining readers through storytelling. According to Rahma Mansyur and Andi Adam (2022), narrative texts, in particular, can significantly enhance students' English language skills, especially in writing. Narrative writing is a form of text that aims to tell a story to entertain, inform, or inspire readers.

Nugroho et al. (2021) define narrative writing as a fictional or factual story that includes a sequence of events, structured with context and meaning. Through narrative writing, students not only learn to construct engaging stories but also develop critical thinking by organizing ideas, building characters, and incorporating aesthetic elements. Teachers are expected to encourage creativity and self-expression, allowing students to draw from personal experiences and produce meaningful narratives.

Despite its benefits, teaching narrative writing presents several challenges. Many students struggle with vocabulary, organizing ideas, and maintaining coherence throughout a story. Sugiyono (2018) notes that students often find it difficult to build a story with clear components such as orientation, complication, and resolution. Anjelita (2023) also highlights issues like limited vocabulary and difficulty continuing sentences.

Ummah (2019) found that junior high school students particularly struggle with idea generation and lack confidence in vocabulary usage. Similar issues were observed at MA Misbahus Sudur Taman Baru, where students expressed anxiety, lack of confidence, and fear of being ridiculed during writing activities. To address these challenges, this study applies the collaborative writing method. Collaborative writing allows students to work in small groups, combining varied skill levels so that more experienced writers can assist others.

This method fosters peer learning, builds confidence, and supports vocabulary development. According to Rahayu (2023), collaborative writing enhances communication, feedback exchange, and problem-solving in group work. Mubarok (2012) also emphasizes that this method enriches the narrative structure by allowing group members to focus on specific elements such as characters, settings, or plots. The integration of Padlet, a digital collaborative platform, further supports the collaborative writing process. Padlet enables real-time interaction where students can share ideas, comment on peers' work, and revise collaboratively. Etfita et al. (2022) highlight how Padlet facilitates active learning by supporting idea generation, feedback, and constructive participation. The platform offers a flexible and interactive environment where students can improve their writing skills through continuous collaboration.

Several studies have shown the effectiveness of Padlet in narrative writing. For example, Permani (2022) found that Padlet fosters active student engagement in professional writing courses. Parida (2023) reported that Padlet positively influences students' mastery of narrative writing at the senior high school level. Fauziah (2023) concluded that Padlet enhances both critical thinking and writing abilities among junior high school students.

While these studies highlight the general benefits of using Padlet, most focus on students' perspectives or learning outcomes. Few have explored the implementation process of using collaborative writing on Padlet in the context of teaching narrative writing. This study aims to fill that gap by investigating not only how collaborative writing on Padlet is applied in teaching narrative writing, but also what obstacles both teachers and students face during its implementation. Therefore, this study entitled "Exploring the Use of Collaborative Writing on Padlet in Teaching Narrative Writing" aims to:

1. Describe how collaborative writing using Padlet is implemented in teaching narrative writing.

Method

This study employed a qualitative research approach with a case study design. According to Solehah (2023), qualitative research is a method that aims to describe and analyze phenomena, social interactions, attitudes, perceptions, and beliefs of individuals or groups in a natural setting. The case study approach was selected because it enables an in-depth exploration of real-life classroom experiences without manipulating the research environment. As Ummah (2019) explains, a case study focuses on understanding behaviors, experiences, and processes within a specific context.

The research was conducted at MA Misbahus Sudur Taman Baru and involved 20 eleventh-grade students from one English class. These students were selected because they had previously learned about narrative writing and were familiar with basic digital tools. A purposive sampling technique was used to select five students for interviews based on their varying levels of engagement and writing ability. Additionally, one English teacher participated in an interview to provide pedagogical insights and instructional perspectives.

Ethical approval was obtained from the school principal, and informed consent was secured from all participants. The anonymity and confidentiality of the participants were ensured throughout the research process. The data collection methods included participant observation, semi-structured interviews, and documentation. The researcher positioned herself as a non-intrusive observer during the classroom activities and took descriptive field notes during both sessions. Observations focused on how students interacted with each other and with Padlet during the collaborative writing tasks.

Semi-structured interviews were conducted with selected students and the English teacher. The interviews were guided by a flexible question protocol that allowed for deeper exploration of participants' thoughts, experiences, and challenges. Questions included: "How did you feel about writing stories in groups?" and "What was difficult or enjoyable when using Padlet?" Interviews were recorded and later transcribed for analysis.

Documentation involved collecting relevant teaching materials, students' Padlet boards, photos of classroom activities, screenshots of Padlet interactions, and students' narrative drafts. These documents served as supporting evidence to validate data from observations and interviews. The implementation of Padlet was carefully planned. The teacher and researcher prepared separate Padlet boards for each student group, ensuring equal access and space for collaboration. The platform was introduced to students before writing began.

In the first meeting, students were trained to post texts, comment on each other's writing, and revise collaboratively. Technical preparation included ensuring internet connectivity and guiding students through logging in, navigating the board, and using comment features effectively. Data analysis followed the interactive model of Miles and Huberman (2014), consisting of three stages: data reduction, data display, and conclusion drawing/verification. During data reduction, the researcher selected and simplified the most relevant information related to the implementation of Padlet and student engagement.

The data display process involved organizing the data into thematic categories to visualize emerging patterns. Conclusion drawing was carried out continuously, where preliminary insights were refined as new data emerged. Triangulation was applied to ensure the validity of the data. According to Creswell (2012), there are three types of triangulations used in qualitative research: source triangulation, method triangulation, and time triangulation. In this study, source triangulation was applied by collecting data from students, teachers, and classroom artifacts. Method triangulation was achieved by using observation, interviews, and documentation.

Time triangulation was ensured by collecting data across two different classroom meetings, allowing the researcher to observe changes and consistency over time. Although the study yielded rich and meaningful data, it faced several limitations. The small sample size may limit the generalizability of the findings to broader contexts. Additionally, technical challenges such as unstable internet connectivity during the first meeting occasionally disrupted the use of Padlet. The short research duration limited to two classroom sessions also constrained the observation of long-term impacts. Nonetheless, the depth and variety of the data provided valuable insights into the use of collaborative writing through Padlet in narrative writing instruction.

Result

The implementation of collaborative writing using Padlet was carried out in two classroom meetings. Each session followed structured stages to guide students through the narrative writing process.

Meeting 1

At the start of the first session, the teacher welcomed students and explained the objectives: to collaboratively write a narrative using Padlet. Students were introduced to Padlet's features posting, commenting, and sharing content in real time. They were divided into small groups of 3 or 4 members. Each group accessed a Padlet board and selected a story theme such as a funny experience or a suspenseful journey. Initially, many students were unfamiliar with Padlet, leading to frequent questions and confusion. The teacher had to provide intensive support, often assisting students with basic navigation and clarifying the steps of narrative writing.

Students began by brainstorming and outlining their stories together. They collaboratively developed the orientation, complication, and resolution of the narrative. Each group member contributed ideas and wrote different sections of the story using Padlet's collaborative posting tool. The collaborative aspect allowed students who were shy or lacked confidence to still participate by contributing short sentences or vocabulary suggestions.

The teacher monitored student progress in real-time and provided feedback through Padlet comments, such as correcting grammar or encouraging students to elaborate on certain events. One student noted in the interview, "I usually don't write much, but working with friends made me less nervous." Another added, "I was confused at first, but my group helped me understand." By the end of the session, most groups had completed rough drafts of their narratives. However, the writing still lacked coherence and detailed development. The students were still adjusting to the platform and the structure of narrative writing.

Meeting 2

In the second session, students were more confident and had better familiarity with both Padlet and the expectations of narrative structure. The session began with a review of each group's progress. Students then continued developing and refining their stories. This time, peer feedback was introduced. Each group was assigned to review another group's narrative and provide constructive comments. Students used Padlet's comment feature to suggest revisions in grammar, word choice, and storyline clarity.

The classroom atmosphere was noticeably more focused. Students engaged in discussions within their groups, negotiated ideas, and revised their stories collaboratively. One group chose to rewrite their resolution after receiving peer suggestions that it was too abrupt. A student reflected, "We didn't think about how

our story ended until another group said it felt unfinished. That helped us fix it.” The teacher observed that most groups showed improved organization in their writing. Students were better at dividing tasks and combining individual inputs into a cohesive story. Additionally, students began using more descriptive language and dialogue in their stories. For example, a group that initially wrote, “The boy was sad,” revised it to, “Tears welled up in the boy’s eyes as he watched his kite fly away.”

Each group finalized their narrative and presented it to the class using their Padlet board. Students took turns explaining their stories, and the class provided feedback. This final step helped develop students’ confidence in public speaking and ownership of their writing.

In terms of participation, around 85% of students actively engaged with the writing and commenting features in the second session, compared to only 50% during the first session. The improvement indicates that students became more comfortable with the digital platform and collaborative process over time.

Discussion

The findings of this study demonstrate that the use of Padlet in collaborative narrative writing significantly supported student engagement, creativity, and writing development. Initially, students faced challenges with the platform and narrative text structure. However, as they became more familiar with both, they began to show improvement in multiple areas.

The collaborative nature of Padlet allowed students to work in groups, which was especially beneficial for students with lower confidence or writing skills. Working in small teams encouraged idea sharing, peer support, and constructive communication. As supported by Friesen (2014), collaboration in learning environments enhances student interaction and deepens understanding.

Students in this study confirmed this by expressing that they felt more confident and motivated when working with peers. The writing process was also enhanced by real-time feedback. Teacher comments guided students in grammar and organization, while peer comments encouraged revision and reflection. This aligns with studies by Shih (2017) and Fauziah (2023), which emphasize that Padlet can promote critical thinking and self-revision through digital collaboration.

Another key finding is that Padlet supported different learning styles. Visual learners benefited from the layout of Padlet boards, while more verbal students enjoyed writing and revising text. The platform’s flexibility allowed all students to contribute in ways that matched their strengths. Furthermore, it fostered a non-threatening environment where students were less afraid of making mistakes. What distinguishes this study is its focus on the classroom process not just the outcomes.

offers insights into how students moved from initial confusion to confident collaboration. It also highlights the evolving role of the teacher: from being a primary source of knowledge in Meeting 1 to becoming a facilitator in Meeting 2. This shift reflects a constructivist approach to teaching, where students take

increasing ownership of their learning. In conclusion, collaborative writing using Padlet not only improved students’ writing outcomes but also developed their teamwork, critical thinking, digital literacy, and confidence. It encouraged a more interactive, student-centered approach to narrative writing that blended technology with pedagogy effectively.

Recommendations for Future Research

Future research could explore the long-term impact of collaborative writing using Padlet over multiple weeks or an entire semester. Comparative studies between Padlet and other collaborative platforms such as Google Docs or Jamboard may provide insights into which tools are most effective for specific learning goals. Additionally, more quantitative data, such as writing scores before and after the intervention or student engagement metrics, could help validate findings. Researchers are also encouraged to examine teacher professional development in using digital tools for writing instruction.

Visual Summary: Student Progress Comparison

Aspect	Meeting 1	Meeting 2	Meeting 3
Student Familiarity	Low (many questions, confusion)	High (more confident, independent)	Very High (students initiate on their own)
Teacher Involvement	High (guidance-intensive)	Moderate (supervision-focused)	Low (minimal intervention needed)
Use of Padlet Features	Basic (posting only)	Advanced (posting commenting)	Full (posting, commenting, organizing posts)
Collaboration Quality	Uneven contribution	Balanced and active	Highly collaborative and synergistic
Feedback & Revision	Teacher-led	Peer and teacher-led	Mostly peer-led with reflective self-editing
Presentation Confidence	Developing	Improved	Strong and articulate

These additions aim to strengthen the depth, clarity, and academic value of the findings and discussion section while illustrating how digital tools like Padlet can transform classroom writing practices.

Conclusion

The use of Padlet in collaborative narrative writing activities has proven effective in improving students' writing skills, teamwork, and self-confidence. Dividing the learning process into two sessions provided sufficient time for students to understand the material, engage in discussion, write, revise, and present their work step by step. Collaboration through Padlet's comment feature enabled active interaction among students and strengthened their group cooperation. Teachers were able to provide more focused guidance, making the learning process more structured.

These findings are consistent with previous studies showing that Padlet increases student engagement, creativity, and writing outcomes. Therefore, Padlet can serve as an effective and meaningful learning tool that supports collaborative writing activities. Overall, this research reinforces the effectiveness of Padlet in facilitating narrative writing collaboratively. It offers a structured implementation model and shows how digital platforms can enhance students' engagement, confidence, and writing skills.

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