IMPROVING STUDENTS' WRITING NARRATIVE TEXT THROUGH PADLET: THE SECOND GRADE SENIOR HIGH SCHOOL STUDENTS AT SMA YP UNILA BANDAR LAMPUNG

(Undergraduate Thesis)

By:

Dian Marleni

2213042031

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINNING AND EDUCATION

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ABSTRACT

IMPROVING STUDENTS' WRITING NARRATIVE TEXT THROUGH PADLET: THE SECOND GRADE SENIOR HIGH SCHOOL STUDENTS AT SMA YP UNILA BANDAR LAMPUNG

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This present study aimed to investigate the improvement in students' writing ability in narrative text after being taught by using Padlet. The population of this research was the eleventh-grade students of SMA YP Unila Bandar Lampung, and the sample consisted of 30 students. This research was quantitative and used a One Group Pretest and Posttest design. The students' writing ability was measured through a writing test administrated before and after the treatment. The data were analysed using a paired sample t-test through SPSS 31.0. The results showed that students' writing achievement improved after the implementation of Padlet, as indicated by increase in the mean score from the pre-test (65.600) to the post-test (70.983). The value of the two-tailed significance was <0.05, which indicates that there was a significant difference in students' writing achievement between the pre-test and post-test. Therefore, the research hypothesis was accepted. All writing aspects improved, and the aspect that showed the highest improvement was organization. This improvement occurred because Padlet provides a visual and interactive space that helps students arrange ideas, sequence events, and revise their narratives more effectively. These findings suggest that Padlet is an effective medium to improve students' narrative writing ability.

Keywords: narrative text, padlet, writing.

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Research Title : **Improving Students' Writing Narrative Text Through Padlet: The Second Grade Senior High School Students at SMA YP Unila Bandar Lampung**

Students' Name : Dian Marleni

Students' Number : **2213042031**

Study Program : **English and Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor

Prof. Dr. Patuan Raja, M.Pd.
NIP. 196208041989031016

Co-Advisor

Khairun Nisa, M.Pd.
NIP. 199210032025212060

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, S.Pd., M.Hum.
NIP. 19700318 199403 2 002

iv

ADMITTED BY

1. Examination Committee

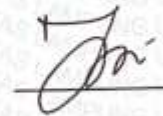   Chairperson   : **Prof. Dr. Patuan Raja, M.Pd.**

   Examiner   : **Dr. Budi Kadaryanto, S.Pd., M.A.**

   Secretary   : **Khairun Nisa, M.Pd.**

2. The Dean of Teacher Training and Education Faculty

   Dr. Albet Maydiantoro, S.Pd., M.Pd.
   NIP. 19870504 201404 1 001

Graduated on: **January 30th, 2026**

v

LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama	:	Dian Marleni
NPM	:	2213042031
Program Studi	:	Pendidikan Bahasa Inggris
Jurusan	:	Pendidikan Bahasa dan Seni
Fakultas	:	Keguruan dan Ilmu Pendidikan
Judul Skripsi	:	**Improving Students' Writing Narrative Text Through Padlet: The Second Grade Senior High School Students at SMA YP Unila Bandar Lampung**

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 30 Januari 2026

uat pernyataan,

METERAI
TEMPEL
FED8FANX265692118

Dian Marleni

NPM 2213042031

CURRICULUM VITAE

Dian Marleni was born in Bandar Agung, East Lampung on July 6th, 2004. She is the second child of Narpin and Karsini. She has two siblings: an elder sister, Fitriana Dewi, and a younger sister, Tiara Febriyanti.

She began her formal education at TK PGRI 2 Bandar Agung, then continued to SD Negeri 2 Bandar Agung. After completing her elementary school in 2016, she pursued her junior high school studies at SMP Paguyuban Bandar Agung. During this period, she actively participated in extracurricular activities, particularly as a member of the Dance Club, which helped develop er confidence and creativity.

In 2019, she continued her education at SMAN 1 Bandar Sribhawono, where she completed her senior high school education in 2022. In the same year, she was accepted as a student of the English Education Department at University of Lampung.

During her academic journey at the University of Lampung, she actively engaged in student organizations. She was a member of the religious division of the Society of English Education Department Students (SEEDS) and also joined PIK-R Raya, where she gained valuable organizational and social experiences. From January to February 2025, she participated in community service and teaching practice programs, including KKN in Lingai, Tulang Bawang, and PLP at SD Swasembada Lingai.

As the final reequipment of her undergraduate study, she conducted research improving students' narrative writing ability through the use of Padlet at SMA YP Unila Bandar Lampung. Through this research, she aimed to contribute to the improvement of English writing instruction by integrating digital media into the teaching and learning process.

DEDICATION

The writer dedicates this work with sincere gratitude to:

My Beloved parents – Bapak and Mamak

My Sisters – Fitriana Dewi and Tiara Febriyanti

My Almamater – University of Lampung

My Family

My Beloved friends

My English lecturers

MOTTO

"For those who remain steadfast in doing good and place their trust in Allah, the reward is beyond measure. Patience transforms struggle into strength, and faith turns effort into meaning, for Allah's mercy and promise are fast and boundless."

(Q.S Az-Zumar:10)

"Long nights and hard work are sometimes part of reaching a better end."

(LANY)

"You can always decide to begin again, even after many attempts."

(Taylor Swift)

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and ability to finish this script. This script, entitled "Improving Students' Writing Narrative Text Through Padlet: The Second Grader Senior High School Students", is presented to the language and Arts Education Department of teacher Training and Education Faculty of Lampung University as partial fulfilment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving the script, first of all the writer would like to express her sincere gratitude and respects to:

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Finally, the writer acknowledges that this research is not without limitations. Therefore, constructive, criticism, and suggestions are sincerely welcomed. The writer hopes that this study can offer positive contributions to educational development and serve as a useful reference for readers and those who wish to conduct future researcher.

CONTENTS

PICTURES

TABLES

APPENDICES

I INTRODUCTION

In order to introduce this research, this chapter explain about background, research question, objective of the research, uses of the research, scope of the research, and definitions of the research.

1.1 Background

Teaching and learning English in a Foreign Language setting such as in Indonesia requires the students to learn four abilities: Reading, Speaking, Writing, and Listening. Among those abilities, writing tends to be the most difficult skill to master. It is a fundamental skill that is essential for effective communication, self-expression, and academic success. Writing is seen as a complex process that includes generating ideas, drafting, revising, and editing to convey meaning clearly and effectively. In the educational context, writing plays a fundamental role in fostering students' academic literacy and enhancing their critical thinking skills (Brown, 2008). Randaccio (2013) state that writing is the most essential skill in learning English because its enables students to express ideas clearly in written form. It involves more that producing sentences; writing requires organizing ideas, choosing appropriate vocabulary, applying correct grammar, and using proper mechanics. Since writing is a process that includes planning, drafting, revising, and editing, students need proper guidance and learning media to develop this skill effectively.

Suhartono and Laraswati (2016) states that using visual media in teaching writing helps students generate ideas and write more easily. In teaching and learning process, the use of appropriate media plays an important role because media can make students more interested and engaged in learning activities. When suitable media are used, students become more motivated and find it easier to understand the lesson. Therefore, teachers are required to be more creative in selecting and designing learning media that match the lesson topic. Media in English teaching

helps guide students in understanding the material, supports clearer explanations, and creates a more enjoyable learning atmosphere. With the right media, learning becomes meaningful and students are able to grasp the material more easily.

According to Wahyuni (2023),writing is a complex skill for students to master due to various internal and external factors. Internal factors include student interest and motivation, while external factors include teacher competence, teaching methods, and media used in the classroom. These elements are playing an important role in influencing students' writing performance and development.

In the English curriculum that applied in senior high school, there are many genres of text that students must learn. One of the text genres taught in school to second graders and requires writing is narrative text. According to Anderson and Anderson (1997) narrative is central to children's learning, as it serves as a tool to help them organize their thoughts and explore new ideas and experiences. It generally begins with an orientation. In this section, the writer provides background information to the reader about who the characters of the story were, when and where the story took place. Following along, the structure of the narrative text consists of orientation, complication, resolution, evaluation, and coda.

Technology plays a significant role in education, especially in the teaching and learning process. Novianto et al. (2024) states that learning media serves as a tool to help students learn by delivering messages and encouraging creativity. Wahyuni (2023) state that Padlet is a flexible learning platform where there are no strict limitations. Teachers can create various classes, and students are free to share their ideas, images, videos, and more without boundaries.

Research in various educational setting has shown that Padlet offers meaningful support for developing students' writing abilities. Fauzia et al. (2023) reported that Padlet enhances students' critical thinking and narrative writing skills through collaborative engagement. Aisyah and Mukaddamah (2023) found that the platform leads to steady improvement in students' narrative writing performance across multiple instructional cycles. In a different context, Ardini and Marlinda (2023), noted that students perceive Padlet as an interactive and motivating tool that helps them generate ideas and participate more actively in writing task..

Another relevant study was conducted by Jong and Tan (2021) which explored the use of Padlet as a technological tool for assessing students' writing skills in an online primary classroom setting. The results demonstrated that the majority of teachers and students responded positively to Padlet. Teachers found Padlet easy to use and effective in facilitating writing assessments, while students showed increased engagement, motivation, and confidence in completing their writing tasks. The study also highlighted Padlet's versatility in enabling interactive, collaborative writing activities that support feedback and progress tracking.

This research is conducted based on the consideration that students need greater exposure to engaging and interactive digital platforms to support their writing skills. One such platform is Padlet, which has increasingly been utilized by teachers as a digital learning medium that promotes student engagement and creates a more enjoyable learning environment. In English language learning, Padlet offers opportunities for collaborative learning, particularly in the development of writing skills across various genres.

Previous studies have shown that Padlet can support students in improving specific writing components through real-time feedback, multimedia support, and peer collaboration. However, the use of Padlet for enhancing students' writing ability in narrative texts especially at the senior high school level has remained underexplored. Most existing research has been conducted in university or primary school contexts, leaving a research gap in secondary education, particularly in the teaching of narrative writing.

Therefore, this study aims to investigate the use of Padlet in improving students' ability to write narrative texts in a more engaging, collaborative, and independent manner. It is titled: "Improving Students' Writing Narrative Text Through Padlet: The Second Grade Senior High School Students."

1.2 Research Question

Based on the explanation in the background above, the researcher presents the study's research question as follow:

Is there a significant improvement in senior high school students' narrative text writing ability after being taught by using Padlet?

1.3 Objective of The Research

This study aims to investigate whether or not there is an improvement in the achievement of narrative text writing ability of senior high school students after being taught by using Padlet.

1.4 Use of The Research

The findings of the study were expected to be beneficial both theoretically and practically for teachers and students.

Theoretically, the results of this study can be used to support previous studies regarding the teaching of narrative text writing by using Padlet as a teaching medium.

Practically, the results of this study can be used by English teachers as an alternative teaching method that can be applied to 11th-grade senior high school students.

1.5 Scope of The Research

This study focuses on analysing the use of Padlet in teaching narrative for second grade senior high school students. In this study, Padlet was used in the form of a discussion board facilitate idea sharing, peer responses, and collaborative drafting during the writing process. This study aims to explore the effectiveness of Padlet in improving students; ability to write narrative texts. The materials that are used focus on narrative writing techniques relevant to the context of senior high school education, with an emphasis on real-world applications. The research examines how Padlet affects students' ability to build convincing arguments and develop critical writing skills in the context of creating short stories with the fantasy as the genre of the story. In particular, the study assesses students' narrative writing based on five aspects of writing: content, organization, vocabulary, grammar, and mechanics.

1.6 Definition of Terms

In order to avoid misunderstanding from readers, definition of terms are provided as follows:

1. Writing

   Writing is a difficult skill for students to master, especially in a foreign language. It involves expressing thoughts, ideas, and feelings through steps such as planning, drafting, revising, and editing. Writing also requires students to organize their ideas, use grammar correctly, and apply the right vocabulary and mechanics.

2. Teaching writing

   Teaching writing means helping students express their ideas clearly in written form. It should use engaging media like images, videos, and digital platforms to match students' learning styles. Good teaching involves clear instructions, relevant materials, and tools that make writing more interesting and easier to understand.

3. Narrative text

   Narrative text is a type of text taught in senior high schools that tells a story. It helps students organize their thoughts and explore new ideas. Its structure includes; orientation (introducing characters and setting), complication (a problem appears), resolution (the problem is solved), may also include evaluation and coda (moral or lesson).

4. Padlet

   Padlet is a digital tool used in education that lets students and teachers post, share, and organize ideas on virtual boards. It supports writing activities like brainstorming, discussions, and collaborative projects. Padlet is fun, easy to use, and helps students become more active, creative, and motivated in writing.

Those all above are what this chapter contains, such as background, research questions, objectives of the research, uses of the research, uses of the research, scope of the research, and definition of terms.

II LITERATURE REVIEW

This chapter deals with the following topics: theories of writing, aspect of writing, teaching writing, narrative text, Padlet, Padlet in teaching narrative text, procedure of applying Padlet in teaching narrative text, advantages and disadvantages of using Padlet, theoretical assumption, and hypothesis.

2. 1 Writing

Writing is one of the essential English language abilities that students need to master. In the context of the existing curriculum in Indonesia, writing is a cognitive process and language skill that involves thinking, planning, and organizing ideas. Writing that use as well as using language in writing to convey information, ideas, feelings, or self-expression. Writing has several important functions, including as a written communication tool, a medium for developing thought and ideas, and a means of practicing critical and analytical thinking ability. In addition, writing also serve as a tool to record and store information, as well as a means of expression and creativity. Students should translate their thoughts into written form by following the right steps.

According to Rosli et al. (2024), writing is a skill everyone needs in order to express themselves and communicate effectively. Oshima and Hogue (2007) states that writing is never one step action; it is an ongoing creative act. Kawinkoonlasate (2021) state that writing is one of the most essential elements of education and literacy, as it closely connected to other language skills and is considered a crucial productive skill for learners. Wulandari et.al. (2020) states that writing has many aspects that we, as students, must understand, including content, organization, grammar, vocabulary, and mechanics. These are the key reasons why it is essential for us to thoroughly know and comprehend the process of writing.

Wau (2022) state that writing is simply about expressing ideas, opinions, thoughts, and feelings on a piece of paper using a pen. It is an activity of transferring knowledge to others through written symbols or statements. In this era, most people use electronic tools such as computers to express their thoughts or ideas. Therefore, the modern way of writing is by typing.

From the opinions above, it can be said writing is a fundamental English skill that plays a vital role in communication, critical thinking, and self-expression. In the Indonesian curriculum, writing is seen as a cognitive and structured process involving idea generation, organization, and proper language use. It is not an innate talent but a skill developed through practice. Various experts emphasize that writing involves multiple components such as content, structure, grammar, mechanics, and serves not only as a tool for communication but also as a medium for creativity and recording information. With technological advancement, modern writing is increasingly done through digital means like typing on computers.

2. 2 Aspects of Writing

In the process of writing, several points should be considered by the writer in order to produce a good writing. According to Jacobs (1981) there are five aspects of writing, namely:

1. Content

   This refers to the main idea and supporting details in the writing. Good attachment shows that the writer has a clear understanding of the topic and presents information that is relevant, complete, and meaningful. A well-written text has unity, where all parts relate to the central idea, often introduced in a topic sentence and developed paragraph.

2. Organization

   Organization refers to how the ideas are logically structured and connected. It includes the use of clear introductions, body paragraphs with supporting details, and a conclusion. Sentences, and paragraphs should be arranged in a way that makes the writing easy to follow. Transitions between ideas should be smooth and coherence.

3. Language use (Grammar)

This refers to the correct use of grammar and sentence structures. It includes proper use of tenses, subject-verb agreement, sentence formation, punctuation within sentences, and the ability to construct meaningful clauses and phrases. Proper grammar supports clarity and helps the reader understand relationships between idea.

4. Vocabulary

This aspect focuses on the choice of words used to express ideas. The vocabulary should be accurate, varied, and appropriate for the topic and the audience. Good vocabulary use helps convey meaning clearly and precisely without unnecessary repetition. The words should be enhancing the content, not confuse the reader.

5. Mechanics

Mechanic involves the technical rules of writing, including punctuation, spelling, capitalization, and paragraph formatting. Good mechanic ensure that the writing is polished, professional, and easy to read. Errors in mechanics can be distracting the reader and affect the overall quality of the text.

The researcher applies the writing assessment criteria from Jacobs et al. (1981) to evaluate students' writing performance, as it offers a clear and consistent method. This framework consists of five core elements: content, organization, vocabulary, language use, and mechanics, which together allow for a thorough assessment of students' writing ability.

2. 3 Teaching Writing

Teaching writing ability means helping students put their ideas or thoughts into writing. To make learning more effective, teachers should use materials that are interesting and relevant to students' daily lives. That way, students are more interested and the learning process can be optimized. According to Brown (2008), teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. It means that teaching is not just about conveying

information, but also involves supporting, guiding and creating an environment that helps learners to actively engage in the learning process.

Writing is one of the essential abilities in language learning and plays a crucial role in academic success. According to Harmer (2004), writing is not only a product of generating and organizing ideas into sentences and paragraphs, but also a process that involves planning, drafting, revising, and editing. Teaching writing, therefore, involves equipping students with the knowledge of linguistic features, the ability to generate ideas, and the ability to structure those ideas effectively.

In teaching writing students are often struggle not only with grammar and vocabulary but also with coherence, cohesion, and appropriate organization of ideas. Teachers must guide students through the writing process, provide models and scaffolds, and offer meaningful feedback. Raimes (1983) emphasizes that effective writing instruction should focus on both form (language accuracy) and function (communicative purpose).

According to Blanchard and Root (2003), the writing process involves several important steps that students need to follow in order to produce organized and effective writing. These stages help students to write systematically and develop their ideas in a clear and meaningful way.

a) Pre-writing

In the pre-writing stage, students begin to explore and generate ideas before writing the first draft. Blanchard and Root (2003) explain that pre-writing helps students focus their thoughts and find a direction for their writing. Techniques such as brainstorming, listening, clustering, and outlining are introduced to help students collect and organize their ideas. This stage is important because it gives students a purpose and structure for what they want to write.

b) Drafting

After gathering and organizing ideas, students move on to the drafting stage. In this step students start writing their paragraphs or essays based on their ideas developed during the pre-writing phase. According to Blanchard and Root (2003), the main goal drafting is to express ideas clearly without

worrying too much about grammar or mechanics. Students are encouraged to wite freely and focus on communicating their main message.

c) Revising

The third stage is revising. This is the process where students look back at what they have written to improve the content and organization. Blanchard and Root (2003) emphasize that revision is not about fixing grammar or spelling errors, but about improving the clarity, unity, and coherence of the writing. Students might add more details, change the order of sentences, or remove unnecessary parts. Revising allows students to reshape their writing so it communicates their message more effectively.

d) Editing

After revising the content, students move to the editing stage. In this final step, the focus is on correcting grammar, spelling, punctuation, capitalization, and other surface-level errors. Blanchard and Root (2003) explain that editing helps students polish their writing and prepare it for the final version. This stage is essential to make sure the writing is accurate, readable, and free from distracting mistakes.

In conclusion, teaching writing is not just about helping students produce grammatically correct sentences, but also about guiding them through a complete process that enables meaningful and structured expression. This study applies five main stages in the writing process: pre-writing, drafting, revising, and editing.

2. 4 Narrative Text

Masida (2024) state that a narrative text is a type of writing that tells a story or recounts a series of events. The primary purpose of a narrative is to entertain or inform an audience. Narratives can take various forms, including fiction and non-fiction, and they can be presented in different mediums such as written texts, oral storytelling, or visual storytelling in films and videos. Key elements of a narrative text include characters, setting, plot, conflict, and resolution. Through writing narrative texts, students are able to convey their thoughts, emotions, and viewpoints. Narrative text is among the types of texts taught in English learning. It is a fictional text designed to entertain the reader.

According to Gerot and Wignell (1994), the social function of narrative text is to entertain or delight readers, while presenting real or imagined experiences. Narrative text usually follows a structure in which a problematic event leads to a crisis and ends with a resolution.

According to Masida (2024), the generic structure of narrative text are:

a) Orientation

Orientation sets the stage for the story. It introduces the main characters, describes the setting, and provide background information necessary for understanding the context. Ideally, the orientation should answer the questions "who", "where", and "when". The reader knows who is involved, where events are happening, and when the story takes place.

b) Complication

Complications are the part of the narrative where problems start to arise. Complications introduce a conflict or challenge that the main character must face, which becomes the driving force of the story. Complications usually put characters in difficult situations that must be resolved. According to Masida (2024), there are four types of conflicts that can arise in this stage: physical conflicts, natural conflicts, social conflicts, and psychological conflicts. These conflicts add depth to the narrative and keep the reader engaged by raising questioning about the characters are overcome obstacles.

c) Resolution

A resolution is the part of a narrative in which a previously introduces conflict or problem is resolved. The resolution marks the turning point of the story and provides closure by tying up the ending. Whether the ending is happy, sad, or open-ended, the resolution gives the reader a sense of completion and shows how the characters are affected by the events.

In this research, the researcher focuses on using narrative text as a tool to improve students' writing ability. The structure of narrative text orientation, complication, and resolution helps students organize their ideas clearly and effectively. The researcher also emphasizes four key language features: nouns, adjectives, verbs, and time words. Especially in writing short stories about fantasy, where imaginative

settings, unique characters, and creative plots require clear structure and clearer language use.

The researcher uses the generic structure of narrative text as described by Masida (2024). This structure assists students in organizing their ideas more clearly and in making their writing more meaningful and engaging. Language features that are used in narrative text adapted from Masida (2024) are:

1. Nouns: to name specific characters, places or things in the story.
2. Past tense: used to recount events that have already happened.
3. Adjectives: to describe characters and setting, adding detail and emotion.
4. Verbs: to express action and events that occur throughout the narrative.
5. Time words: to indicate the order of events, such as then, after that and finally.

According to Masida (2024), the types of narrative text are:

1. Folktales

   Folktales are traditional stories that are passed down orally from generation to generation. These stories often involve magical elements, talking animals and moral lessons. Folktales are deeply rooted in cultural traditions.

2. Fables

   Fables are short narratives, usually featuring animals' characters, that convey moral lessons. The characters in fables often exhibit human-like traits, and the story aims to teach the reader or listener about virtues and values.

3. Myths

   Myths are stories that explain the origin of natural phenomena, traditional or cultural practices. Myths often involve gods, goddesses and supranatural beings, and are closely linked to religious or cultural beliefs.

4. Legend

   Legends are narratives that are based on the real or historical events, but often contain elements of exaggeration or myth. Legend can focus on heroic figures or extraordinary events and are often passed down through oral tradition.

5. Short Stories

   Sort stories are fictional narratives that are more concise than novels. They usually focus on a single plot or theme and aim to evoke emotion or convey a particular message. Short stories can span a variety or genres and styles.

6. Novel

   Novels are long works of fiction that provide extensive and detailed exploration of character, plot, and theme. Novels allow for complex character and diverse storyline.

7. Biography

   A biography is a narrative that recounts the life and experience of a real person. Biographies often provide historical or inspirational insight into the subject's life, achievement and contributions to society.

8. Autobiography

   Autobiography are personal narratives written by individuals about their own lives. They offer first -person accounts of experiences, challenges, and reflections.

9. Historical Narratives

   Historical narratives recount past events in a storytelling format. They aim to present historical facts with a narrative structure and ay include elements of fiction to draw attention.

10. Science Fiction and Fantasy

    This genre explores speculative or imaginative concepts. Science fiction often focuses on futuristic or technological themes, while fantasy features magical or supranatural elements.

11. Horror Stories

    Horror stories are narratives that are meant to scare or disturb the reader. Horror stories often involve ghosts, astral beings or other frightening phenomena, and are popular for their suspenseful and eerie atmosphere.

Among the various types of narrative text, this research specifically focuses on short stories, with an emphasis on the fantasy genre. Short fantasy stories are chosen for their ability to spark creativity and engage students through imaginative plots and characters. This genre provides an accessible format for students to practice

narrative structure and language features effectively. Students are expected to develop their writing skills in a more interactive and motivating environment.

It can be concluded that writing a narrative text involves the use of several important elements. The general structure provides a clear framework for telling the story, while language features such as nouns, adjectives, verbs, and time expressions support the clarity and emotional depth of the narrative. These components work together to help students express their ideas creatively, logically, and compellingly in written form.

2. 5 Digital Media

Fidian (2020) literature review further supports this, showing that digital media consistently enhances students' writing performance, motivation, and participation across various platforms such as social media, ICT tools, and digital storytelling media. Since students benefit from tools that platforms that support real-time collaboration become particularly valuable. One digital platform that embodies these characteristics and aligns closely with both theoretical and empirical evidence of effective digital media is Padlet.

Erlam et al. (2021) explains that digital learning, as described in digital media in the language classroom, refers to the integration of digital technologies into language instruction in ways that meaningfully enhance teaching and learning. Rather than using devices merely as accessories, digital learning requires embedding technology within pedagogical approaches such as project-based and task-based learning so that technology supports interaction, collaboration, and the development of communicative competence. The text emphasizes the shift from traditional Computer-Assisted Language Learning (CALL) to Mobile-Assisted Language Learning (MALL), highlighting how mobile devices enable flexible and context sensitive learning opportunities. Digital learning also involves cultivating digital literacy, which encompasses communication, collaboration, information processing, and critical engagement with digital content skills that are essential for learners navigating digitally mediated environments.

Machmud and Basalama, n.d. (2017) explain that Computer-Assisted Language Learning (CALL) is commonly classified into three types: Traditional CALL, Communicative CALL, and Integrative CALL. Traditional CALL focuses on programmed exercise such as drills, tutorials, and simulations, where the computer functions mainly as a tutor. Communicative CALL emphasizes interaction, learner autonomy, and meaning-focused activities supported by tools such as email, chat, and discussion forums. The most recent stage Integrative CALL, incorporates multimedia and Internet-based platforms that enable collaboration, access to authentic materials, and the integration of various language skills.

Within this framework, Padlet clearly falls under the category of Integrative CALL. Padlet enables students to collaborate in real time, share multimodal content (text, images, link, audio, and video), and participate in interactive writing task. It also supports project-based learning, as students can co-construct texts, respond to peers' posts, and revise their writing within a shared online space. These characteristics align with the principles of integrative-CALL, where technology functions as an environment for collaboration, communication, and authentic task completion rather than as a simple drill-based tool. Therefore, the use of Padlet in teaching narrative writing can be categorized as an integrative and interaction-oriented form of CALL.

2. 6 Padlet

According to Kamalitdinovna, et.al (2025), Padlet is not just a tool in education, but also a flexible digital collaboration platform that can be utilized in various fields. Kamalitdinovna said that the research emphasizes that Padlet supports the creative process, both in the context of learning and outside of education, such as in business, community, or creative project environments. Padlet helps users organize ideas, share them visually, and work together in real time features that are particularly useful for team brainstorming, project planning, and creative content production. With its ability to bring together different types of media on a single "digital canvas," Padlet enables more dynamic and visual interactions, which is not only suitable for learning but also highly relevant in the workplace and creative industries.

Novianto et al. (2024) states that learning media serves as a tool to help students learn by delivering messages and encouraging creativity. It was divided into traditional media, which cannot rely on electronic devices, and digital media, which can require the use of computers. A digital media that was widely used in learning can be Padlet. Padlet was an application that allows users to create virtual boards (called "padlets") where they can be able to post, organize, and share content collaboratively. Padlet was appropriate for students' activities like brainstorming, discussion, and project work in the classroom setting. Students always be able to learn via Padlet with any web-connected devices like smartphones, tablets, and computers.

Wahyuni (2023), Padlet is very helpful in activities such as brainstorming, class discussions, and writing projects. This media allows learning to take place anywhere and anytime, only with a device connected to the internet without the need to download additional applications. More than just a technology tool, Padlet also plays a role in increasing student motivation, reducing learning anxiety, and creating a more positive and collaborative classroom atmosphere. In the context of learning to write, Padlet is considered effective because it encourages students' active participation and helps them develop their writing skills in a more structured and interesting way.

Taufikurohman (2018) investigated the use of Padlet to improve students' writing of descriptive text in an ESL classroom. Padlet was used as a collaborative digital board where students posted their writing and received feedback from the teacher and peers. Through this media, students could generate ideas, organize sentences, revise and improve their writing progressively. The findings showed that Padlet significantly improved students' descriptive writing performance ad created a supportive learning atmosphere. Students became more motivated, engaged, and confident because Padlet allowed them to express ideas freely and interact with another during the writing process.

Padlet is a collaborative digital platform that allows users to share ideas, information, and media on a virtual board in real time. This platform is highly flexible and user-friendly, making it suitable for various educational contexts

especially for writing activities, discussions, and project presentations. The strength of Padlet lies in its wide range of display features that can be adapted to suit students' learning goals and styles. Below is a detailed explanation of Padlet's features that can be utilized to support creative and interactive learning.

1. Wall

   The Wall feature on Padlet offers a basic layout where each post appears as sticky notes pinned to a virtual board. The posts are arranged chronologically and automatically adjust to fit the available space. Users can post text, images, videos, links, or files with a single click. This feature is ideal for brainstorming random ideas because of its flexible layout and user-friendly interface.

2. Stream

   Stream presents a vertically linear layout, similar to a chronological feed on social media. All posts appear in a single column from top to bottom, making it easy for users to read and follow the content in sequence. This layout is suitable for storytelling, daily discussions, activity journals, or any lesson flow that follows a time sequence. The clean and simple appearance helps users stay focused on one post at a time.

3. Grid

   The Grid feature arranges all posts in neatly aligned boxes, creating a symmetrical and organized appearance. This layout is perfect for displaying multiple visual elements such as images, videos, and documents all on one page. Each box is clearly visible and does not overlap with others. Users can view a lot of content at once without scrolling too much. This feature is very effective for showcasing class galleries, assignment portfolios, or group projects.

4. Shelf

   Shelf allows users to group posts into columns based on specific categories. Each column can be named according to needs, such as "Opinions," "Questions," "Critiques," or "Suggestions." This feature is especially useful for classroom discussions, as it helps organize students' ideas or comments

more clearly. Teachers can easily view how ideas are categorized, and students can express their thoughts in a more structured way.

5. Canvas

   Canvas provides complete freedom to place posts anywhere on the workspace. Users can arrange the posts freely and even draw connecting lines between them to show the relationships between concepts. This feature is ideal for creating mind maps or concept visualizations, allowing students to express their understanding through the connections of ideas. Its layout flexibility makes it creative and engaging.

6. Timeline

   Timeline displays posts in a horizontal line from left to right, presenting a clear chronological flow. Each post appears in sequence, making it perfect for showing events, stages in a process, or historical timelines. Teachers can use this layout to illustrate the narrative structure of a story or the step-by-step process in a project.

7. Map

   Map enables users to place posts on a world map based on geographic location. Posts can contain travel stories, cultural information, or the origins of certain figures. This feature is especially engaging for cross-cultural, geography, or history lessons, as students can visually see the connection between content and real-world locations. The map helps students understand context through spatial visualization.

8. Discussion Board Support

   Padlet supports interactive discussion features similar to an online forum. Users can leave comments on each post, enabling direct dialogue or Q and A sessions. Reactions such as likes, votes, stars, or emojis are also available for quick feedback. There is even a mention feature to tag other users, facilitating more targeted responses. These interactive tools make discussions more dynamic and collaborative, all within one shared board.

Although Padlet has a broad range of applications, this study focuses specifically on its use within educational settings. Padlet is used as a digital educational communication platform that makes classroom interaction fun and engaging. It is a

free online digital tool that functions like a virtual bulletin board. It allows users to post content such as text, images, links, videos, and files on a shared "wall" or canvas that others are be able to view and interact with. While it will be commonly used in educational environments, it is also be useful in business and creative collaboration.

Based on the theoretical perspectives outlined above, it can be concluded that Padlet is a flexible and collaborative digital platform that effectively supports the teaching and learning of writing skills. Its diverse features such as multimedia integration, real-time collaboration, and customizable layouts foster student engagement, creativity, and active participation. Among these features, the Discussion Board stands out as particularly relevant for writing instruction, as it provides an interactive and non-intimidating space where students can share their ideas, receive peer and teacher feedback, and develop their writing through meaningful dialogue. Therefore, in this study, the researcher focuses specifically on the Discussion Board feature of Padlet as a medium to enhance students' writing abilities by promoting a more collaborative and communicative learning environment.

2. 7 Padlet in Teaching Narrative Text

Generally, teaching goes beyond simply sharing knowledge; it involves guiding students toward success. According to Brown (2008), teaching means helping students learn by facilitating their understanding and creating an environment that supports their learning journey effectively. This highlights that teachers not only deliver subject content but also create conditions that enable students to develop necessary ability. In writing classes, one way to actively engage students is by integrating digital tools. One such tool is Padlet, which has gained popularity in recent years for teaching writing, including narrative texts.

Fauzia et al. (2023) states Padlet is used as a digital-based learning model to improve critical thinking and narrative writing skills of junior high school students. Padlet functions as a virtual whiteboard that allows students to collaborate online, share text, images, videos and provide feedback on peer writing. Through the use of Padlet, students are divided into small groups and work cooperatively to learn materials, discuss, and produce narrative writing together. This process encourages

students to analyse information, build arguments, and construct a structured and creative story. This study showed that students who studied with the Padlet model experienced significant improvements in critical thinking and narrative writing compared to students who followed conventional methods. Padlet helped them organize ideas, construct storylines, and convey messages more clearly and interestingly. In addition, the interaction in Padlet facilitated the exchange of perspectives, provided feedback, and strengthened students' confidence in writing. Thus, Padlet proved to be an effective medium to create collaborative, interactive learning and foster higher order thinking skills and better writing ability.

Aisyah and Mukaddamah (2023) states that was used as a learning media to improve the narrative text writing skills of 10th grade vocational students. This study used Classroom Action Research method which was conducted in three cycles. In each cycle, students are given narrative text materials and asked to write stories based on certain topics through Padlet, which was shared through a link in a WhatsApp group. Padlet in this context functions as a virtual whiteboard where students can write stories, share ideas, get feedback from the teacher, and see the progress of their writing. The results showed a significant increase shows that Padlet not only facilitates the writing process, but also increases students' motivation, participation, and understanding of narrative text structures. In addition, students also look more confident and enthusiastic when learning to write using Padlet because they can express ideas freely and get direct feedback from the teacher. The researcher concludes that Padlet is an effective and accessible learning media that can improve students' learning outcomes in writing, especially in the narrative text genre.

According to Ardini and Marlinda (2023), Padlet is an interactive digital platform that serves as an effective learning media for helping students write report text. Padlet is described as an online collaborative board where students can post texts, images, videos, and links. Students also can share ideas, organize information, and respond to peers; contributions. Through this platform, students engage in brainstorming, collaborative note-taking, and multimedia-supported writing activities that make the writing process more interactive and engaging. The result of their study, which involved 36 tenth-grade students and one teacher, showed that the majority of students (78%) had positive perceptions of using Padlet for report-

text writing. Students reported that Padlet helped them generate ideas, organize thoughts using visual aids, recall information, stay focused, and improve their writing abilities. Meanwhile, 19% of students had neutral perceptions, and only 3% expressed negative views, mainly because they believed other media might help them more. The researcher also reported that Padlet is easy to use, increase engagement, and supports collaboration and formative assessment. Overall, Padlet significantly enhances students' motivation, participation, and writing competence in learning report texts.

According to Jong and Tan (2021), the use of Padlet as technological tool to asses students' writing skills in an online classroom setting. The respondents considered of 70 primary school English teachers in Malaysia who implemented Padlet during writing assessments for their students. This study used a mixed-method research design (quantitative-qualitative), employing survey questionnaires, observation checklist, and semi-structured interviews as data collection instruments. During the intervention, teachers assigned writing tasks through Padlet, and students uploaded their work by typing directly or posting pictures on the Padlet wall. Through this platform, teachers reviewed students' writing progress, monitored their participation, and provided feedback on the same platform. The findings showed that Padlet was easy to use, interesting, and encouraged students' motivation and active participation during writing activities. Students were more confidents and engaged, although several challenges such as limited internet access and lack of ICT skills were reported. Overall, the researchers concluded that Padlet is a Practical and effective platform for writing assessment.

Those previous studies above serve as valuable references for the researcher in conducting this study and also serve as a comparison between previous research findings and the current research. From the studies reviewed, it is evident that Padlet is widely used as a tool for teaching writing. However, the distinctive feature of this study lies in its specific focus on teaching narrative text at the senior high school level. This study aims to explore how Padlet can be effectively applied in teaching narrative writing to senior high school students, particularly by utilizing the discussion board feature of Padlet, which allows students to post, respond, and interact with each other's ideas in real time. This interaction is expected to foster

collaborative learning, enhance idea development, and improve students' narrative writing skills.

Figure 2.1 Padlet Discussion Board Display
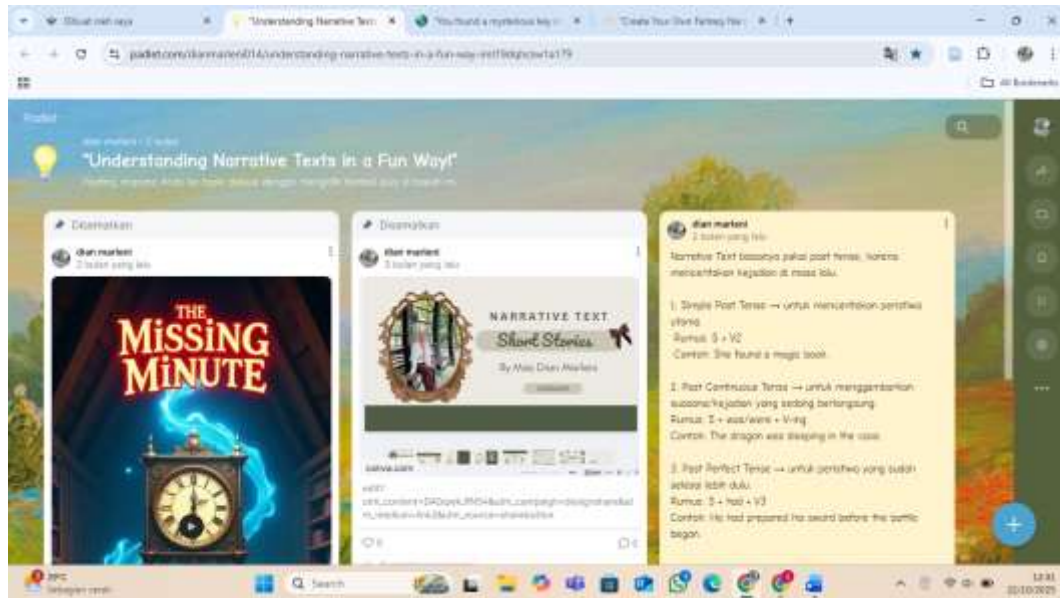
2. 8 Procedure of Applying Padlet in Teaching Narrative Text

To support the development of students' narrative writing skills, especially within the fantasy genre, the teaching process must provide not only creative stimulation but also a clear and structured approach. By combining the collaborative features of Padlet with the writing process model proposed by Blanchard and Root (2003), students can be guided through each essential stage of writing: pre-writing, drafting, revising, and editing. The following activity plan integrates these four stages while emphasizing active engagement, creativity, and peer feedback through digital media. The activities in this research were adapted to the four-step writing process outlined by Blanchard and Root (2003):

1. Pre-writing
   - At this stage, the teacher introduces the purpose and structure of fantasy short stories, focusing on elements such as orientation (background and magical characters), complication (conflict involving fantasy), and resolution (creative or magical solution).

- The teacher creates a Padlet discussion board and adds a link containing narrative text materials, including explanations of story elements.

- On a second board, the teacher provides fantasy-themed prompts, such as a glowing forest image or questions like *"What magical problem in your character face?"*

- Students explore these prompts by responding creatively and using nouns (e.g., characters like dragons or fairies), adjectives (e.g., glowing, mysterious), and verbs (e.g., fly, transform).

- They are introduced to time words like then, after that, and finally to prepare for sequencing ideas in their writing.

- They are encouraged to post one idea per prompt and respond to peers' posts with questions or emojis, building a collaborative fantasy world.

- Teachers models the process using a simple example and show how to enrich the pre-writing phase with images, sound effects, or music to inspire imagination.

2. Writing (Drafting)

- Once ideas have been generated, the teacher demonstrates how to write a paragraph based on the brainstorming content from Padlet, emphasizing the use of past tense, clearer adjectives to describe the fantasy world, and a clear sequence of events using time words such as then, after that, and finally.

- A set of guiding questions is introduced to help students monitor their writing: *Is fantasy world be clearly described? Does the story contain a magical conflict and resolution? Does the events be logically sequenced? Is the language clearer and imaginative?*

- Students then create a new thread on the Padlet Discussion Board and begin writing their own fantasy short story drafts.

- They encouraged to apply nouns to name characters and settings, verbs to show action, and adjectives to enrich descriptions.

- To enhance the story atmosphere, students may include fantasy-themed visuals such as images, GIFs, or sound effects.
- Teachers provides ongoing feedback via comments, focusing on coherence, creativity, and the descriptive quality of the narrative.

3. Revising

- Students engage in peer feedback sessions using a checklist designed for narrative writing.
- The checklist covers aspects such as originality, story flow, consistency in past tense, and richness of vocabulary.
- In groups of 3–4, students give feedback using positive expressions like, "Your character is really unique it can be the ending could be more magical."
- Using Padlet's comment feature, they point out areas where verbs, nouns, or adjectives could be clearer, or where time words might improve sequencing.
- The teacher also selects and discusses anonymized drafts with the whole class, highlighting good use of narrative features.
- Students revise their drafts based on both peer and teacher input.
- To guide this process, students refer to a set of guiding questions that focus on key aspects of narrative writing. These questions help them evaluate their peers' stories more critically and constructively:

Table 2.1 Table of Guiding Question

Aspects	Guiding Questions
Content	Is the story interesting and clear?
Structure	Does it follow orientation, complication, resolution?
Tenses	Is past tense used consistently?
Vocabulary	Is the vocabuary appropriate and descriptive?
Mechanics	Are spelling, punctuation, and capitalization being correct?

(Jacob et al. 1981)

4. Editing

- After revising for content and organization, students move to the editing stage.

- Here, they focus on correcting grammar, punctuation, spelling, and sentence structure.
- The teacher reminds them to carefully review the use of past tense verbs, ensure nouns and adjectives are accurate and descriptive, and confirm that time words are properly used to maintain chronological clarity.
- Attention to writing mechanics is essential to ensure the final story is polished and professional.

The Discussion Board layout on Padlet encourages open and structured discussions according to each section of the story. Collaboration and interaction between students create active engagement starting from the pre-writing stage. The multimedia features and real-time comments support creative exploration and enable quick and accessible feedback. Finally, the digital publication of students' work builds their confidence and fosters a sense of ownership over their writing.

To support the revision and editing process, students are grouped into small teams consisting of 3 to 4 members. Each group conducts peer feedback sessions using a structured guideline provided by the teacher. The guideline includes a peer feedback checklist that focuses on key aspects such as content, organization, vocabulary, language use, and mechanics. Within each group, every student presents their draft while the others read and provide comments based on the checklist.

In conclusion, integrating the Padlet Discussion Board layout with Blanchard and Root's three-step writing process creates a dynamic, student-centered environment where ideas are collaboratively generated, drafts are enriched with multimodal resources, and revisions are guided by timely peer and teacher feedback. This sequence not only reveal the structure of a short story orientation, complication, and resolution but also reinforces students' mastery of narrative language features such as past tense verbs, descriptive details, and logical sequencing.

2. 9 Advantages and Disadvantages of using Padlet

The use of digital tools in the classroom is becoming increasingly common, especially in the context of language learning. Padlet, as a collaborative platform,

will offer various benefits in teaching writing, particularly narrative text. However, like other technologies, Padlet also have certain limitations. According to Aisyah and Mukaddamah (2023), Padlet serves as an effective and accessible learning medium for improving students' writing, particularly in the narrative text genre. It supports students in organizing their ideas, receiving feedback, and tracking their writing progress. Padlet also enhances students' motivation, participation, and understanding of narrative text structure, while fostering confidence and enthusiasm in expressing ideas during the writing process.

The advantages of Padlet in teaching narrative text according to Aisyah and Mukaddamah (2023):

1. Padlet increases students' motivation and enthusiasm in writing activities.
2. The platform allows students to freely express their ideas and build writing confidence.
3. Padlet supports collaboration by enabling students to share ideas and give feedback to peers.
4. Teachers can provide real-time feedback, helping students track their writing progress.
5. Padlet improves students' understanding of narrative text structure through repeated practice.
6. The application is accessible and easy to use, even via links shared through WhatsApp.

While, the advantages of Padlet in teaching narrative text according to Aisyah and Mukaddamah (2023):

1. Padlet may lead to superficial writing, as students tend to focus on completing task rather than developing narrative ideas depth.
2. The study implies that students may rely heavily on peer contribution, which can reduce individual responsibility on narrative writing.
3. That limited focus during learning activities affect the writing process, especially the revision stage.
4. The study also suggests that students pay less attention to narrative structure, resulting week organization, in term orientation, complication, and resolution

In conclusion, Padlet is recognized as an effective and accessible digital tool for teaching narrative writing. It enhances students' motivation, participation, and confidence by allowing them to express ideas freely, collaborate with peers, and receive real-time feedback from teachers. Additionally, Padlet helps students organize their thoughts and improve their understanding of narrative text structure. Despite these advantages, some challenges remain, such as students' initial difficulties in accessing and using the platform, limited vocabulary and grammar skills, and dependence on stable internet access. However, when integrated effectively, Padlet can significantly support the development of students' narrative writing skills.

2. 10   Theoretical Assumption

Padlet is an effective learning media to help students learn better collaboratively. By using Padlet visually, students can see how the different parts of their story are connected. This makes it easier for students to plan and write their stories in a clear and logical way, which can result in better and more interesting stories.

Based on the explanation of Padlet, the researcher believes that the use of Padlet can improve students' ability to write narrative text by helping them to express their ideas collaboratively and in a more structure way. Through Padlet's visual features, students can map out their storyline clearly, making it easier to organize the parts of the narrative text coherently. Collaboration in Padlet also encourages students to discuss and exchange ideas, which indirectly enriches vocabulary and improves critical thinking ability. In addition, with more careful planning through Padlet, students can minimize errors in mechanics such as spelling and punctuation. Writing activities in Padlet also help students construct more grammatically correct sentences because they can revise and get feedback from friends and teachers directly. Thus, Padlet is an effective media to support the learning process of writing, especially in narrative text.

2. 11   Hypothesis

The hypothesis is "There is a significant improvement in students writing ability in narrative text after they are taught by using Padlet".

The hypothesis above is what is discussed in this chapter, such as theories of writing, aspect of writing, teaching writing, narrative text, Padlet, Padlet in teaching narrative text, procedures for applying Padlet in teaching narrative text, advantages and disadvantages of using Padlet, theoretical assumption, and hypothesis.

III METHODS

This chapter is discussed about research design, data variables, population and sample, data collection instrument, data collection technique, research procedures, data analysis, data treatment, and hypothesis testing.

3.1 Research Design

This research was a quantitative study intended to examine students' improvement in narrative writing after the implementation of Padlet. The research design was a one-group pretest–post-test design, as the researcher used only one class. This design was applied to compare the students' writing ability as measured by the scores from a pretest and a post-test after the treatment was given. According to Hatch and Farhady (1982), the research design was represented as follows:

$$\textbf{T1 X T2}$$

Notes:

T1 referred to the pretest that was given before the researcher teaches through Padlet in order to measure the students' competencies before they are given the treatment.

T2 referred to the post-test that was given after implementing Padlet and to measure how far the students' improvement after they get the treatment.

X referred to the treatments that was given by the researcher through Padlet to improve students' writing.

3.2 Variables

According to Kaliyadan and Kulkarni (2019), a variable is an entity whose value can change and be measured in a research study. This study involved two variables: an independent and a dependent variable.

1. The independent variable was the use of Padlet in teaching narrative writing, which functioned as a treatment given to the students during the teaching and learning process.

2. The dependent variable was students' writing narrative text achievement, which was measured through students' writing scores in the pre-test and post-test based on five aspects of writing: content, organization, vocabulary, language use, and mechanics.

This research employed a one-group pre-test and post-test design (T1 X T2), in which Padlet was applied as a treatment and its effect was measured by comparing students' writing scores before and after the treatment.

3.3 Population and Sample

According to Ahmad et al. (2023), the population in research refers to the complete group of individuals, objects, or events with similar characteristics, serving as the focus of study. The population in this study consisted of all second-grade students at SMA YP Unila Bandar Lampung. This research applied a pre-experimental design, specifically using a one-group pre-test and post-test design, which involved administering a pre-test before the treatment and a post-test after the treatment within the same group. In this case, one XI-grade class was selected using purposive sampling suggested by English teacher as the experimental class.

3.4 Data Collection Technique

This research aimed to gather data on students' writing narrative text ability scores before and after the treatment using Padlet. The data were collected through:

1. Pre-test

   The pre-test was conducted to assess the baseline quality of students' narrative writing ability before they received any treatment. Students were asked to write a narrative text based on a given prompt. The assessment focused on key elements of narrative writing, such as the orientation, sequence of events, use of descriptive language, and the presence of a clear resolution.

2. Post-test

The post-test was administered to evaluate the improvement in students' narrative writing ability after they participated in learning activities using Padlet. This assessment also helps determine the effectiveness of the treatment. Students were again asked to write a narrative text based on a similar prompt. The evaluation focused on the same key elements as in the pre-test, including coherent plot development, descriptions of character and setting, the use of appropriate language features, and a well-structured conclusion.

3.5 Instrument

This research aimed to gather data on students' writing narrative text ability scores before and after the treatment using Padlet. The data were collected through: writing-test. To measure students' narrative writing ability, the researcher used writing prompts for the pre-test and post-test. In the pre-test, students were given instructions to write a narrative text on a specific topic (e.g., *"Write a fantasy story about a mysterious object you found in the school garden.*). In the post-test, a similar but different question was given to avoid memorization while still assessing the same writing competency (e.g., *"Write a fantasy story about a door that leads to another world"*). Both questions were designed to elicit narrative elements such as orientation, complications, resolution, and appropriate use of language features.

3.6 Validity and Reliability

3.6.1 Validity

Nurweni (2019) state that validity is one of the essential characteristics of a good assessment. It originates from the word "valid," which implies appropriateness. A good assessment must align with what is intended to be measured, meaning it should measure exactly what it aims to assess. Validity includes various types, such as face validity, content validity, construct validity, and empirical validity. In this research, two types of validity were employed, namely content validity and construct validity.

1. Content Validity

According to Nurweni (2019), content validity refers to whether the test items or tasks being assessed adequately represent what is intended to be tested. It emphasizes the coverage of materials that must be included in a test. In achievement assessments, content validity is fulfilled if the test or assessment is based on the state teaching objective. In this research, content validity was achieved because the writing task and scoring indicators were aligned with the learning objectives state in the syllabus for Grade XI, which served as the basis for developing the instrument. The task required students to produce a narrative text following the elements taught during instruction, including orientation, complication, and resolution. All components of the assessments reflected the competencies that the students were expected to master. The suitability of the instrument was then confirmed through expert judgement by an English teacher, and the result of the expert judgment is presented in Appendix 5.

2. Construct Validity

In this study, the researcher assessed students' writing ability using the scoring criteria proposed by Jacobs et al. (1981), which include five main aspects: content, organization, vocabulary, language use, and mechanics. These aspects represent the theoretical components of writing ability and are widely used to evaluate students' writing performance. Therefore, the use of this rubric ensures that the test measures the intended construct students' narrative writing proficiency appropriately. According to Nurweni (2019), construct validity refers to the extent to which test items or tasks align the theoretical concepts of the language ability being measured. In this research, the writing assessment corresponded to the established theories of writing skills, indicating that the instrument had strong construct validity.

3.6.2 Reliability

According to Nurweni (2019), a reliable assessment instrument should produce consistent results when administrated under similar conditions. To ensure the

consistency of the scoring results, inter-rater reliability was applied in this study. Two raters assessed the students' writing independently using the same rubric adapted from Jacobs et.al. (1981). The first rater was the researcher, and the second rater was an English teacher at SMA YP Unila Bandar Lampung. The inter-rater reliability was calculated using the statistical formula proposed by Hatch and Farhady (1982). The formula that was used is as follows:

$$P = 1 - \frac{6. \sum d^2}{N(N^2 - 1)}$$

Notes:

(P) referred to the reliability of the test

(N) referred to the number of students

(D) referred to the difference of rank correlation (mean score from the pre-test and the post-test)

(1 – 6) referred to the constant number

The reliability coefficient was analysed with the reliability standard proposed by Arikunto (1998) below:

  a) A very low reliability (range from 0.00 to 0.19)
  b) A low reliability (range from 0.20 to 0.39)
  c) An average reliability (range from 0.40 to 0.59)
  d) A high reliability (range from 0.60 to 0.79)
  e) A very high reliability (ranges from 0.80 – 0.100)

Based on the standard of reliability above, it can be concluded that writing tests considered reliable if the tests reach the minimum range of 0.60-0.79.

After calculating the result of students' narrative writing, the data were calculated the researcher by using the formula above (see appendices 8 and 9). The result of the reliability could be seen in the following below:

Pre-Test

$$R = 1 - \frac{6\,(426.5)}{30(30^2 - 1)}$$

$$R = 1 - \frac{2559}{26970}$$

$$R = 1 - 0.09488$$

R = 0.9051 (very high reliability)

Post-Test

$R = 1 - \dfrac{6\,(237.5)}{30(30^2 - 1)}$

$R = 1 - \dfrac{1425}{26970}$

$R = 1 - 0.05283$

R = 0.9471 (very high reliability)

Table 3. 1 The Result of Reliability

Reliability	Pre-Test	Post-Test
	0.9051	0.9471

Based on the standard of reliability above, the writing test has very high reliability (range between 0.80000 – 0.10000). It can be concluded that the test produces consistent and dependable results, indicating that is a reliable instrument for measuring students' writing abilities.

3.7 Research Procedures

In collecting data, this study followed these steps:

1. Preparation

   The researcher prepared the research instruments, including pre-test and post-test prompts, scoring rubrics for narrative writing, and materials for implementing the Padlet-based learning activities.

2. Pre-test Administration

   Before the treatment, students were asked to write a narrative text based on a prompt. This pre-test aimed to measure their initial ability in writing narrative texts. The results served as baseline data.

3. Treatment Implementation Using Padlet

   The treatment was conducted over several sessions using Padlet as a learning platform. Students were engaged in Discovery Learning activities where they collaboratively planned, wrote, and revised narrative texts.

Padlet was used for brainstorming ideas, sharing drafts, giving peer feedback, and showcasing final work.

4. Post-test Administration

    After the treatment, students were given a post-test in which they wrote another narrative text based on a different but comparable prompt. This post-test aimed to measure their progress after the intervention using Padlet.

5. Scoring and Data Analysis

    Both the pre-test and post-test narrative texts were assessed using a standardized rubric that evaluated organization, content, language use, and mechanics. The scores were analysed to determine the effectiveness of using Padlet in improving students' narrative writing ability.

The evaluation of students' narrative writing ability focused on five aspects: content, organization, vocabulary, language use, and mechanics.

3.8 Data Analysis

The data in this study were in the form of students' writing scores. To obtain the research results, the data were analysed through several steps. First, the students' writing worksheets from the pre-test and post-test were assessed. Then, the average scores of both the pre-test and post-test were calculated. Based on the results, conclusions were drawn to answer the research question, which was supported by statistical analysis using the repeated measures t-test conducted through SPSS.

Before conducting the statistical test, a normality test was performed to ensure that the pre-test and post-test data met the assumptions required for a parametric analysis. The normality of the data was examined using the Shapiro-Wilk test in SPSS 31.0, as it considered more appropriate for samples of fewer than 50 participants. The data were considered normally distributed when the significance value (Sig.) was greater than 0.05. as shown in appendix 10, the significance values for the pre-test (Sig. = 0.077) and the post-test (Sig. = 0.121) were higher than 0.05. These results indicated that both sets of data were normally distributed. The Kolmogorov-Smirnov test was also generated as part of the SPSS output; however, the interpretation of normality was based on the Shapiro-Wilk test.

The assessment of students' narrative writing ability was conducted using a scoring system that focused on five main aspects: content, organization, vocabulary, language use, and mechanics, following Jacobs et al. (1981) rubric. These aspects were chosen because they were considered essential in assessing the quality of narrative writing and provided a comprehensive overview of the students' writing ability. The following table presented the scoring criteria used to assess each aspect in both the pre-test and post-test.

3.9 Data Treatment

In order to determine the effect of students' narrative writing achievement after being taught using Padlet, the researcher used statistical analysis to examine the data. In this study, the researcher utilized SPSS software to perform the analysis. Before proceeding with hypothesis testing, several preliminary steps were conducted, including the normality test. The normality test was used to determine whether the data were normally distributed, which was a prerequisite for conducting parametric tests such as the paired sample t-test. The hypotheses for the normality test were formulated as follows:

H_0: The data were normally distributed
H_1: The data were not normally distributed

The hypothesis (H_0) was accepted if the significance level of the normality test is > 0.05, and the alternative hypothesis (H_1) was accepted if the significance level of the normality test was < 0.05. After the data were computed using SPSS, the researcher analysed the result to determine whether the data distribution was normal or not.

3.10 Hypothesis Testing

Hypothesis testing was used to determine whether the hypothesis proposed in this research was accepted or rejected. The hypothesis related to this research question was analysed using the Repeated Measures t-Test in the Statistical Package for the Social Sciences (SPSS).

$$t = \frac{\overline{D}}{S_D/\sqrt{n}}$$

Note:

t = calculated t value

$\overline{D}$ = mean of the difference of the data pairs

S_D = standard deviation of the difference of the data pairs

$\sqrt{n}$ = number of subjects or pairs

The hypotheses of this research were described as follows:

H_0: There was no improvement between the pre-test and post-test scores of students' writing narrative text achievement after the implementation of Padlet.

H_1: There was an improvement between the pre-test and post-test scores of students' writing narrative text achievement after the implementation of Padlet.

All of the above were included in this chapter, covering the research design, data variables, population and sample, data collection instruments, data collection techniques, research procedures, data analysis, data treatment, and hypothesis testing.

V CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the study and suggestions for English teachers and future researchers. The conclusions are drawn from the findings discussed in the previous chapters, while the suggestions are provided to support the teaching of writing and to guide further research on the use of Padlet.

5.1 Conclusion

Based on the results of the data analysis and discussion, it can be concluded that the implementation of Padlet in the learning process substantially enhanced students' narrative writing ability among second grades of SMA YP Unila Bandar Lampung. the improvement observed before and after the use of Padlet demonstrated that the platform not only supported students of narrative structure. Through its collaborative features, such as sharing drafts, viewing peers work, and receiving feedback, Padlet created an interactive writing environment for the students. This environment encouraged students to reflect on their progress, refine their ideas, and develop more coherent and well-constructed narratives.

Improvement was found in all five aspects of writing based on Jacob et.al (1981): content, organization, vocabulary, language use, and mechanics. Among these aspects, organization showed the highest n-gain score, indicating that Padlet helped students develop and elaborate their ideas more effectively in narrative writing. The collaborative of Padlet also supported students in organizing narrative structure, vocabulary enrichment, and improving language accuracy through interactive peer and teacher feedback. However, mechanics showed the lowest improvement, demonstrating that students still need more support in areas such as spelling, punctuation, and capitalization.

In conclusion, Padlet is proven to be an effective digital learning media to improve students' narrative writing skills. It promotes active participation, encourage

creativity, support the writing process, and facilitates meaningful feedback. Therefore, Padlet can be recommended as an innovative tool to support English writing instruction, particularly in narrative text learning. functioning devices, a stable internet connection, and clear instructions on how to use the platform. Teachers should also manage classroom activities to prevent distractions from unrelated smartphone use, so students can stay focused on the writing tasks. With proper preparation and guidance, Padlet can be used more effectively to support narrative writing instruction.

5.2   Suggestions

This study showed that the use Padlet had a significant effect on students' narrative writing ability. However, during the implementation, there were several of the intervention, such as the tendency for students to rely on the contributions of their classmates, limited focus during the writing process, especially during the revision stage, and lack of attention to the generic structure of narrative texts. In addition, this study was conducted with a limited number of participants and only focused only one text genre. Therefore, several suggestions are proposed as follows:

1. **For The Teacher**
    - Since there is a section of Padlet that is used for peer feedback, teachers are expected to monitor student activities when conducting peer feedback so that students can actively participate in discussions.
    - Because various Padlet links are used in various activities, some students made mistakes when uploading their draft. Therefore, clear and detailed instructions from teachers are essential to minimize student errors in uploading their drafts.
    - Teachers were encouraged to maintain explicit instruction and reinforcement of narrative text structure, such as orientation, complication, and resolution, throughout Padlet-based writing activities.
2. **For The Future Researcher**
    - Future researchers may explore more diverse research designs or larger samples to gain broader insights into the effectiveness of Padlet in writing instruction.

- Further studies are recommended to investigate the use of Padlet in various text genres to analyse its impact on different types of writing.
- Future researchers are encouraged to examine teaching strategies in Padlet-based learning that support student autonomy and sustained engagement in the writing process.

In summary, the suggestions are proposed to address the limitations found during the implementation of Padlet in this study. Proper preparation, effective classroom management, and careful consideration of technical aspects are essential for teachers to maximize the use of Padlet in writing instruction. Meanwhile, future researchers are expected to extend the scope of this study by involving larger samples, different text genres, and additional research focuses to strengthen the findings.

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