

**THE EFFECT OF USING PADLET AS A PEER FEEDBACK TOOL TO  
IMPROVE TENTH GRADE STUDENTS' WRITING ACHIEVEMENT OF  
RECOUNT TEXT**

**(An Undergraduate Thesis)**

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## **ABSTRAK**

### **PENGARUH PENGGUNAAN PADLET SEBAGAI ALAT UMPAN BALIK SESAMA TEMAN SEBAGAIUPAYA MENINGKATKAN PRESTASI MENULIS SISWA KELAS X DALAM TEKS *RECOUNT***

**Oleh:**

**AMELIA MINALDI**

Penelitian ini bertujuan untuk menyelidiki pengaruh penggunaan Padlet sebagai alat umpan balik sesama siswa dalam meningkatkan prestasi menulis teks recount siswa kelas X serta mengeksplorasi persepsi siswa melalui kuesioner skala Likert.

Penelitian ini dilakukan dengan pendekatan kuantitatif menggunakan desain pre-test post-test satu kelompok, yang melibatkan siswa kelas X dari SMA Tamansiswa Teluk Betung Utara, Bandar Lampung.

Hasil menunjukkan adanya perbedaan yang signifikan dalam prestasi menulis siswa pada teks rekapitulasi dengan menggunakan Padlet sebagai alat umpan balik antar teman. Skor rata-rata post-test (78,25) jauh lebih tinggi daripada skor pre-test (65,33). Berdasarkan analisis Normalized Gain (N-Gain), peningkatan keseluruhan sebesar 0,35, yang dikategorikan sebagai peningkatan sedang. Analisis lebih lanjut menunjukkan bahwa mayoritas siswa, yaitu rata-rata sekitar 70%, merespons secara positif terhadap penggunaan umpan balik teman sebaya melalui Padlet dalam proses menulis.

Hasil ini menunjukkan bahwa kegiatan pembelajaran menulis yang menggunakan umpan balik teman sebaya melalui media seperti Padlet dapat meningkatkan kolaborasi di antara siswa, meningkatkan pemikiran kritis, dan meningkatkan kualitas tulisan.

Penelitian ini menyimpulkan bahwa penerapan Padlet sebagai alat umpan balik teman sebaya dalam kegiatan menulis merupakan strategi yang efektif untuk meningkatkan prestasi menulis siswa.

**Kata kunci:** Padlet sebagai umpan balik sesama siswa, teks recount, prestasi menulis

## **ABSTRACT**

### **THE EFFECT OF USING PADLET AS A PEER FEEDBACK TOOL TO IMPROVE TENTH GRADE STUDENTS' WRITING ACHIEVEMENT OF RECOUNT TEXT**

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This study aimed to investigate the effect of using padlet as a peer-feedback tool to improve tenth-grade students' writing achievement of Recount Text and explore students' perceptions using likert-scale questionnaire. This study was conducted using quantitative approach with one-group pre-test post test design, involving first-grade students from SMA Tamansiswa Teluk Betung Utara Bandar Lampung. The findings showed that a significant difference in students' writing achievement of recount text using padlet as a peer-feedback tool. The mean post-test score (78.25 ) is notably higher than the pre-test score (65.33). Using Normalized Gain (N-Gain) analysis, the overall gain was 0.35, categorized as a moderate improvement. Further analysis showed that majority of students that is an average of around 70% responded positively of using peer feedback through padlet in writing process. These results suggest that writing learning activities use peer feedback through media such as Padlet to increase collaboration among students, improve critical thinking, and improve writing quality. This study concludes that implementing padlet as a peer feedback tool in writing activity is an effective strategy for increasing students writing achievement.

***Keywords:*** *padlet as peer feedback, recount text, writing achievement*

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RECOUNT TEXT**

**By**

**AMELIA MINALDI**

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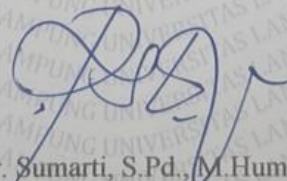
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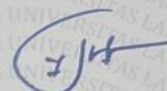
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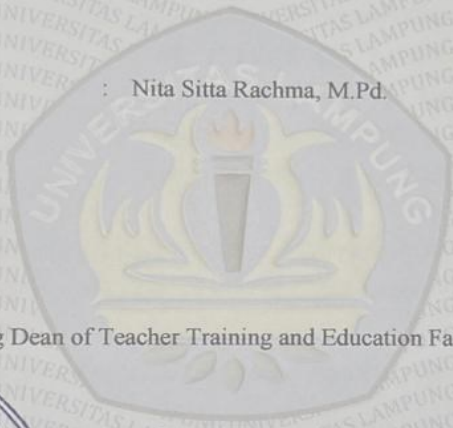
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti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

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## **CURRICULUM VITAE**

Amelia Minaldi was born in Kupang on 4 December 2003. She is the second daughter of Efrinaldi and Mila Parlina. She has a twin sister, Amanda Minaldi, and a younger brother, Muhammad Yafi Rinaldi.

She began her education at Intan Payung Kindergarten in Duri, Riau, before continuing on to primary school. She then attended SD Negeri 4 Kota Karang in Bandar Lampung.

After completing primary school in 2016, she continued on to SMP Negeri 3 Bandar Lampung and graduated in 2019. After that, she studied at SMAS Tamansiswa Teluk Betung. During high school, she joined Paskibra and Rohani Islam as extracurricular activities. She graduated in 2022. In the same year, she passed the SBMPTN exam and was accepted as a student in the English Education Study Programme at the University of Lampung.

While studying at the University of Lampung, he joined SEEDS (English Education Student Association) and was active as a member of the Education division in 2023. In 2025, he served as the head of the Secretariat division at Forkom Bidikmisi Unila. From January to February 2025, she conducted community service in Bujung Tenuk, Tulang Bawang, and participated in a teaching practice programme at SMP Negeri 4 Menggala. To complete her studies, she conducted research on students' recount text writing using Padlet as a peer feedback tool at SMAS Teluk Betung Bandar Lampung.

## **DEDICATION**

The writer dedicates this work to:

1. Her beloved parents – Efrinaldi and Mila Parlina
2. Her sister – Amanda Minaldi
3. Her brother – Muhammad Yafi Rinaldi
4. Her Almamater – University of Lampung
5. Her beloved friends
6. Her English lecturers

## **MOTTO**

*“O you who believe! When it is said to you, "Give space in the assemblies, then make space, surely Allah will make space for you.”*

(Alqur'an 58:11)

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Finally, the writer believes that her writing is still far from perfection. There might be weakness in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, April 2026

The Writer

Amelia Minaldi

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## I. INTRODUCTION

This chapter discusses several topics divided into several subchapters. This consist of the background, research question, objective of the research, uses of the research, scope of the research, definition of terms.

### 1.1. Background

English is essential in education, necessitating the use of four basic skills: writing, listening, readding and speaking. According to Gangal (2011) among these skills, writing is the most difficult skill. It means that writing must be given more attention in learning. Raimes (1987) argued, writing is the skill of students or learner to convey opinions and points of view into writing or a few words. In essence, writing requires thinking about our ideas and then translating them into concise sentences. Therefore, writing is very important to be developed for students because it is a rather difficult English skill to learn. The importance of writing is very much including as a means of exchanging information, where this can increase insight. In addition, writing has an importance as a means of improving skills, with imagination that has been structured and can be described in writing.

Harmer (2007) stated writing is a complex and dynamic activity that involves active thinking, expression and learning. This emphasizes writing's significance as both a linguistic instrument anf cognitive processes, which are critical for literacy and communication. That means writing skills must be discussed to measure the extent of students' ability to apply them. In accordance with the provisions of tle Merdeka Curriculum, English language learning must be applied

to texts. Conceptually, text has several types based on the curriculum, namely descriptive text, narrative text, recount text, and procedural text. Students are tasked with creating texts related to these types. However, writing requires tools that can facilitate students' creative expression.

Structured and good writing ability are using cooperation between parties, such as feedback given by others to a writer, especially in writing English texts. According to Leki & Carson (1994), to increase the writing ability of students, teachers need to pay attention to providing guidance and feedback in their writing approach. From this explanation, it can be explained that feedback is essential for writing to ensure the clarity of the written work from various aspects. Defilippi, Miller & Avila (2020) argued that the use of peer feedback contributed to create independence in learners which involves they student critically suggesting a change in writing. Feedback between peers is very important so that the writing results and collaboration between students run well.

Nurkhamidah, Lustyantie, & Chaeruman (2024) stated that peer feedback is a learning method in which students review and provide comments on their peers' work. They also stated that peer feedback promotes students connection, fosters collaborative learning, and contributes to a more inclusive classroom environment. According to Topping (2005), peer feedback is an powerful activity to increase the quality of writing because students learn not only from teacher comments, but also from the prespective of peers. Through peer feedback, students can get more spesific feedback on their work, in order to the students enable in correcting their writing quality. By giving and receiving feedback, the critical thinking and reflectively of students will increase. Thus, peer feedback can be learning method that improve writing quality, critical thinking, and collaborative skills.

Peer feedback has given strongly effect on students' writing by developing professional abilities and strengthening writing performance (Kerman, Banihashem, Karani, Er, Ginkel & Noroozi, 2023). With the positive impacts of

implementing peer-feedback in learning to write, pupils can become more familiar with writing rules. However, providing peer feedback will be more interactive when applying it through a digital platform. According to Huang et al. (2024), the use of technology in flipped EFL writing instruction can enhance the quality of students' works, encourage active participation, and strengthen conceptual understanding through collaborative discussion and immediate feedback. Belogortseva (2023) stated that digital tools like Padlet, Google Docs, and Miro board support interactive and approach of students' focus, enabling learners to collaborate, receive feedback, and revise their writing in real time. Fenton, Gimenez, Mansfield, Percy, & Spinillo (2023) state that Padlet is an interactive space for students to practice writing and share ideas. From the explanations of these experts, it is implied that padlet is a learning tool that is suitable for use as a peer-feedback tool.

Schluer (2022) stated from her book that Padlet is useful for feedback on brainstorming and categorization tasks as well as creative and even handwritten assignments. Then he also stated that assessors can also reply to existing notes on the Padlet, e.g. by ranking, rating or coloring them or by leaving a comment that will be directly connected to it. With these features, this digital media can increase the effectiveness of the learning process, especially in learning to write a text that requires collaboration and reflection between students. Ramadhani, Dewi, Syahnaz, & Kihwele (2023) argued that using padlet as a learning tool especially for language learning is a good way. This explanation confirmed that padlet can also be used as a tool to provide for providing feedback. Therefore, Padlet is crucial interactive learning tool, especially in writing activity.

There are several previous studies that discuss Padlet in writing achievement of students. In this case, there are eight studies that have been researched by several researchers. Firstly, López-Pellisa, Rotger, & Rodríguez-Gallego (2020) conducted a study that explored the implementation of collaborative writing through peer feedback within a blended learning environment, utilizing a

qualitative research approach and involving university-level students as the primary subjects. The study revealed that collaborative writing, when supported by peer feedback and blended learning strategies, significantly enhanced not only the quality of students' written work but also fostered more meaningful collaborative interactions among the participants. Despite these positive outcomes, the scope of the research was limited in two significant ways. First, the study was conducted at the tertiary education level and did not involve senior high school students, whose cognitive development, learning needs, and technological familiarity may differ considerably from those of university students. As a result, the findings cannot be directly generalized to younger learners in secondary education, who are also in need of effective and engaging writing strategies. Second, the study did not incorporate the use of a specific digital platform or application to facilitate the peer feedback process, which is increasingly relevant in modern classrooms that rely on educational technology.

Jong & Tan (2021) conducted a study exploring the use of Padlet as an assessment platform in writing instruction, particularly from a teacher perspective. The results showed that the use of Padlet received a positive response from teachers and motivated students to collaborate more actively in the learning process. This suggests that Padlet has potential as a technological tool that supports more interactive student engagement in writing instruction. However, this study has several limitations. It only featured teacher feedback and did not explore in depth how students participated in providing feedback on their peers' writing. Therefore, Padlet's potential as a tool for developing critical and collaborative thinking skills through peer assessment has not been fully explored. Furthermore, the subjects of this study were elementary school students, whose abilities differ from those of secondary school students. Padlet also has the potential to be used more effectively by secondary school students, who have higher cognitive capacities to independently assess and provide feedback on their peers' writing.

Wiyanto & Indah (2023) conducted a study that examined the influence of using padlet as an online tool for peer-feedback in writing recount text to tenth-grade vocational high school (SMK) students. The results of their research indicated that students who participated in peer-feedback activities through Padlet achieved significantly better writing outcomes compared to those who were taught through conventional methods. The use of Padlet provided a digital and interactive space that enabled students to give and receive constructive feedback more efficiently, fostering collaboration and active engagement in the writing process. However, despite these positive findings, the study had certain limitations that open up possibilities for further investigation. Notably, the study only measured students' writing performance as a learning outcome without exploring how students perceived the use of Padlet in their learning experience. Students' perceptions are crucial in determining the practicality, engagement, and acceptance of such tools in the classroom, especially as learning increasingly integrates digital media. Furthermore, the study was limited to vocational high school students, and the findings may not be directly applicable to general senior high school students, who may have different academic orientations and learning needs.

Anggraini, Huda, & Oktarini (2023) examined the effect of peer feedback techniques on the ability to write recount texts for eleventh grade high school students using a quantitative approach. The results showed an increase in the average score of writing skills in the experimental and control groups after treatment. However, this study has several limitations. First, the focus of the study was limited to the final score without exploring the affective aspects of students such as their perceptions, motivations, or experiences during the feedback process. Secondly, peer feedback in this study was conducted conventionally using paper media, not utilising online platforms such as Padlet or Google Docs which are more relevant to the current digital learning context. Third, the recount text used as the object of study is actually grade X material in the Merdeka Curriculum, so it is not suitable for the grade level studied, namely grade XI. Fourth, the peer

feedback treatment is only done once, so it does not represent a continuous writing revision process.

Wahyuni (2023) examined the use of Padlet as a technology-based learning media in writing descriptive text. This research used a quantitative experimental method involving seventh grade junior high school students as subjects. The results showed that the post-test scores of students in the experimental class who used Padlet were higher than the control class who did not use Padlet. However, there are some limitations in this study. First, Padlet was only used as a medium for learning to write, not as a tool to provide peer-feedback, so the collaborative potential of this platform has not been maximised. Secondly, the research subjects were limited to junior high school students and did not include higher education levels, such as high school students. Thirdly, this study did not involve students' perceptions of the use of Padlet in learning, whereas this aspect is important to support the validity of the results and not only rely on post-test scores alone.

Ahmad et al. (2023) showed that Project-Based Learning (PBL) essay writing teaching materials through Padlet are very practical for use in higher education. The results showed a high level of practicality from lecturers (85.8%) and students (84.1%). Padlet was deemed effective in facilitating collaborative and contextual writing processes. However, this study did not explicitly use peer feedback as part of the research procedure, although it was mentioned as a feature that could be utilized in Padlet-based learning. The study only focused on the practicality of the teaching materials without examining in more depth how providing feedback from fellow students (peer feedback) can affect essay writing skills and only focused on students, not on the students who need to use this platform. Furthermore, there was no analysis of the effectiveness or students' perceptions of the peer feedback process.

Although various previous studies have explored the use of Padlet, peer feedback and collaborative approaches in learning to write, there are still some consistent

shortcomings that have not been fully researched. However, there are some gaps in the research such as only involving students of vocational high schools, grade 11 high schools, elementary schools, junior high schools, and university students, not using research subjects in grade 10 students. Furthermore, some studies still use one instrument such as tests only and questionnaires/interviews only, although there are studies that examine the perceptions of the research subjects, but only measure the perceptions of teachers not students directly where the students are the ones who experience the application of learning methods using certain media. There is no research that uses test instruments and questionnaires at the same time.

This study aims to find out the effect of using Padlet as a peer-feedback tool to improve tenth-grade students' achievement in writing Recount Text, and to explore their perceptions after experiencing the process. It addresses several gaps in previous research. This study incorporates iterative peer feedback using Padlet, allowing students to engage actively in giving and receiving feedback over multiple stages. By examining both students' writing improvement and their perceptions, the study provides a more understanding of how Padlet functions as a tool for digital peer review and supports writing instruction in the high school grade tenth.

This study was conducted at SMAS Tamansiswa Teluk Betung Utara among 10th-grade students. The selection of the location and sample for this study was based on indications that the English writing instruction methods currently in use have not been implemented optimally. This is evident from the lack of collaborative learning practices that would allow students to provide feedback to one another and evaluate both their own writing and that of their peers. Furthermore, although schools have been utilizing digital technology in English language instruction, the use of instructional media remains somewhat monotonous and has not yet fully encouraged student engagement, particularly in writing skills. Therefore, there is a need for an instructional innovation that not only leverages technology but also enhances students' active participation in the writing process.

Based on the pre-test results, it was found that the students' initial proficiency fell into the "good" category, with an average score of 65.25. However, these results do not yet reflect a comprehensive mastery of writing skills. This is evident from the continued presence of errors in several aspects of writing, such as content, organization, vocabulary, and grammar usage. This situation indicates that although students' scores are quantitatively good, the quality of their writing skills still needs improvement. Therefore, to optimize students' writing skills and engagement, particularly across various writing aspects, the implementation of more interactive and collaborative learning methods is necessary. One alternative that can be used is the Padlet-based peer feedback method, which is expected to improve the quality of students' writing while encouraging their active involvement in the learning process.

## **1.2. Research Questions**

Based on the background presented earlier, the researcher developed two main research questions to address the core issues of this study.

1. Is there any significant difference of Tenth Grade Students' writing Achievement in recount text after using Padlet as a Peer-Feedback tool?
2. What are the tenth grade students' perceptions after using Padlet as a Peer-Feedback tool to improve their writing achievement of Recount Text?

## **1.3. Research Objectives**

In line with the research question above, the objectives of the study is as follow:

1. To find out wheter there is a significant difference of tenth-grade students' writing achievement in recount text after using padlet as a peer-feedback tool?

2. To explore the tenth grade students' perceptions after using padlet as a peer-feedback tool in writing recount text.

#### **1.4. The use of the Research**

The uses of the research are formulated as follows:

1. Theoretically, this research contributes to the development of English language learning theory especially using Padlet as a Peer-Feedback tool which is technology based so that it can have an influence on students' writing ability. In addition, it provides an in-depth understanding of students' perceptions of the process which can enrich the literature in digital technology-based learning approaches.
2. Practically, this research is useful for English teachers in applying Padlet as a peer-feedback tool to improve students' recount text writing ability, as well as providing an overview of students' perceptions and experiences in order to tailor learning strategies to their needs.

#### **1.5. Scope of the Research**

This study focuses on the use of Padlet as a peer-feedback tool to improve the writing achievement of recount texts in grade X students as well as exploring students' perceptions after using the platform as peer-feedback. The study is conducted in one class out of three in grade X of SMAS Tamansiswa Teluk Betung Utara, Bandar Lampung that is X.I. The approach uses quantitative method through pre-test and post-test conducted in five meetings (pre-test, treatment 1, treatment 2, treatment 3, and post-test), and uses questionnaire to explore students' perceptions. The scope of this study is limited to the use of Padlet in peer-feedback activities in classroom writing learning.

## **1.6. Definition of Terms**

There are several terms that researchers use to provide a basic understanding related to the concept, as follow:

### **Writing**

Writing is a way for students to express their thought and feelings in organizing their knowledge and beliefs into clear and to share meaning through structured writing.

### **Recount Text**

Recount is a text that tell about the personal experience story in the past time. The purpose of this text are to inform and entertain the readers.

### **Padlet**

Padlet is a paltform which allows users to produce a board where they can share various forms of information and media, including pictures, Videos, and links. In this board, students can apload their work and giving feedback each other.

### **Peer Feedback**

Peer feedback is the process of providing review or responses by peers to one's work, tasks, or performance.

### **Effect**

Effect is the result or impact of an action, event or condition. In this study, the effect is used to describe the cause-and-effect of the peer feedback method treatment through Padlet on students' pre-test and post-test results and affect students' perceptions after treatment.

## **II. LITERATURE REVIEW**

Some theories that are considered in a framework are presented in this chapter. Those are the concept of writing in English Language Learning, Recount Text, Peer Feedback in Writing, The use of Technology in Writing Instruction, Padlet as a Peer-feedback tool, Previous Studies, Procedure of Padlet as a Peer-Feedback in teaching writing Recount Text, Advantages & Disadvantages of Padlet as a peer-feedback in teaching Writing, Assessing writing using Padlet As a Peer Feedback Tool, Theoretical Assumption, Hypothesis.

### **2.1. Concept of Writing**

Writing is one of the productive and complex language skills, which requires mastery of various aspects of language in an integrated manner. In the context of language learning, the ability to write not only reflects an understanding of language structures, but also skills in organizing ideas logically, systematically, and communicatively. Therefore, to understand writing skills more deeply, this section will elaborate on several important sub-sections including the definition of writing, aspects of writing, teaching writing, the process of teaching writing, and the assessing writing. The elaboration of each of these subsections aims to provide a strong theoretical foundation in understanding and analyzing writing skills as part of English language learning.

### ***2.1.1. Definition of Writing***

Based on the definition, writing is the process of conveying ideas, thoughts, feelings, or information in written form. It involves the use of symbols arranged in a logical and structured manner so that they can be understood by the reader. According to Hyland (2019), Writing is a social activity that requires linguistic abilities, contextual awareness, and a grasp of purpose and audience to produce written material. Writing is a complicated process that requires several phases of planning, thinking, and editing in order to create a document that is both efficiently structured and communicative (Tribble, 2009). Writing is not only about mastering language structure, but also about adapting a message to the social context in which it is produced. Therefore, effective writing involves an interaction between the writer's intent and the reader's expectations. This dynamic process demonstrates the importance of feedback and revision as key components for clarifying meaning and increasing clarity in written communication.

### ***2.1.2. Aspect of Writing***

Writing is one of the main skills in language acquisition that has an important role in the context of English language learning. In the field of language, writing performance is not only seen as the ability to arrange words or sentences grammatically, but also as a complex process that involves various important aspects. According to Jacobs et al. (1981), the aspects of writing consists of Contents, Organizations, Vocabulary, Language uses, Mechanics. These aspects need to be considered in writing, especially in producing a text.

The following of the aspects of writing as follows:

#### **1. Content**

The content supports the idea that is developed and is in accordance with the topic that has been determined in writing.

## 2. Organization

Organization refers to a writing structure that follows the appropriate text format or is logically sequenced such as descriptive, narrative, and expository texts. At least the text consists of an introduction, body and conclusion.

## 3. Grammar

In this case, the use of tenses must be appropriate for the type of text used when creating a text, and the sentences must be complete and appropriate in parallel with the syntactic context.

## 4. Vocabulary

Vocabulary is a set of words used when communicating both orally and in writing. In writing a text, it is very necessary to choose the right words. In addition, the use of synonyms is necessary to avoid repetition. The application of specific vocabulary is essential to support the type of text being created.

## 5. Mechanics

Mechanics refer to punctuation, spelling, and the use of capital letters. In writing, this aspect is very important because it is very visible to the naked eye and can certainly affect the content of the text that has been created.

In summary, the aspects of writing include content, organization, grammar, vocabulary, and mechanics.

### ***2.1.3. Teaching writing***

Teaching is a learning activity that involves interaction between teachers and learners to successfully master learning topics. Systematic organisation and facilitation of language learning in the classroom require the application of

theoretical approaches and methodological frameworks (Richards & Rodgers, 2001). Therefore, effective teaching is not limited to delivering theoretical knowledge, but also involves encouraging students to actively produce work.

Teaching writing emphasizes the planning stages, including feedback, revision, and the use of cognitive, social, and technological frameworks to help students acquire effective writing skills and classroom awareness (O'Brien, 2004). This suggests that teaching writing skills can enhance or deepen students' understanding of the subject matter. This is because writing compels students to reflect more thoroughly during the production process. The primary objective of teaching writing is to achieve linguistic, communicative, and cultural competences (Malyuga, Litvinov, & Panicheva, 2016). Teachers guide students through the steps of the writing process to enhance their critical thinking about how to write correctly and effectively.

#### ***2.1.4. Process of Teaching Writing***

The process of writing refers to the series of stages that a writer goes through to create a piece of written work. According to Linse & Nunan (2005) states the processes of writing as follow:

##### **1. Pre-writing**

This is the stage that involves gathering ideas, planning, and organisation before starting to write. Students can make a list of ideas or a concept map to stimulate ideas before starting to write.

##### **2. Drafting**

At this stage, students start writing the first draft based on the topics that have been collected. The main focus is to put the ideas into writing without paying too much attention to grammar or spelling. In this stage, it is also necessary to give feedback from students or teachers to other students in order to create contribution and collaboration.

### 3. Revising

Students review their writing and pay attention to the feedback given by other students or teachers to their writing and focus on what is not right in the writing that has been made. Revising involves changing sentences, developing ideas, or rearranging paragraphs to make them clearer and more logical.

### 4. Editing

This stage focuses on correcting mechanical errors, such as grammar, spelling, punctuation, and word usage.

### 5. Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to put the work.

In summary, the steps of writing include pre-writing, writing, revising, editing, and publishing.

#### ***2.1.5. Assessing Writing***

Writing assessment is an important component of teaching and learning writing skills, as it provides information about students' progress, strengths and areas for development. Writing assessment evaluates various elements of a written text, such as content, organisation, grammar, vocabulary and mechanics, in relation to established criteria or learning objectives. According to Weigle (2002), writing assessment can be divided into two main categories: direct and indirect assessment. Direct assessment involves evaluating actual writing tasks, such as essays or paragraphs, while indirect assessment measures writing-related skills, such as error recognition or sentence rearrangement, through objective formats. Among these, direct assessment is considered more authentic because it evaluates students' ability to produce and organize ideas in context.

There are also two primary approaches to writing assessment include holistic scoring and analytic scoring. Based on Brown (2004) Analytic scoring is the

assessment of writing by dividing writing into several aspects such as content, organization, language use, vocabulary, mechanics. In this study, the scores are separated, then the scores are summed up to obtain a total score. While holistic scoring is an assessment that gives one overall score based on a general impression on the quality of writing such as using descriptions: excellent, good, fair, and poor. Analytic scoring is particularly useful in educational settings because it offers detailed feedback that can guide students in improving specific areas of their writing.

Furthermore, assessment in writing should be aligned with instructional goals and the writing process itself. As Hyland (2003) argued, assessment is not only a matter of measurement but also a pedagogical tool that can enhance learning when integrated with formative feedback. In this regard, formative assessment, such as peer-review, teacher feedback, and self-assessment, plays a vital role in supporting student development over time by highlighting strengths and suggesting revisions. Effective writing assessment also considers the purpose, audience, and genre of the text, acknowledging that writing is a socially situated activity. Therefore, a fair and comprehensive assessment should include contextual and communicative features in addition to linguistic accuracy. In summary, assessing writing is not merely scoring student output, but a dynamic process that supports learning, informs instruction, and promotes student reflection and autonomy.

## **2.2. Recount Text**

Recount Text is a text which retell event or experiences in the past. The purpose of this text is to retell real event in an interesting and engaging way (Corbett & Strong, 2017). According to Anderson & Anderson (1997), recount text is a type of text which retells events or experiences in the past with the purpose to inform or to entertain the reader. Besides that, recount text consists of a sequence of structures in which case the writing of the text can be in accordance with linguistic

rules. The structure of the Recount Text itself is orientation, series of events, and reorientation.

According to Derewianka (1990) recount text is a text type tells about past events, usually in the order in which they occurred. In addition, based on this theory, the purpose of recount text is to retell events or experiences for the purpose of informing or entertaining. Overall, as explained by experts, Recount Text is a type of text that aims to retell past events or experiences chronologically with the aim of informing or entertaining readers. This text has a typical structure that includes orientation, sequence of events, and reorientation, and uses linguistic features such as past tense and action verbs.

### ***2.2.1. Generic structure of Recount Text***

Every text genre requires a generic framework to organise and differentiate itself from other texts. When producing a Recount Text, it is critical for the writer to follow its generic format. According to Junaedi (2021) , the generic structure of Recount Text consists of three parts: Orientation, Series of events, and Reorientation that explain as follow:

1. Orientation, which is the first part, introduces the participants, place and time. It also serves to outline the main idea to be discussed.
2. The second structure of Recount Text is the Series of Event. Its purpose is to describe events that happened in the past. This section involves providing elaboration, and development for each point of the event of activity that has been done in the past.
3. The final part of recount text is the Reorientation. In this section, the writer restate to write personal comment from the story.

### ***2.2.2 Language Feature of Recount Text***

Based on Wood & Stubbs (2000), the language features of recount text consist of several components, namely:

1. Simple Past Tense

The text primarily uses the simple past tense, because this text tells about an event that has already happened. Examples of past tense in this text are went, saw, played, visited.

2. Uses Action Verb

These words are used to describe action or activities in the events. Example: run, watched, swam, talked.

3. Words of relational process

This text uses words that express the process of being, having or becoming. Examples: be, indicate, appear.

4. Words that link phrases and sentences

This text uses words to initiate a new point on an argument Examples: in addition, however, therefore. Also this text uses words which express cause and effect. Examples: because, so that, due to.

Recount text is chosen because it helps students develop their ability to write past experiences sequentially and improve their grammatical writing achievement namely implementing writing past tense. Besides that, this text is fundamental for increasing vocabulary. This type of the text is commonly taught in senior high school and matches with students' learning demands for clear and vivid expression of ideas. In addition recount text complement padlet as a peer feedback tool because the students can readily interact with their peer's writing, promoting interest and collaboration. Therefore, focusing on recount text provides an effective context for applying peer feedback to enhance writing achievement.

In conclusion, A recount text is a type of writing that presents past events in chronological order with the purpose of informing or entertaining the reader

through personal experiences. It has generic structures consisting orientation, series of events, and reorientation supported by specific language features like uses simple past tense, action verb, words of relational process, words that link phrases and sentences. Recount text is suitable for senior high school students and aligns well with learning medium like padlet which can apply peer feedback.

### **2.3. Peer-feedback in Writing**

Peer feedback is an activity where people give each other constructive feedback about their work, performance or ideas. The aim is to help their peers recognise strengths and areas for improvement, and to support mutual learning and development. It promotes cooperation and deeper understanding through peer-to-peer perspectives.

Peer feedback is a method where fellow students who act as writers give feedback on each other's writing. The main purpose of this method is to help writers improve the quality of their writing by receiving feedback from other readers before it is assessed by the teacher. According to Hyland & Hyland (2019), from a socio-cognitive perspective, peer review or peer-Feedback can be seen as a formative developmental process that gives writers the opportunities to discuss their texts and discover others' interpretations of them. Peer feedback can increase students' metacognitive awareness of writing and help them correct errors and organisation of ideas (Liu & Edwards, 2022). Overall, peer feedback serves as an invaluable tool in the writing process, which not only improves the quality of writing through diverse perspectives, but also fosters students' metacognitive awareness and independence in revising.

#### **2.4. The Implementation of technology in Writing Instruction**

The use of technology in writing education has dramatically altered how writing is taught and learnt, particularly in English as a Second Language (ESL) settings. Technology-supported writing tools can enhance learners' motivation and engagement but many educators face difficulties in implementing (Shadiev & Wang, 2022). In the Indonesian context, this shift is evident in the increasing adoption of digital platforms such as Padlet, Google Docs, and online discussion forums in language classrooms. Online tools such as Padlet, Google Docs, and Miro board support a more interactive and student-centered approach, enabling learners to collaborate, receive feedback, and revise their writing in real time (Belogortseva, 2023). Traditionally, teacher-centered approaches are gradually being superseded by more interactive, student-centered methodologies. Digital technology has made writing assignments more dynamic, allowing students to participate more actively in the writing process. According to Nation and Macalister (2020), students can now communicate with one another using digital technologies to collaboratively write texts, resulting in increased engagement and learning.

Furthermore, technology enables students to reach a larger audience and promotes the development of their work through real-time collaboration and criticism. Learners can use platforms like Google Docs, blogs, and Padlet to co-author documents, communicate ideas, and edit their work based on feedback from peers and teachers. This not only improves their writing ability, but also gives them confidence as they engage in meaningful conversation outside of the classroom.

In conclusion, the incorporation of technology into writing education settings has altered traditional teaching methods into more collaborative and interactive learning experiences. Students are not only more interested in the writing process when they use digital platforms, but they also improve their skills through real-time collaboration, feedback, and larger audience participation. This transition

enables students to become more confident and proficient writers in academic and real-world contexts.

### **2.5. Padlet as a Peer Feedback Tool**

Padlet is a web-based digital platform that allows anyone who uploads it to create an interactive virtual board where the uploader can add various types of content such as text if in learning to write. Padlet as a Peer-Feedback tool provides features that can make it easier for readers to provide feedback and comments on it. According to Nguyen & Trang (2023), Padlet allowed students to upload text, read peer's work, and comment in real time, making the feedback process more dynamic and interactive.

Futhermore, padlet can help students improve their writing skills by encouraging cooperation and active participation. Its user-friendly features not only allow for the sharing of written drafts, but also promote meaningful peer-to-peer engagement through constructive comments. As a result, Padlet promotes the development of students' writing skills in a more participatory and supportive learning setting.

### **2.6. Students' Perception**

Students' perceptions provide an important role in the success of learning methods, especially in writing context. According to Richards and Schmidt (2010), perception refers to the process by which learners select and interpret information from their environment, which subsequently shapes their responses and attitudes toward learning experiences. Dörnyei (2005) stated that the beliefs, attitudes, and feelings are major factors that affect the way the students approach and process learning tasks. In this case, it is implicitly explained that perception includes feelings, attitudes, and beliefs, all of which play an important role in shaping how

students interpret a learning activity, respond to the methods or media used. Positive perceptions can enhance students' motivation, engagement, and willingness to revise and improve their texts, whereas negative perceptions such as finding a tool difficult to use or irrelevant may decrease students' participation and hinder their writing development.

In the context of English as a Foreign Language (EFL), writing is considered one of the most complex skills, requiring mastery of grammar, coherence, cohesion, and idea development (Hyland, 2003). Given this complexity, students' perceptions toward writing tools or strategies such as digital platforms or peer feedback mechanisms become especially important. When students perceive a writing tool as user-friendly, enjoyable, and beneficial, they are more likely to engage deeply with the task, revise their work, and grow as writers (Huang, 2016).

Therefore, exploring students' perceptions towards the use of Padlet in peer feedback in writing activities is important. This study aims to explore how the integration of technology-through Padlet affects students' attitudes towards the writing process, especially regarding the ease of exchanging feedback, and the development of their writing skills.

### **2.7. Padlet in Teaching Writing**

Various studies have explored the topic of this research. In this study, the researcher will use some of these studies as references. This subchapter reviews six relevant studies and their results. First, the study by López-Pellisa, Rotger, & Rodríguez-Gallego (2020). This study focuses on peer feedback in collaborative writing in a blended learning environment for university students. A total of 85 students from two study programmes at two Spanish universities were grouped into 25 small teams and given various writing tasks, including character profiles, literary reviews, and writing and evaluating their peers' writing. The results

showed that students who engaged in peer feedback showed deeper reflection, more active engagement, and significant improvements in writing quality. A total of 36.5% of respondents stated that peer review helped them improve their revision skills, and 28.4% found it very helpful in recognising writing errors. In general, the level of satisfaction with this activity was very high, approaching 80%. This study emphasises the importance of integrating peer interaction in writing tasks to improve critical thinking skills and metacognitive awareness.

The second previous study is by Jong and Tan (2021) who conducted a study highlighting the use of Padlet as an online classroom writing skills assessment tool, particularly during the COVID-19 pandemic. Involving 70 primary school teachers in Sarawak, Malaysia, the study used a mixed approach with questionnaires, observations, and interviews as instruments. The results showed that teachers have a positive perception of Padlet as an interactive, flexible, and easy medium to evaluate students' writing. However, some challenges were also found, such as limited internet access and students' lack of ICT skills. This study confirms that Padlet has the potential as an alternative technology-based assessment tool that suits the demands of modern online learning.

The third previous study is from Wiyanto and Indah (2023) examined the effectiveness of peer feedback technique through Padlet in learning recount texts for grade X students of SMK Darul Ulum Kepuhdoko. Using a true experimental design, they compared two experimental and control groups. The experimental group using Padlet showed significant improvement in writing ability, with an average post-test score of 79.72, much higher than the control group with a score of 66.79. The t-test showed a value of  $t = 2.317 > t\text{-table} = 2.015$ , which means the alternative hypothesis is accepted. This result confirms that the use of Padlet in peer feedback activities can significantly improve students' writing ability.

The fourth previous study is the research by Anggraini et al. (2023) in which this study aims to determine the effect of peer feedback technique on students' writing

ability in recount text. The research design was quasi-experimental involving 42 students of grade XI of SMA Muhammadiyah 3 Jember. XI Language class became the experimental class (with peer feedback) and XI IPA 3 became the control class (with conventional method). The instrument was a recount text writing test (pre-test and post-test), with analysis using Independent Sample T-Test on SPSS. The results showed the average pre-test score: the experimental group was 79.32 and the control group was 75.65. While the average post-test score in the experimental group was 89.58 and the control group was 80.17. The T test results show the value of Sig. (2-tailed) = 0.000 < 0.05, which means there is a significant effect of using peer feedback technique on students' writing ability.

The fifth previous study is the research by Wahyuni (2023). This study aims to examine the effectiveness of using Padlet as a learning media to improve students' ability in writing descriptive text at junior high school level. This study used an experimental quantitative approach. The sample consisted of 60 grade 7 students, divided into two classes: 7H (control) and 7G (experimental), 30 students each. The instruments were pre-test and post-test, with data analysis using Independent Sample T-Test test through SPSS. The results of the average value of the pre-test in the experimental group: 57.33 while the results of the control group were 59.33. In addition, the average value of the post-test in the experimental group was 74.33 while the control group was 65.83. The T test results showed sig. (2-tailed) < 0.05, which means there is a significant difference between the experimental and control classes. This finding shows that the use of Padlet significantly improves students' performance in writing descriptive text.

The sixth previous study is the research by Anggraini et al. (2023), in which this study aims to determine the effect of peer feedback technique on students' writing ability in recount text. The research design was quasi-experimental involving 42 students of grade XI of SMA Muhammadiyah 3 Jember. XI Language class became the experimental class (with peer feedback) and XI IPA 3 became the control class (with conventional method). The instrument was a recount text

writing test (pre-test and post-test), with analysis using Independent Sample T-Test on SPSS. The results showed the average pre-test score: the experimental group was 79.32 and the control group was 75.65. While the average post-test score in the experimental group was 89.58 and the control group was 80.17. The T test results show the value of Sig. (2-tailed) = 0.000 < 0.05, which means there is a significant effect of using peer feedback technique on students' writing ability.

Although various previous studies have explored the use of Padlet, peer feedback and collaborative approaches in learning to write, there are still some consistent shortcomings that have not been fully researched. Firstly, there is a lack of integration between active peer feedback and digital platforms such as Padlet simultaneously, especially in the context of learning to write at the high school (non-vocational) level. Most of the studies only focus on one aspect, such as the use of Padlet without peer feedback, or peer feedback without technology. Secondly, students' perceptions, motivations and experiences of the technology-based peer feedback process have not been widely explored, even though these affective aspects are very important in assessing the effectiveness and sustainability of using digital media in learning. Thirdly, the majority of studies are still limited to certain educational levels such as universities, junior high schools, or vocational schools, so the results cannot be generalised to high school students in general. Lastly, the duration and depth of peer feedback treatment in previous studies are generally limited, often only conducted once without looking at the effects of the repeated revision process, which is the essence of effective writing learning.

With the description of the gaps of the previous studies, it is possible for the researcher to explore the novelty of the research to be conducted. Therefore, this study will use the influence of Padlet as a peer-feedback tool to improve the writing ability of tenth grade students and explore their perceptions towards writing recount text after using peer feedback through padlet. By implementing this research, it is expected that there will be an increase in the score on the post

test conducted by the students as well as encouraging positive perceptions from the students after conducting several tests as well as treatment.

## **2.8. Procedure of Using Padlet as a Peer-feedback tool in Teaching Writing**

In practicing to write recount text using padlet as peer feedback, the researcher will adopt the procedure outline by Linse & Nunan (2005). This stages consist of pre-writing, drafting, revising, editing, and publishing. The stages can be explained, as follows:

### **1. Pre-writing**

Students are guided to create a simple recount text with the topic 'My school holiday experience' as their pre-test. The pre-test of each students is submitted without do the padlet as a peer-feedback tool. After do the pre test. The researcher explains the purpose and structure of the recount text (orientation, series of events, reorientation). Also explains the use of Padlet and how to give feedback in the platform column.

### **2. Drafting (Draft 1, draft 2, draft 3)**

In this step students write their drafts and post in padlet. In this procedure, students do the drafting which consist of several session in each meeting.

Draft 1: Students start writing the first draft of their recount text based on the topic that has been determined. After that, students post their drafts to the Padlet column. Each student give comments and suggestions or feedback on their friends' drafts directly in Padlet on the comment feature.

Draft 2: Each students opens the draft column of padlet. They are guided to revise their draft based on their peers' comment or feedback, and post the second draft. After that, the students are intrsucted to give comments and suggestions or feedback on their friends' drafts again directly in Padlet on the comment feature or could put a mark on other students' writing.

Draft 3: Each student opens the draft column of Padlet. They are guided to revise their work based on their peers' comment and feedback and post the work as the third draft. After that, the students are instructed to give comments and suggestions or feedback on their friends' drafts again directly in Padlet on the comment feature or could put a mark on other students' writing.

### 3. Revising

Students focus on revising their final draft on all aspects of writing that have been corrected by their peers based on the drafting step.

### 4. Editing

After revising their writing that has been given by peers, students edit their writing related to grammar, punctuation, spelling. Students refine their text for the final version.

### 5. Publishing

Students write the post test with the different topic for thirty minutes and submit their work to the teacher. The researcher can also provide feedback and motivation to the students.

## **2.9. Assessing writing using Padlet As a Peer Feedback Tool**

Writing assessment using peers through Padlet adapts from the previous research by Nguyen & Trang (2023). In the first treatment, students uploaded the first draft and gave each other feedback on the content. After receiving feedback, they revised their writing. The second treatment started with uploading the second draft. Students gave comments related to organisation and language use. Each student then revised their writing based on the feedback received. In the third treatment, the third draft was uploaded to Padlet. The focus of feedback at this stage was vocabulary and mechanics. Students commented on their friends' writing. After the final revision, all students were expected to be familiar with the aspects being assessed and improve the overall quality of their writing.

The writing assessment used a rubric adapted from Heaton's (1990) theory which includes five main aspects: content, organisation, vocabulary, language use, and mechanics. The five aspects were scored with a maximum point scale of 30 on content, 20 on organisation, 20 on vocabulary, 25 on language use, and 5 on mechanics. This study shows that the use of Padlet as a peer-feedback medium not only facilitates the process of sharing and providing comments, but also helps students understand the writing assessment standards in a more structured manner. Through active engagement in providing feedback, students become more critical in assessing their own and others' written work. Ultimately, this contributes to the overall improvement of their writing quality.

## **2.10. Advantages and Disadvantages of Padlet as a Peer Feedback Tool**

### ***2.10.1. Advantages***

Padlet, as a web-based collaborative platform, has gained popularity in language learning contexts, particularly in facilitating peer-feedback activities. Its use brings several significant advantages in enhancing student engagement and the effectiveness of peer-response practices.

Firstly, one of the most significant advantages of Padlet is its user-friendly interface, which makes it accessible even to students with minimal technological skills. Unlike more complex platforms, Padlet allows users to post content with just a few clicks, encouraging active participation in the feedback process. According to Rashid, Yunus, & Wahi (2019), Padlet is a free web program that offers a "wall" where users may upload text, images, and even videos that anybody with the link or URL to the particular wall can access. The layout can be customized in various formats, such as a grid or stream view, ensuring that all students' posts are neatly organized and easy to navigate. The background is often

set in neutral or pastel tones to avoid visual distraction, allowing learners to focus fully on the content of the writing and feedback.

Secondly, Padlet lies in its ability to support real-time collaboration and interaction. Students can read, comment on, and react to their classmates' work instantly, creating a dynamic and socially interactive learning environment. This immediate feedback loop helps build a sense of community among learners and makes the revision process more meaningful. Ramadhani, Dewi, Syahnaz & Kihwele (2023) found that padlet give students the opportunity to collaborate with their peers in real-time and they can see when another student is uploading something to the wall.

Thirdly, padlet supports multimodal forms of communication, allowing students to give and receive feedback through text, images, audio, video, or hyperlinks. According to Purba, Al Haddar, Zulkarnain & Syahputra (2024), Padlet seamlessly integrates multi-media elements like text, photos, videos, audio clips, links, and documents. This multimedia-rich environment helps create interesting learning materials, offer diverse content, and adapt to different learning styles. To conclude, these feature add diversity to the peer-review process and caters to different learning styles.

Lastly, Padlet encourages learner autonomy and reflective thinking. Unlike traditional feedback methods that rely solely on teacher comments, Padlet empowers students to take part in evaluating each other's work. Through peer-feedback, learners are not only exposed to alternative perspectives but are also motivated to improve their writing independently. Rofiah, Sha'ar, & Waluyo (2023) argued that the use of Padlet in English For second Language (ESL) classrooms promotes a reflective learning process and fosters students' self-regulation in writing development. Therefore, the use of Padlet in learning English as a foreign language promotes students' learning independence and reflective thinking, as it allows them to give feedback to each other, evaluate their writing

independently, and develop writing skills through reflective and self-regulatory processes.

### ***2.10.2. Disadvantages***

Although Padlet has been recognised as an interactive and collaborative learning tool in English as a foreign language (EFL) learning contexts, its use is not free from challenges and limitations that should be considered. In practice, several barriers emerge that may interfere with the effectiveness of Padlet as a peer feedback medium, especially if it is not supported by proper training or guidance. Topping (2017) emphasised that unstructured peer-assessment tends to produce superficial feedback and is less beneficial to students' learning development. Therefore, this subchapter will discuss the shortcomings of padlet as a peer feedback tool.

Firstly, one of the main concerns in using Padlet for peer feedback activities is the potential for superficial, non-specific, or even non-constructive feedback. While Padlet offers an engaging and easy-to-use interactive space, it does not necessarily guarantee the quality of feedback provided by students. Without adequate training or clear guidelines on how to provide effective comments, students often give overly generalised feedback such as 'your writing is good' without explaining what parts are strong or what needs improvement. It is also not uncommon for them to give overly positive or superficial feedback because they are reluctant to criticise their classmates, especially in a public space like Padlet that is open and readable by all participants. As a result, the quality of feedback received becomes less meaningful and does not provide a clear direction for improvement. This can certainly reduce the effectiveness of the revision process and indirectly hinder the development of students' writing skills in the long run. Nicol, Thomson & Breslin (2014) emphasise that students need to be equipped with the skills to provide specific, honest and actionable feedback, so that peer assessment activities do not just become a formality, but actually contribute to improving the quality of writing

and encourage more meaningful and reflective learning. Without these skills, the great potential of platforms such as Padlet will not be fully utilised in the context of learning to write. Therefore, a systematic mentoring strategy is needed so that students can understand the characteristics of constructive feedback.

Secondly, another challenge that cannot be ignored in using Padlet as a learning media is the dependence on technical aspects, especially the need for stable internet access and adequate digital devices. Padlet is a web-based platform that requires a consistent internet connection to be optimally accessed and used by all students. However, in reality, not all learners have equal access to technology, especially those who live in areas with limited digital infrastructure. For students in rural or remote areas, access to the internet is often unstable, slow or not available at all, making it difficult for them to open, access or contribute to the Padlet platform. This condition can lead to uneven engagement among students, where only students with good technology facilities can actively participate in learning activities. In addition, device limitations such as the use of mobile phones with small screens, limited memory, or unsupportive operating systems are also an obstacle. Chi, Tam, & Thu (2024) emphasised that internet problems and device limitations can significantly reduce the effectiveness of Padlet-based activities, especially in the context of distance or blended learning. Therefore, it is important for teachers and educational institutions to consider infrastructure readiness and ensure there are alternatives or technical support so that no student is left behind in this digital learning process.

Lastly, another potential drawback of using Padlet in peer-feedback sessions is the risk of cognitive overload, particularly when numerous comments and suggestions are posted on a single shared board. While having access to diverse feedback from multiple peers can be beneficial, the sheer volume of information may overwhelm learners, especially those who are inexperienced in filtering and prioritizing input. Students may find it difficult to identify which comments are most relevant, actionable, or aligned with the assignment's learning objectives. This information

overload can result in confusion, disengagement, or even anxiety, particularly for students who are already struggling with the writing task itself. Ramadhani, Dewi, Syahnaz & Kihwele (2023) emphasized that digital collaborative environments can become counterproductive when students are unable to effectively process the feedback they receive, leading to shallow revisions or avoidance of peer suggestions altogether. Moreover, when feedback is unorganized or repetitive, students may disregard important insights or fail to differentiate between high-quality and low-quality feedback. To address this, teachers must scaffold the peer-review process by providing specific criteria, organizing feedback into categories, or limiting the number of comments each student is required to give or respond to. Training students on how to navigate and evaluate digital feedback critically is also crucial in preventing cognitive overload and promoting more meaningful engagement with the content shared through Padlet.

In conclusion, although Padlet provides many benefits in collaborative learning, especially as a peer-feedback medium in writing English as a foreign language, its use still faces a number of challenges, such as the superficial quality of feedback, limited access to technology, privacy concerns, and the risk of cognitive load. To overcome these weaknesses, appropriate strategies are needed, such as providing explicit training to students on how to give constructive feedback, ensuring technology readiness and providing alternatives for students who experience access constraints, regulating privacy with anonymous features or private boards, and guiding students in critically filtering and managing comments. Therefore, the implementation of this study is aimed at avoiding these weaknesses with an introductory activity that contains prior guidance before students submit writing assignments and conduct peer-correction on the platform. With a structured and inclusive approach, Padlet can still be an effective tool in improving writing skills and encouraging students' active participation in the learning process.

### **2.11. Theoretical Assumption**

Learning English will be beneficial as long as English is an important international language to learn. Similarly, English teaching is also a very important thing to be applied in the aspect of education. In learning English, there are several skills that must be possessed by students. Those skills are reading, writing, listening, and speaking which are categorised into receptive skills and productive skills.

Writing is recognised as the most difficult English language learning for students when applied in the classroom. This is because writing must pay attention to aspects consisting of organisation, vocabulary, language use/grammar, and mechanics. There are many ways that educators can teach students to improve their writing skills. Writing as a means to communicate with others through text or paper. Students will use writing activities, group conversations, and information sharing to convey their thoughts and emotions in this task. For this reason, a method that can involve students can exchange input and thoughts but keep up with the times by applying digital media, such as Padlet.

In carrying out effective learning for students during the learning process, an English teacher must use the right method to measure an ability. This understanding will guide students' writing achievement in Recount Text and keep students motivated during learning. In this study, the researcher will use Padlet as a Peer-Feedback tool to improve the writing performance of tenth grade students.

### **2.12. Hypothesis**

The hypothesis of this research can be formulated:

1. There is any significant difference of Tenth Grade Students' writing Achievement in Recount Text after being taught by Padlet as a Peer-Feedback tool.

2. The tenth grade students will have positive perceptions toward the use of Padlet as a peer-feedback tool in improving their writing of recount text.

In conclusion, this chapter has outlined various theoretical foundation, including the concept of writing in English Language Learning, Recount Text, Peer Feedback in Writing, The use of Technology in Writing Instruction, Padlet as a Peer-feedback tool, The students' perception in writing using platform, Previous Studies, Procedure of Padlet as a Peer-Feedback in teaching writing Recount Text, Assessing writing using Padlet as a peer feedback tool, Advantages & Disadvantages of Padlet as a peer-feedback in teaching Writing, Theoretical Assumption, and Hypothesis.

### **III. METHOD**

This chapter discusses about the research method which consisted of several sub-chapters. The sub-chapters including research design, variables, data source, data collection, data analysis, data treatment, and hypotheses testing.

#### **3.1. Design**

Researcher conducted experimental design using the one group pretest posttest design by Setiyadi (2018). The purpose of using this design is to answer the research question: Is there any significant difference of using Padlet as a peer feedback on writing a recount text achievement of tenth-grade students and what are the tenth grade students' perceptions after using padlet as a peer-feedback tool to improve their writing achievement of recount text. Students were given a pretest before treatments and a post-test after treatment in this study. In addition, the researcher shared a questionnaire to students' after post- test to explore students' perception. The design of this study is as follows:

#### **T1 X T2**

Notes:

**T1** refers to the pretest given before the researcher teaches using Padlet to measure students' achievements before they were given the treatment.

**X** refers to the treatment given by the researcher using Padlet as a peer feedback tool to improve students' writing achievement in recount text.

**T2** refers to the posttest given after implementing the use of Padlet and to measure how much students improve after they got the trial.

In conclusion, the design of this research involved experimental design to determine the significant effect of Padlet on students' writing Recount text, and also comparing the pre-test and post-test scores to measure improvement, and explored the students' perception through questionnaire.

### **3.2. Variables**

According to Setiyadi (2018), A variable is a characteristic of a group of people, their behaviour, or their environment that varies from one individual to another. There are two types of variables, namely pre-test and post-test. In this study, these variables can be explained as follows:

#### **1. Pre-test**

Pre-test is a writing task given to students before learn to use padlet in writing Recount Text. The result of the pre-test is used as a report to see the students progress after the method was applied.

#### **2. Post-test**

Pos-test is a written test given by the teacher after the students learn to compose recount text through padlet which is the variable that affects students' writing ability. By looking at the results of pre-test and post-test, the teacher can ases how much progress the students have made and how affective padlet is as learning tool. The students achievement can be measured to determine whether there is an influence from padlet as a peer feedback tool to improve tenth-grade students' writing achievement of recount text. The population of this research consists of first-grade (X/10) students of SMAS Tamansiswa Teluk Betung Bandar

Lampung. This research used one class, with 30 students, was chosen as the sample for the experimental class.

In conclusion, the pre-test is used as a benchmark to see the students' progress after the method was applied and post-test is given by the teacher after students learned to produce recount text about students' new year experiences through padlet as a peer feedback tool which is the variable affecting students' writing ability.

### **3.3. Population and Sample**

The population of this research is the first-grade students in the first semester of SMA Tamansiswa Teluk Betung Utara Bandar Lampung in academic year of 2025/2026. The researcher selected tenth-grade students because the recount text material is included in that grade's curriculum, and they still need to develop their writing skills using digital platform as a tool for collaboration and exchanging ideas. There are several classes of first-grade students in the senior high school. To obtain the data, the researcher took a sample from the population. In defining the sample, the researcher used cluster random sampling because the study population has been divided into several groups, namely classes. Furthermore, this sampling saves time and facilitates group-based sampling. By using sample selection, namely cluster random sampling, the researcher chose class X.E.1.

In conclusion, the population of this research took the first-grade students in the first semester of SMA Taman Siswa Teluk Betung Utara Bandar Lampung in the academic year of 2025/2026. The sample of this research is the class of first-grade student at the X.E.1, and the subjects of this research are the students in the class selected as a sample.

### **3.4. Data Collection**

#### ***3.4.1. Instrument***

The instrument for this research is writing tests. Writing tests were conducted before and after the treatments. The writing pre-test and post-test are in the form of Recount Text about “My last School holiday experience”. For each test, the students were given maximally fifty minutes to finish the test. To explore the perception of each students after implemented the pre-test and post-test, the students used likert-scale questionnaire. In conducting the research, the instruments implemented in the classroom should be valid and reliable. Therefore, the researcher needs to check the validity and reliability of the instrument.

#### ***3.4.2. Validity***

According to Setiyadi (2018), Validity is defined as the extent to which a measuring instrument can measure something that must be measured. The measuring instrument will not be said to be invalid if it does not measure what should be measured. Setiyadi (2018) also stated that in foreign language teaching there are five types of validity of measuring instruments, namely face validity, content validity, predictive validity, construct validity, and concurrent validity.

##### **1. Content Validity**

Content validity refers to the indicators of the assessment instrument and whether they fully represent the material to be measured. A test has content validity if it covers an appropriate sample of the content structure relevant to the purpose of the test. This means that the material used must be in accordance with the basic competencies in the tenth grade high school syllabus. This material is suitable for use because the material was prepared based on the learning objectives in the class X SMA syllabus. In this study, researcher uses recount text designed for first grade high school students. The test was considered valid in terms of content validity based on the Merdeka Curriculum

module and the objectives in the curriculum for class X students at SMAS Tamansiswa Teluk Betung Utara Bandar Lampung.

## 2. Construct validity

Construct validity refers to the accuracy of an assessment instrument against existing theories and knowledge of the concepts being measured. In this study, researcher measured students' writing results using the assessment criteria proposed by Heaton (1990), which consists of five aspects of writing, namely: content, organization, vocabulary, language use and mechanics. These aspects are things whose tests are included in construct validity and involves expert judgment they are three lecturers and an english teachers. In addition to writing assessment, a Likert-scale questionnaire is used to measure students' perceptions of Padlet as a peer feedback tool to improve students' writing achievement. To determine the construct validity of the questionnaire, which is used to measure students' perception, the researcher adapted a questionnaire by (Aisyah, Lustiyantie & Murtadho, 2024) and (Nornyei, 2005). These are developed into indicators and reviewed by experts to ensure validity.

### ***3.4.3. Reliability***

According to Setiyadi (2018), realibility is the consistency of a measuring instrument. Relating to the research score, the writing test, the researcher used inter-rater to concept the realibility of the test. Additionally, to avoid the subjectivity of the test, the researcher collaborated with the English teacher in SMAS Tamansiswa Teluk Betung Utara Bandar Lampung. Then, the result of the tests from the two raters are compared to determine the reliability and used Product Moment Correlation. Furthermore, the researcher used Product Moment Correlation, a statical formulation by Pearson (1990) . In addition, the formula used is as follows:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Note:

<b>r</b>	Coefficient of reability between rater 1 and rater 2
<b>n</b>	Number of students who followed the test
<b>x</b>	Score of rater 1
<b>y</b>	Score of rater 2

The coefficient of reliability can be analyzed using the standard of reliability from Arikunto (1998) as follows:

- a. 0.00-0.19 refers to very low reliability
- b. 0.20-0.39 refers to low reliability
- c. 0.40-59 refers to medium reliability
- d. 0.60-0.79 refers to high reliability
- e. 0.80-1.00 refers to very high reliability

Based on the reliability standards above, it can be concluded that a written test is said to be reliable if the test reaches the range (0.60-1.00). To produce accurate and useful data, research equipment must be thoroughly validated and reliable. While, This study's strategy to evaluating a validating writing test components is vital for ensuring the realilbly of its findings.

a. The reliability of pre test

Reliability of pre test assessed student's writing achievement before receiving peer feedback. The reliability coefficient was 0,909, indicating very high reliability. This means the test are consistent, as both raters evaluated students' work similiary.

$$r_{xy} = \frac{30(128.817) - (1,957)(1,963)}{\sqrt{[30.128.473 - (1,957)^2][30.129.315 - (1,963)^2]}}$$

$$r_{xy} = \frac{3.864.510 - 3.841.591}{\sqrt{[3.854.190 - 3.829.849][3.879.450 - 3.853.369]}}$$

$$r_{xy} = \frac{22.919}{\sqrt{[24.341][26.081]}}$$

$$r_{xy} = \frac{22.919}{\sqrt{634.837.621}}$$

$$r_{xy} = \frac{22.919}{25.195,9}$$

$$r_{xy} = 0,909$$

b. Reliability of post test

The post test assessed student's writing achievement after accepting peer feedback. The reliability coefficient is 0,880, indicating very high reliability. This means the test are consistent, as both raters evaluated students' work similiary, though slightly lower than the post test.

$$r_{xy} = \frac{30(184.140) - (2.363)(2.332)}{\sqrt{[30.186.655 - (2363)^2][30.181.794 - (2332)^2]}}$$

$$r_{xy} = \frac{5.524.200 - 5.510.516}{\sqrt{[5.599.650 - 5.583.769][5.453.820 - 5.438.224]}}$$

$$r_{xy} = \frac{13.684}{\sqrt{[15.881] [15.596]}}$$

$$r_{xy} = \frac{13.684}{\sqrt{241.680.076}}$$

$$r_{xy} = \frac{13.684}{15.546}$$

$$r_{xy} = 0,880$$

Based on the reliability scores of each pre-test and post-test, which is included in the category of having very high reliability and were also calculated based on the test scores of two assessors, it is concluded that the instrument tested was consistent and reliable for the samples.

#### ***3.4.4. Data Collection Technique***

In collecting data, the research provided tests (pre-test and post-test), and explored students' perception after doing the treatment by giving questionnaire. So, the researcher applied writing tests and questionnaire as the instruments for this research. This data is explained as follows:

##### **1. Pre-test**

The pre-test was given before the treatment begins. The aim is to determine students' achievements in writing recount text before using padlet as a peer-feedback tool. In carrying out the pre-test, the researcher asks students to create their experience during last school holiday, this relate for recount text.

##### **2. Post-test**

The post test was given after students received treatment. The purpose of this test is to assess students' achievement after receiving treatment. By comparing the post-test result with pre-test scored to find out whether there is a significant difference or not.

### 3. Questionnaire

The questionnaire was given after students finishing the post test. The aim of this questionnaire is to explore students' perceptions after doing all of the tests and treatment using peer feedback through padlet. By giving the likert scale questionnaire, the students can give their evaluation for the effectiveness of the research.

Overall, the use of pre- and post-tests allow researcher to measure the impact of using Padlet as a peer-feedback tool on students' writing skills. A questionnaire was administered after the test and peer feedback to assess students' evaluations and perceptions of the test and treatment. Post-test results is compared with the pre-test to identify significant changes in student achievement. Therefore, in this study, an instrument is designed and tested for validity and reliability to effectively assess improvements in students' writing skills after the treatment.

#### ***3.4.5. Research Procedures***

In collecting data, researchers use procedure of data collection as follows:

##### 1. Determining the population and samples

The population of this research is the first-grade (X) students of SMAS Tamansiswa Teluk Betung Utara. The researcher chose on of the class that is X.E1 class.

##### 2. Determining the materials

In this step, the teaching materials were developed according to the first-grade senior high school curriculum, with focus on enhancing students' writing achievement in recount text.

##### 3. Designing the instruments of the research

The instruments of this research are writing test and questionnaire. The students were provided the instruments in writing recount text and questionnaire after doing all of the tests to find out the students' perception.

#### 4. Administering pre-test

The researcher instructed the students to create a recount text about their school holiday experience. The pre-test is administered to assess the students' initial writing performance prior to the treatment.

#### 5. Conducting Treatment

After conducting a pre-test, the researcher administered three treatments. The treatment consists of providing students with material on how to write recount text. During the treatment, students were involved in correcting their peers' writing by providing feedback. After receiving feedback from their peers, each student revised, edited, and revised their texts. The researcher provided necessary information and guidance throughout the process, enabling students to produce good texts by completing all stages of writing.

#### 6. Administering post-test

After the treatments, the researcher gave the students a post-test to find out their progress in writing achievement. The post-test was administered the day after the treatment and required students to write a recount text based on a given topic.

#### 7. Providing questionnaire

This step is to find out students' perception of writing achievement using padlet as a peer feedback tool.

#### 8. Scoring

The researcher uses two raters (first and second) to grade the writing texts. The researcher scored the first rater (R1) and the English teacher scored the second rater (R2).

#### 9. Analyzing the result

The researcher evaluated the students' writing based on the writing aspect and scoring rubric from Heaton (1990) both the pre-test and post-test. Then, the results of both tests were analyzed to compare the mean scores. The choice of statistical test is determined based on the data distribution, if the data met

normality assumption, a parametric test would be used, otherwise a non-parametric alternative would be applied.

### **3.5. Data Analysis**

This research analyses the student's writing achievement in using Padlet as a peer feedback tool. The researcher computed the students' scores based on their test results in order to find out the students' increasing writing achievement in Recount Text by using Padlet and calculating the likert-scale questionnaire, using the following steps:

- a. Scoring of all the pre-test and post-test.
- b. Tabulating the result of the tests and calculating the mean from the result of the tests.
- c. Computing the data to SPSS.
- d. Concluding to answer the research questions. It was developed from the result of statistical computerization which is paired sample T-test and and descriptive statistics in SPSS 25 version.

In conclusion, this data analysis involves students' pre-test and post-test worksheets being scored and students' perceptions by quisionaire using analysis descriptive, the results being compiled into tables in the appendix, averages being calculated using the above methods, and computerised statistics being used to answer the research questions.

### **3.6. Data Treatment**

Normality testing was conducted to determine whether the data is normally distributed, using the Kolmogorov-Smirnov and Shapiro-Wilk tests in SPSS version 25 for windows to analyze the data find the value.

The significance level used is 0.05. If the significance value (p-value) is greater than 0.05, the data distribution is normal; however, if the value (p-value) is lower than 0.05, the data is considered non-normal.

### 3.7. Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this research is accepted or not. The hypothesis used the Repeated Measures T-Test of the statistical package for Social Science (SPSS) 25.0 version. The formula of the hypothesis is as follows:

$$H_0 = \text{Sig} .>0.05 \quad H_1 = \text{Sig} .<0.05$$

Note:

H0: There is no significant difference of tenth-grade students' writing achievement in recount texts after using Padlet as a peer feedback tool

H1: There is a significant difference of tenth-grade students' writing achievement in recount texts after using Padlet as a peer feedback tool

The criteria for accepting the hypothesis are as follows:

1. H0 would be accepted if the significant value is higher than 0.05 (Sign.>0.05).
2. H1: would be accepted if the significant value is lower than 0.05 (Sign.<0.05).

## V. CONCLUSION AND SUGGESTION

This chapter conclude and suggest this research, which consists of several sub-chapters. The sub-chapter are conclusion which conclude the result of this research and the suggestion from the research to other parties.

### 5.1. Conclusion

This research was conducted to improve students' writing skills at SMAS Tamansiswa Teluk Betung Utara Bandar Lampung using Padlet as a peer-feedback tool. Based on the findings and discussion, the conclusions of this study are as follows:

1. The writing skills of students in class X.E.1 improved after implementing peer feedback through Padlet. This was proven by the students' pre-test and post-test results. The post-test results are higher than the pre-test test results. This shows an increase of 12.95 after three treatments were given simultaneously along with peer feedback. It can be concluded that there is an improvement in students' writing skills in recount texts after implementing peer feedback through Padlet in class X at SMAS Tamansiswa Teluk Betung Utara Bandar Lampung.
2. The questionnaire results show that students have a positive perception of the influence of using Padlet as a peer feedback tool. This can be seen from the questionnaire tabulation scores, which show that most students responded positively and felt that using Padlet as a peer feedback tool in writing lessons was beneficial, such as increasing student activity in

interacting online by providing mutual feedback and improving students' critical thinking skills, as well as enabling students to evaluate their writing.

In summary, the use of padlet as a peer feedback tool is effective to improve students' writing achievement

## **5.2. Suggestion**

Based on the findings of this study, it is recommended that English teachers and future researchers consider the following:

### **1. Suggestion for English Teacher**

Based on the results of this study, English teachers can consider Padlet as a peer feedback tool, whereby English teachers must continue to monitor the implementation of peer feedback on Padlet and not simply allow students to give feedback to their peers without checking it. Teachers must pay attention to the feedback or comments that students give to their peers. Considering that there will inevitably be some students in the class who are less active in providing feedback or input, teachers can guide students who experience this obstacle to remain more active in contributing. In addition, teachers are advised to provide training to students in applying Padlet as a peer feedback tool so that students do not just give feedback on Padlet randomly.

### **2. Suggestion for Futher Researchers**

It would be beneficial for future researchers to involve a broader and more diverse sample to further demonstrate the effectiveness of peer feedback through Padlet for a diverse range of students. Researchers should implement peer feedback more than three times to ensure a more significant improvement in students' writing scores after a longer period

of treatment and divide students into several group where students can cooperate each others when giving feedback to each member of the students' group. Furthermore, future researchers should provide opportunities for each student to provide feedback at flexible times, not just during class.

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