

10 Arimuliani

by Khulaifiyah Khulaifiyah

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The Practical Used of Essay Writing Material based PjBL through Padlet in Higher Education

1 **Arimuliani Ahmad¹⁾, Mukhaiyar²⁾, Atmazaki³⁾, Johari Afrizal⁴⁾**
¹⁾Universitas Islam Riau, ²⁾Universitas Negeri Padang, ³⁾Universitas Kerajaan Malaysia
¹⁾Jl. Kaharudin Nst No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau
*Corresponding Author, email: arimulianiahmad@edu.uir.ac.id

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Abstract

Mastering essay writing skill is crucial for students who majoring in English Language Department to enhance their language proficiency development, critical thinking, effective communication, and prepares them for academic and professional demands. Meanwhile, many problems still occur in mastering this skill. Hence, the requirement for innovation in teaching essay writing, especially for Essay Writing course is needed. This research used survey method to investigate the practical used of Essay Writing material-based Project-based Learning through Padlet for teaching Essay Writing course. There were 50 students and 3 lecturers who were involved in the initial investigation of this study. Then, 3 students for limited trials, and 63 students involved in wide trials. The practicality result shows that the teaching material are categorized as Very Practical (85,8%) from teachers' perspective and Very Practical (84,1%) from students' perspective. Addressing that explanation about this research finding, it can be concluded that this Instructional Material based PjBL through Padlet is effective to be applied in higher education with independent students to enhance their creative, innovative and critical thinking in expressing ideas about authentic problem in their environment and world- wide environment.

Keywords: Instructional Material, Essay Writing skill, Project-based Learning, Padlet

Introduction

Mastering essay writing skills is important for higher students, especially those majoring in English Language Education. This skill is crucial because it can facilitate students to think critically and creatively. These skills support academic and professional success which enabling students to actively participate in intellectual discussions and communicate ideas effectively.

Mastering this writing skill is not an easy thing to do because writing is a complex skill that involves many aspects. Further, various problems arise in the effort to master this writing skill (Rass, 2010; Fadda, 2012; Okpe and Anjewu, 2017; Hardiyanti, 2017). Rahmatunisa (2014) states that there are three main parts that become problems in writing, especially writing essays, namely linguistic, cognitive and psychological aspects. The difficulties experienced by students in this linguistic context are motivated by their difficulty in understanding and applying English language rules properly and consistently. Linguistic factors that influence them include grammar, vocabulary, English writing style that is appropriate to the purpose of writing, and the use of punctuation.

In terms of cognitive, the difficulties and obstacles experienced by students can be caused by their inability to express their thoughts and ideas in writing. As stated by Murshidi (2014), several factors that cause this to happen include their lack of English language skills, including weak mastery of grammar, spelling and vocabulary, making it difficult for them to express their thoughts and ideas in

writing. Other obstacles include a lack of ability to organize a cohesive and coherent essay structure due to a lack of writing practice, a lack of reading skills and understanding reading sources in order to gather ideas and thoughts for writing essays, a lack of memory skills which affect students' ability to remember important information related to the important details required. in writing essays, and a lack of critical thinking skills to produce relevant, orderly and logical ideas (Abushihab et al, 2011; Ariyanti & Fitriana, 2017; Ahmad et al, 2020). These obstacles result in students not being able to write essays well and correctly.

Therefore, students are required to be able to convey ideas and concepts that are clear and logical and in accordance with the purpose of writing so that they can be easily accepted by readers. Each paragraph that is developed into an essay must be written as a single unit that focuses on discussing one topic. This essay is composed of several paragraphs, a minimum of five paragraphs such as the opening paragraph, body paragraph and closing paragraph. In detail, each paragraph has a main statement and is supported by details written in supporting sentences and concluded with a closing sentence (Savage and Mayer, 2006).

However, teacher's role is needed to manage the teaching and learning process maximally support students in achieving the learning objectives. Therefore, one of the solutions that can be adopted is applying suitable Instructional Material. This instructional material should bridge students to construct their knowledge and skill in writing Essay by considering TPACK (Technological Pedagogical Content Knowledge).

One of the current instructional material have been produced by the researchers is Essay Writing Instructional Material based PjBL (Project-based Learning) through Padlet. This instructional material is designed for 6 topics as Introduction to Essay and Its Components, Grammar Application to Writing, Argumentative Essay, Cause-Effect Essay, Comparative and Contrast Essay and Summary/Response Essay. Each topic is designed for two meetings. All topics can be accessed through <https://padlet.com/arimulianiahmad/EssayWritingCourse>.

This teaching material is the learning designed to be applied online through e-learning (Padlet) which can be used by synchronous (direct) and/or asynchronous (indirect). All teaching materials include learning objectives, materials, assignments, and evaluations for one semester which have been presented in a structured manner on the main page of Padlet-assisted teaching materials which can be accessed via one click on the main page. This teaching material is designed to improve students' writing abilities collaboration skills and creativity in structured projects.

Furthermore, the material scope of the teaching materials developed is created by integrating course material Essay Writing includes explanations and examples of essays that are appropriate to the subject matter in one semester. The writing techniques guided by this teaching material are project-oriented and assisted by AI (artificial intelligence). To support students' linguistic abilities, additional materials have been designed on varied basic gamification via Kahoot, videos via YouTube, and slides of PowerPoint. One advantage of using Padlet-assisted teaching materials is the ease of integrating various files and reading sources such as documents, videos, texts, sounds, links, PDFs, PPTs, and so on one page.

The teaching materials developed are suitable for PjBL-based learning which is integrated with Padlet technology. This is appropriate because of the ease of documentation from time to time via the Padlet page so that the processes producing the project can be documented and reviewed easily. Students can share their investigative activities in the field, collaborate in writing, and discuss necessary matters on the Padlet-assisted teaching materials page too. Then, lecturers can also monitor the student project process virtually via the meeting link or through virtual discussions on the Padlet-assisted teaching materials page.

In today's digital era, it cannot be denied that the role of technology in education is very important, particularly when it comes to teaching students how to write essays. Technology has changed the teaching and learning process with easier and faster access facilities. Reading sources and teaching materials can be accessed from anywhere and at any time. The role of technology in education includes expanding access without barriers of time and place, increasing learning efficiency, increasing collaboration, providing interactive learning experiences, and helping independent learning. In short, this technology can help increase the effectiveness and quality and acceptability of learning.

One of the digital technologies that can be utilized in learning Essay Writing course is Padlet (www.Padlet.com). Padlet is a cloud-based collaborative platform that allows users to create, share,

and participate in digital bulletin boards. Padlet allows users to create online bulletin boards that can be filled with various types of content, such as text, images, videos, links, or document files. Each bulletin board has a unique link that can be shared with colleagues or other group members, allowing for collaboration in one easily accessible place (Siu and Zou, 2017; De Berg, 2016; Sundararajan and Maquivar, 2017; DeWitt et al., 2014; England, 2017; Kleinsmith, 2017; Kucirkova & Chamberlain, 2018; Siu, 2017). Padlet can be used for a variety of purposes, such as online learning, team projects, collecting feedback, or research. Padlet also has several useful features, such as the ability to define privacy settings, edit content, add comments to content on bulletin boards, and more.

In its application, Padlet can be easily integrated with other digital tools, whether application or website based. This is very beneficial for lecturers to help their students in the writing process by utilizing the help of Search Engines or AI (Artificial Intelligence). As in the brainstorming stage, lecturers can provide reading access from news, related articles, or video access from YouTube. Then for the draft writing stage, lecturers can provide access to AI assistance such as Essaybot to help students find ideas that are relevant to the topic they are writing about, providing links Grammarly/Outwrite to check writing, in stages peer-assessment, lecturers can send the format via the link Google Form, next for stages proofreading or revision, the lecturer uploads a link Writing Reviser, and to check plagiarism the lecturer can provide a link Quetext or Plagiarism Checker other.

The features of Padlet are in accordance with PjBL implementers whose learning implementation is designed to be product-oriented where each process will be shared on the Padlet page which is designed from the project planning stage to the project presentation. If integrated with PjBL in learning to write, there are several experts who show positive results. First, Padlet can significantly improve students' writing skills when compared to conventional learning methods and media (Chen, Lin, and Liu, 2018; Bajrami and Vukelic, 2019). Padlet can improve students' abilities in developing ideas, compiling arguments, and presenting information in a structured manner in writing (Kwon, Lee and Kim, 2021). Then, Padlet can also facilitate opportunities to build ideas, compose arguments, and enrich writing with relevant information (Huang et al, 2020). Furthermore, Padlet can also increase students' learning motivation and interest in writing as well as active participation in learning (Bajrami and Vukelic, 2019; Choi, 2020; Kwon, Lee, and Kim, 2021). Padlet can also help students overcome difficulties in writing and improve collaboration (Hsu and Wang, 2020) and creation skills (Cao, Chen, and Chen, 2019).

In addition, pedagogical reinforcements and direct discussions regarding preparation for field investigations and data processing and elaboration can also be done by integrating Padlet pages with links of Zoom meeting which is embedded directly on this material page and implemented in synchronous learning. At the end of the lesson, the final results of the project can also be published openly via Padlet which can be accessed anywhere in the world just by sharing the link, so they will be more motivated to produce their best work.

In more detail, the novelties that can be assumed as advantages of this instructional material for Essay Writing based PjBL through Padlet are; 1) provides easy access to teaching materials for one semester in one click, 2) make it easy to open access to varied material according to user wishes, 3) facilitate the process of writing in groups even though they are in different places, 4) make it easy for students to carry out brainstorming to collect relevant ideas and check and revise writing with the help of AI, 5) make it easy for students to do self-assessments, peer-assessments, and teacher corrective feedback, 6) make it easier for lecturers to check students' writing progress because the documentation system provided by Padlet is simply by typing keywords on the Padlet page, 7) adapt learning methods that emphasize activities for students that do not only focus on cognitive abilities but also 21st-century skills, 8) make it easier for lecturers to check students for cheating in writing essays.

Implementation of this method can be applied individually or in groups. Working individually or in groups on a given project can be an opportunity to learn through real and challenging experiences that allow them to develop their individual abilities. Other than that, this also facilitates students to develop their 21st century abilities such as critical thinking, collaborative, creative and communicative (Fragoulis, 2009).

Furthermore, feedback and assessment in PjBL are important to pay attention to when teaching essay writing. Many studies state the importance of providing feedback, whether from lecturers or peers (Coban & Polatcan, 2018; Khanlarzadeh & Nemati, 2016)). This feedback should focus on writing components such as grammar, vocabulary, content, structure and writing mechanics. Apart

from that, the type of feedback used is also varied, such as peer assessments, lecturers are believed to be able to develop students' writing accuracy levels (Thi & Nikolov, 2021). PjBL has several advantages in the language context. First, in the project implementation process, students have the opportunity to develop their self-confidence independently (Fried, 2002). In addition, PjBL students can also improve self-esteem and a positive attitude towards learning. Apart from that, through PjBL, students get the opportunity to integrate language skills naturally (Stoller, 2006). Then, PjBL can also increase motivation (Dornyei, 2001; Lee, 2002; Borphy, 2004), involvement and enjoyment in the learning process.

This research aims to analyze the practicality of using Essay Writing Instructional material based PjBL through Padlet. The product developed is designed to make it easier for lecturers to organize teaching materials, integrate and document essays created by students by utilizing technology contextually which is integrated according to the PjBL stages.

Methods

This research is a quantitative approach as a part of the research development study by Plomp model (Akker et al., 2013) which consists of three stages, namely preliminary investigation, development or prototype design (development or prototyping phase), and assessment phase. It was a survey study which purposed to survey the practical used of Essay Writing Material based PjBL through Padlet in Higher Education. This study was conducted after preliminary study and designing prototype done previously. In order to gather information on this study, 63 students of third semester English Language Education Study Program participated who were taking the essay writing course. In addition, 3 teachers were selected to participate who came from Universitas Islam Riau and Universitas Lancang Kuning. A questionnaire was created as the research instrument based on relevant indicators. To analyze the data, researchers used product practicality analysis. The practicality value is an assessment of product development including Padlet-assisted teaching materials, lecturer books and student books. Analysis was carried out on questionnaire data distributed to practitioners, namely lecturers and students who studied using the products developed.

Result and Discussion

This practicality test was carried out after researchers conduct preliminary study and designing prototype. The finding shows that in preliminary phase, there is a gap between the optimal performance with actual performance in the field as well as students' feeling and desire of learning Essay Writing course. Based on that need, designing of Instructional Material based Project-based Learning through Padlet for Teaching Essay Writing is carried out to facilitate students to learn collaboratively and contextually. Furthermore, this instructional material has been validated by 6 experts including 2 media experts, 2 content experts and 2 language experts and the result presents that it is valid in terms of language, content and media. Besides being valid, this teaching material has also proven to be effective in improving students' writing skills with the results of test analysis N-Gain Score shows a value of 0.77 or 77.86%. Finally, the teaching materials developed are categorized as Very Practical (85.8%) from teachers' perspective and Very Practical (84.1%) from students' perspective.

This practicality test was carried out in several stages, namely one to one evaluation and limited group testing. After carrying out the product feasibility test by experts, the researchers carried out individual tests involving 3 students who were interviewed to see their response to the teaching materials developed. Based on this interview, researchers found that overall, student responses to this teaching material were positive with several suggestions for improving this teaching material product, namely:

1. The Main Layer Display is Empty

The main screen display is sometimes blank as in Figure 1 when the user's network quality is not very good. However, this can be solved by looking for a position with good signal quality or by trying to open access from the given link repeatedly.



Figure 1. Blank Page Display (Uploaded Material Does not Appear)

2. Sometimes The Video Display Cannot be Opened Directly on The Padlet Page

This happens when students upload assignments in the form of videos. Videos that do not appear like Figure 4.5 can sometimes occur due to very large file sizes. Supposedly, this video can be played directly on the Padlet page without having to log in YouTube. However, sometimes this cannot be done due to system errors.

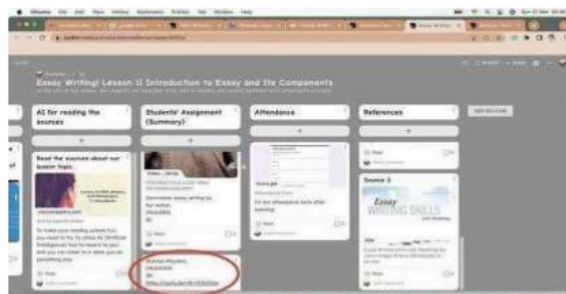


Figure 1. Video Display

Next, a limited group practicality test was carried out involving 3 lecturers and 63 students. For the practicality results from users (students), it can be seen in Table 1 that for the attention aspect, this product is categorized as very practical with a validity value of 84.66%. Then, for the relevance aspect, this product is categorized as very practical with a validity value of 84.97%. Furthermore, for the confidence aspect, this product is categorized as very practical with a validity value of 81.48%. For the clarity aspect, this product is categorized as very practical with a validity value of 84.44%. Finally, regarding the satisfaction aspect, this product is categorized as very practical with a validity value of 84.87%.

Table 1. Product Practicality Value by Students

Component of Assessment	Validity Score	Criteria
Attention	84.46	very practical
Relevance	84.97	very practical
Confidence	81.48	very practical
Clarity	84.44	very practical
Satisfaction	84.87	very practical

(The Practical Used of Essay Writing Material...)

In line with student responses, lecturer responses can also be seen from Table 2. In the table it can be seen that for the attention aspect, this product is categorized as very practical with a validity value of 84.44%. Then, for the previous aspect, this product is categorized as very practical with a validity value of 86.67%. Furthermore, With a validity grade of 86.67%, this product is classified as extremely practical in terms of confidence. Similar to the previous aspect, clarity with percentage of 86.67. Afterwards, with a validity value of 84.44%, this product is rated as very practical in terms of satisfaction.

Table 2. Product Practicality Value by Lecturer

Component of Assessment	Validity Score	Criteria
Attention	84.44	very practical
Relevance	86.67	very practical
Confidence	86.67	very practical
Clarity	86.67	very practical
Satisfaction	84.44	very practical

Based on analysis result from table 1 and table 2, it can be concluded that the use of Essay Writing Material is very practical from 5 aspects such as attention, relevance, confidence, clarity and satisfaction from students and lecturers' perspective. Apart from this positive assessment, sometimes there are two things that sometimes-become obstacles in using Padlet-based teaching materials, namely the blank page display and the video display sometimes not being able to open directly on the Padlet page.

Then, Smith et al. (2018) involves the use of Padlet-based teaching materials in learning. This study focuses on analyzing the effectiveness and satisfaction of using Padlet in the learning process. The results show a high level of practicality from a user perspective, although there are some technical obstacles that need to be overcome. Johnson & Lee (2019) identified the benefits and challenges of using Padlet in a higher education context. The results show that Padlet provides practicality in facilitating student collaboration and reflection, even though there are several technical obstacles such as page display problems and limited video accessibility.

The results of this research are also supported by the findings of Chen et al., (2020) who explored the use of technology-based teaching materials in learning to write. In this study, Padlet was identified as a practical tool for improving students' writing skills because it provides flexibility and easy access to learning materials. Furthermore, Brown & Garcia (2021) regarding the use of Padlet as a medium for publishing student essays. The study results show that Padlet provides practicality in the publication process, allowing students to share their work online and get feedback from fellow students and lecturers.

By referring to these studies, arguments about the practicality of Padlet-based teaching materials can be strengthened, while realizing that there are several technical challenges that need to be overcome to improve the user experience in using the platform.

A different perception was presented by Dewi et al (2022). They looked at student perceptions in terms of the cognitive domain, affective domain and psychomotor domain. The research study investigated students' perceptions of the integration of technology into project-based learning in the writing classroom. The study found that students responded positively to technology-assisted project-based learning, with a high percentage demonstrating positive experiences in the affective and cognitive domains. However, some students also expressed discomfort due to technical issues. Overall, technology integration has proven effective in improving learning processes and outcomes.

In the affective domain, students generally show a positive response to technology-assisted Project Based Learning. They expressed their enthusiasm, comfort, and motivation in taking writing classes. However, there was a slight difference in their perception of self-confidence, some students agreed, some were doubtful, and some disagreed. Overall, the majority of students had positive experiences in the affective domain.

Next, in the cognitive domain, students also responded positively to the use of technology. They find that technology helps them think creatively, generate ideas, and evaluate their work. It also

helps them in correcting writing components such as grammar, punctuation, and spelling. However, some students expressed discomfort and insecurity when using certain platforms.

Then, In the psychomotor domain, students responded positively to technology-assisted Project Based Learning. They feel more active and enthusiastic in participating during writing activities and during group discussions. Technology is seen as a stimulant of motivation and enthusiasm in the writing process.

Overall, students generally responded positively to all three learning domains, indicating that the integration of technology in Project Based Learning had a positive impact on their affective, cognitive and psychomotor learning experiences.

Conclusion

Based on the research results and discussions presented previously, this teaching material can be used by all students who have the same character and need for essay writing skills. Apart from that, lecturers who teach this course can also take advantage of this teaching material because this teaching material has been developed according to student needs and curriculum needs as well. Based on the results of the practicality test of teaching materials, it can be concluded that this PjBL-based teaching material assisted by Padlet is very practical and effective. Students gave high marks for all aspects tested, including attention, relevance, confidence, clarity, and satisfaction. The validity level which reaches above 80% for each aspect shows that this product has succeeded in achieving practicality goals and supports student learning well.

Moreover, further researchers can continue to develop teaching materials for various courses can leverage the integration of Project-Based Learning (PjBL) with Padlet. By establishing clear course objectives, selecting relevant projects, and designing Padlet boards for each module, educators can create a dynamic online environment. Padlet's features enable the incorporation of multimedia resources, fostering collaboration among students and facilitating feedback and assessment. Encouraging iterative improvement, integrating with other tools, and providing professional development for educators enhance the overall learning experience. This approach, combining PjBL principles with Padlet's collaborative platform, not only engages students in meaningful projects but also allows for ongoing refinement and adaptation based on assessment data and student feedback.

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10 Arimuliani

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