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The Effectiveness of Using Padlet in Collaborative Writing Based on Students' Perceptions

Ayu Sinta Ramadhani[1] ⓘ**, Utami Dewi**[1] ⓘ**, Mufida Syahnaz**[1] ⓘ**, Jimmy Ezekiel Kihwele**[2*] ⓘ
[1]Department of Tadris and Teacher Training, Universitas Islam Negeri Sumatera Utara, Indonesia
[2]Department of Social Science, Mzumbe University, Tanzania

*Corresponding author:
jikihwele@mzumbe.ac.tz

Abstract

The phenomena of technological growth in English instruction are expanding quickly all over the world. This progress happens not just in wealthy nations, but also in emerging nations, where the instructor must develop technology-based teaching strategies and tools when teaching English. Indonesia, a developing nation, places a strong emphasis on expanding the use of technology in EFL instruction. English was subsequently included in the general curriculum and even taught to kids in elementary schools as a direct result of this choice. This study will use Padlet as a digital tool that may be used in a writing class to pique kids' interest in learning English, especially in a writing class. Additionally, this study intends to promote the use of collaborative writing to make it simpler for elementary school pupils to use Padlets in writing lessons. Through the use of qualitative research techniques, this study set out to learn more about how elementary school kids perceived using Padlets for group writing projects. A total of 52 elementary school kids in grades 4 and 5 participated in this study. We conducted semi-structured interviews to get data from participants. After the data has been collected, it will be processed using various content analysis techniques. Researchers received feedback from students who claimed that the usage of Padlets in EFL classes, particularly in collaborative writing, produced several themes. These themes include that using Padlet in collaborative writing can increase students' self-confidence, that Padlet also helps students improve their fluency in writing, and that Padlet is easy to use, has attractive features, and is simple to operate.

Keywords: Collaborative Writing, EFL, Elementary Students, E-Learning, Padlet, Students' Perception

INTRODUCTION

For all educational institutions, dealing with Corona Virus Disease (Covid-19) post-pandemic poses additional difficulties. This difficulty affects children at the lowest educational levels as well as pupils in higher grades. where every instruction calls for the usage of technology by the students. in English class as well. We all know that teaching English to young children has unique difficulties, particularly when it comes to writing lessons. For instance, Jawas's research indicates that primary

school students experience anxiety when taking writing classes (Jawas, 2019). According to this study, writing the simplest sentences is particularly challenging for elementary school students. Thus, it will undoubtedly be difficult for instructors who teach writing to elementary school students in English as a Foreign Language EFL classrooms.

Based on the aforementioned context, teachers face unique difficulties when collaborating on the use of technology in EFL writing classes for beginners. Technology integration is very important in student-centred teaching methods because the use of technology as a learning tool makes the learning process easier than before (Mahmud, 2019; Yunus Salehi, 2012). Based on the aforementioned context, teachers face unique difficulties when collaborating on the use of technology in EFL writing classes for beginners.

Padlet is one of the student-centered learning tools, and according to Mahmud, 2019, it can pique students' interest in improving their writing skills. Enhance students' writing abilities The incorporation of Padlet in writing assessment provided a platform for a student-centered learning environment in which students could practice and gain evaluation experience through online learning platforms. Considering some considerations that might facilitate learning such as to take into account the distance between the teacher and students (Ouadoud et al., 2021). even by determining the pedagogical content and learning standards so that the platform has interest and motivation (Guillén-Gámez et al., 2021). Students are at ease when using Padlet in their learning process. Using Padlet as a learning tool for language learning is a good way to learn. By incorporating Padlet into classroom activities, language learning such as writing can be accomplished. Writing skills are important in today's world (Rao, 2019). It is regarded as the foundation of language learning. As a result, it is critical to concentrate on improving one's writing skills.

The ability to write must be developed through the formation of a mental framework. where students are required to demonstrate proficiency in a variety of skills throughout the EFL course, including writing. Students in elementary school classes are included in its scope as well. Additionally, it is required of them that they be able to demonstrate mastery of writing skills. Therefore, the teacher of a subject taught in EFL classrooms must use media that supports the learning of writing in EFL classrooms for elementary school children. Padlet is a form of digital media that can be integrated into the teaching and learning process in EFL classes. Padlet is one example of an application that makes this possible. Because Padlet is comparable to a blackboard in that it allows each student to take an active part in writing the outcomes of a framework that has been prepared by the instructor, Padlet has become increasingly popular in recent years. There are aspects of writing that pique the interest of students, such as the option for them to change the color of each upload of their writing. one example of these aspects is that. They also have the option of including photos or other images that are pertinent to their narrative.

Several studies use Padlet to improve students' writing skills, such as research that describes data showing that the pretest and post-test results improved before and after using the Padlet (Teresa et al., 2020). Other research explains the students had a positive attitude toward the utilization of the Padlet application.

Based on previous research, several studies discuss the use of Padlet in English writing. However, some studies only discuss teachers' perceptions of the use of Padlets in primary school English learning. This is very interesting because improving writing skills in elementary school children necessitates a different set of methods and approaches than improving writing skills in high school students. Because there is still little research on the use of Padlet from the standpoint of students' perceptions. As a result, the researcher will concentrate on students' perceptions of the use of Padlets in collaborative writing classes in this study. As a result, this study addresses the following research questions: "What are students' perceptions of using Padlets for collaborative writing?".

Collaborative Writing

Collaborative Writing (CW) has proven to be useful for improving second language skills. Collaboration gives students the opportunity to gather ideas, consider language use, and provide feedback to one another (Gil-Sarratea, 2020). According to Kirkland, 2023, collaborative writing exercises might begin verbally with students providing topic phrases and key idea sentences before developing into written tasks. Such activities typically begin with concrete content and progress to more abstract topics (Kirkland, 2023). Additionally, they contend that it can be quite beneficial to model or verbally demonstrate our own thought processes to students when doing super ordination in order to make clear what we anticipate from them in terms of cognitive and meta-cognitive operations. According to a study, "inadequate content," "poor organization," and "style mismatch" are some of the reasons why students have poor writing skills. Therefore, it is thought that group writing assignments will help pupils write better essays. It is intended that collaborative writing will help pupils overcome their writing shortcomings (Ferris, 2023). This is consistent with Zimmet, 2023 study, which found that small-group conversations and collaborative writing appear to offer plenty of opportunity for even the most reticent students to participate in English learning in the classroom (Zimmet, 2023). So that in a study that applies collaborative writing the potential is far superior to individual writing because the weaknesses and shortcomings of individuals are caught by each other, while the strengths of individuals are collected (Aminloo, 2013).

Collaboration refers to the division of labor (co-labour), while collaborative writing, in its broadest sense, refers to the co-authoring of a document by two or more authors (Storch, 2021). Storch also stated that individual authors who write with a specific reader in mind or who seek help from others at some point during the writing process are said to be engaged in collaborative writing. Peer editing or peer planning would likewise qualify as collaborative writing under such a broad definition. Storch, (2013) identifies three characteristics of collaborative writing: (1) substantive involvement throughout the writing process; (2) shared decision-making power and responsibility for the text produced; and (3) the creation of a single written piece. Based on the perspective above Storch concludes that collaborative writing is a distinct process and product.

The process is one where participants collaborate and communicate throughout the writing process, contributing to planning, idea generation, discussion of text structure, editing, and revision. According to Schrage, 1990 the process is not just changing the idea but negotiations that higher probability of a struggle to forge a common understanding and shared expressions part of this process. Research conducted in Indonesia also provides data that collaborative writing strategies help students generalize their writing ideas. In addition, this study also found that their background knowledge of text topics and field-related vocabulary had an effect on their writing (Anggraini et al., 2020). The jointly created and shared text is the end product of the collaborative writing process, and it is a text that cannot simply be boiled down to the individual contributions of people (Stahl, 2006). Shafie et al. (2010) cited in Thomas (2013) propose that collaborative writing refers to achieving a common goal through sharing written materials and supporting one another by editing, reviewing, or co-writing during the writing process.

Therefore, this study, in doing collaborative writing, this study uses a padlet as a tool to make it easier for students in writing class because students have the opportunity to collaborate with their peers in real-time. Other benefits of using a padlet include; ease of use, instant collaboration (any student can see when another student is uploading something to the wall), support for a variety of file types and multimedia (almost anything can be linked and shared on the Padlet), mobile (it can work on a variety of devices), a beautiful and fun interface that allows for aesthetic modifications, privacy and security, flexibility and versatility, and can be saved and exported to another format such as pdf, CSV, image or excel file (Beltrán-Martín, 2019; England, 2017; Zhi and Su,2016) cited in Mohd. et al., 2020.

Using Padlet

Padlet is one of the Web 2.0 tools, web 2.0 technologies provide a platform for creating a learning network, collaborating, and sharing knowledge to keep students engaged in their studies (Taufikurohman, 2018). There are numerous web 2.0 tools available, including Google+, Edmodo, Prezi, and others. One of these tools, Padlet, was used in this study. Padlets are often primarily used in the classroom, this virtual bulletin board can be used another way (Waltemeyer et al., n.d.). Mahmud, 2019 states that Padlet is a web area where administrators can upload files, links, movies, and other content. It allows users to utilize their Padlet account to generate numerous types of content. The user, particularly the lecturer, could create useful information to use in their lessons.

Padlet as a free program that allows you to construct an online bulletin board to display information on any subject. Padlet is a fantastic web tool for encouraging our children to work together on projects. It's similar to a sheet of paper, but it's on the Internet. Padlet is a web application that allows users to create and share notes on a digital wall. This webpage can be used in a variety of ways in the classroom. Jaganathan, 2016 adds that Padlet is a design notebook where you can save and organize your thoughts, images, and even video clips. Padlet is a fantastic tool for collecting, sharing, and altering ideas.

Padlet allows students to learn from anywhere at any time using any internet-enabled device, such as a smartphone, tablet, or PC with an online connection. Padlet does not require any software to be downloaded to use it. Padlet is an interesting way of learning English writing that assists both students and lecturers (Mahmud, 2019). Both teachers and students can use Padlet in a variety of ways that can facilitate the teaching and learning process. One way that can be used is that Padlet can provide course content to students via an electronic bulletin board format (Fisher, 2017). With learning content in the form of digital students or teachers can easily access it.

A significant issue for teachers is to use digital technologies to design for learning (Hrastinski, 2020). There are instances when the terms "learning design" and "instructional design" are used synonymously and other times when they have different meanings. The Analyze, Design, Develop, Implement, and Evaluate (ADDIE) paradigm is the most popular instructional design framework and is utilized in corporate e-learning as well as by many professional instructional designers (Brooks et al., 2018)

It becomes simpler for consumers to utilize their personal devices to access Padlets. The official website and the Android and iOS apps are the two ways to utilize Padlet. Opening a web page is the initial step in utilizing the Padlet website. The drop-down menu will allow us to select "Create Something" once the web page has loaded. The Padlet's title can then be changed after that. Then, once the Padlet wall is prepared for use, we can make a number of adjustments, including adding a title, changing the background image or displaying themes based on topics, coming up with a creative and appealing web address name, altering the loading of the display materials, or choosing the Padlet privacy level that we created. The Padlet program can also be downloaded and then opened. You can use it for that by initially downloading the software using an Android or iOS application device.

METHOD

Procedure and Participants

Participants in this study were recruited voluntarily without reward. The participants of this study were elementary school students who were in fourth and fifth grades of elementary school. Participants were selected by purposive sampling where the participants were students where one of the authors taught.

In the school where the research population will be found, the author works as a participatory English teacher. A total of 52 students were chosen as samples, with 33 in grade 5 and 19 in grade 4. This research uses the pseudo name to explain the sample of research. The table below shows the

information about the sample in this research. :

Table 1. Demographic characteristics detail of respondents Class

	Observed Range
Respondents by gender	
Male	36
Female	16
Respondents by years of formal education	
9 - 10 years	20
11-12 years	32
Respondents by class level	
Fourth	19
Fifth	33

According to the data above, there were 52 total participants in the study, of whom 33 were elementary school pupils in grade 5 and 19 were in grade 4. There are 16 female students and 36 male students.

Open-ended interviews are used in this study to get information from students on their opinions about utilizing Padlet for group writing. Students used Padlet to write team responses to several questions about their emotional experiences. After that, you can ask students who are interested in using Padlet for collaborative writing about their opinions.

This sample was chosen because it corresponds to the learning materials used in class and the topics covered in the lesson. All samples will be treated in the same manner, and this treatment will consist of several stages. Participants are instructed to take the following steps:
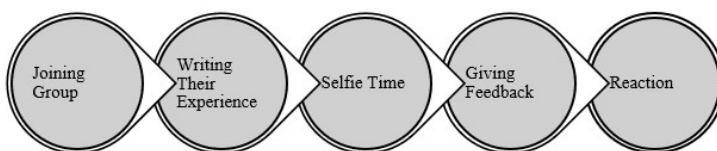
Figure 1. Treatment Steps

1. Joining group
   The most important thing is to form a group because students will form their groups. In comparison to forming groups with their classmates, they prefer to form compound groups, where this group consists of 4th and 5th-grade students. This group will later become their friends as they discuss the topic or idea that will be used as their writing companion. The formed group has 2 to 3 members. After forming their groups, they will sit in a circle with their respective groups and prepare to receive instructions from the teacher.
2. Writing their experience
   This is the most important stage and serves as the foundation of the treatment process. The writing stage begins with the students' introduction to Padlet. The teacher explains what a Padlet is and how it can be used by the students. Students will have the opportunity to ask questions about the Padlet after the explanation session is completed. When there are no more questions, students are directed to the link that was shared with them in the class chat group. Students will then log in to Padlet using their respective devices.

The students were then instructed to read the instructions on the board Padlet. The students will then discuss the theme they will write about with their classmates in a group setting. Students will begin writing their ideas in their Padlet column after finishing with their friends. Grade 5 students will assist grade 4 students in putting their ideas into writing. They will also assist if there are any issues with using the Padlet by the teacher's instructions.

3. Selfie time

This is a moment that fills the entire class with laughter and excitement. The classroom atmosphere comes to life. At this point, students are asked to take pictures with their groupmates and then upload them to the Padlet by their writing. Aside from that, students can customize the font, and background, and connect their Padlet to other applications like YouTube, Spotify, and others. They can also re-edit the writing or change the photo as long as it is following the group's agreement.

4. Giving feedback and reaction

At this point, students will be asked to provide feedback or comments on the writings of their peers. They can respond to their friends' experiences in the provided comments column. Many people can benefit from the information in this column. In addition to responding to their friends' writings, they can also respond to photos that their friends have uploaded. Following the completion of the response session, students will vote for the writing that they believe is the most interesting. They can also interact with one another by responding to votes cast by their friends on their respective Padlet boards. Following treatment, students will be asked to participate in a semi-structured interview about using Padlet for writing learning. This interview format was chosen so that students would feel more comfortable answering questions about their Padlet experiences.

Concerning the study's ethical considerations, all participants received an informed consent letter before taking part in the study. The consent letter was designed to provide participants with sufficient information about the study, an understanding of the research objectives, and participants' willingness to participate. The issues of anonymity and confidentiality were also discussed and explained to the participants.

Measurement

Students were asked open-ended questions to gauge their feelings about using Padlet in English classes, which researchers used to improve writing skills. During the study, interviews were conducted twice: once before and once after the students were given treatment for using Padlet. Following-up interviews were conducted with ten volunteers. This stage of the interview is also used to collect more detailed information about students' perceptions. As a result, the questions asked of these voluntary participants will be the same as those asked at the initial meeting or interview. The interview was audio-recorded and then completely transcribed.

Participants were asked to answer questions in both Indonesian and English during the interview because grade 5 and 4 elementary school students did not speak English fluently. Open-ended questions about the research problem were posed to the participants. They investigated how students felt about writing lessons before and after implementing game-based writing activities by using Padlet, as well as whether learning grammar could improve their English communication skills. The questions used to obtain the perceptions of the participants are described in the table below:

Focus	Instrument
Students felt about writing	How is your opinion about writing topic now?
lesson before using Padlet	What is your obstacle when you write your idea?
Students felt about writing	How is your opinion about writing topic now?
How is your opinion about writing topic now?	What is your obstacle when you write your idea?
lesson before using Padlet	What is your obstacle when you write your idea?
Students' perception when using Padlet	How is your feeling when using Padlet in writing?

Data Analysis

During the process of data analysis using a narrative format to present findings data from student perceptions, researchers found ways to dig up richer and in-depth information about the unique and distinctive viewpoints of the participants (İnceçay and Dollar, 2011). The information obtained can offer the reader a deeper understanding of the subject matter and extra insight to apply the story to context from the student's own perspective. Data were analyzed using content analysis. It was used in this study to derive message conclusions from interview data. Transcription is analyzed by searching for categories, grouping themes, and finally concluding. According to Krippendorff, 2018 content analysis is "a research technique for making replicable and valid inferences from texts" (or other meaningful material) to the context in which they are used (Krippendorff, 2018)." The concept of inference is critical in content analysis. Researchers use analytical constructs, or rules of inference, to move from text to answers to research questions. Text and context are logically separate domains, and the researcher concludes one to the other (context). Content analysis, in other words, entails categorizing, coding, and summarizing message content.

RESULT

Students' Perception of Using Padlet in Collaborative Writing The open interview responses provided preliminary information about students' experiences implementing collaborative writing in EFL classes. This information is then used to create interviews with questions to elicit additional information beyond what they have stated in the interview. The interview results were analyzed to identify themes related to students' perspectives on collaborative writing as a learning approach in the EFL writing class. The outcomes are as follows:

1. Interesting to Apply
   Padlet was found to be very interesting to use by students, according to the results of interviews with 52 students. According to the findings of the interviews, students stated that writing with Padlets was very fun (n = 36), that learning to use Padlets was normal (n = 9), and that learning to use Padlets was not fun (n = 7). The data was shown in the chart below:
   According to Table 1, the data was shown that roughly 69% of students said that using Padlet was very interesting. The percentage of students who stated the average or average was 18 percent, while 13 percent of students disagreed with the use of Padlet. Based on these findings, the majority of students agree that using Padlet in collaborative writing activities is very interesting. MF's opinion, which stated that the Padlet was very interesting to use, was one of the students' opinions:

   "We can be creative with the Padlet and change the background color of our board. Aside from that, the ability to upload videos and photos is very appealing. We can dress up and take pictures with our friends."

Table 3. Students' interest in using Padlet

	Observed Range	
	Total number	Percentages
Students' perception		
Using Padlet is very fun	36	69%
Using Padlet is normal	9	18%
Using Padlet is not fun	7	13%

According to the students' statements above, Padlet was very simple to use. Not only from the instructions in Padlet but also from features like uploading photos and choosing the background color based on the student's preferences. Furthermore, each instruction is written in simple language making it more user-friendly for students

2. Increasing Confidence

The application of collaborative writing as an approach used in the EFL writing class was revealed as the first theme that emerged from the data. The collaborative writing approach helps students gain confidence in writing in English. The majority of students stated that after taking the collaborative writing class, they felt more confident in writing down their ideas and experiences into a story. Working with diverse groups allows them to exchange ideas and experiences, as well as share in determining vocabulary based on the stories or writing friends they make in their respective groups. Fourth graders who participated in this study said it was a very interesting experience because fifth graders helped them in writing, especially in choosing vocabulary. Similarly, grade five students stated that they received new writing ideas from grade four students.

Padlet is also increasing students' self-confidence where students are more eager to obey every instruction given by the researcher. According to AB,

"We are more confident in writing because in the Padlet we can access other features such as a web browser, youtube, and even Google translate which can help us to write.

According to this, students feel more confident because they can use Padlet-connected features such as YouTube and Google Translate. The outcomes of their writings on the Padlet page varied greatly from their enjoyable experiences, vacation experiences, and fun playing with friends at school. Of course, this differs greatly from the results of student writing before the use of Padlets in collaborative writing. The researchers discovered, on the other hand, that the outcomes of their writing on the Padlet page varied greatly from fun experiences, vacation experiences, and fun playing with friends at school. Students can be more creative and gain writing confidence by using Padlets.

3. Encouraging Fluency

As expressed by the students, the last theme related to the use of Padlets in Collaborative Writing in the EFL class was increasing their writing fluency. The majority of the students admitted that putting their ideas into action was much easier for them. Furthermore, the Padlet board can be linked to various internet features or applications such as YouTube, Spotify, and others. As a result, students become more expressive in expressing and developing their ideas. In collaborative writing using Padlet, most students include pictures that add to the fun of their learning process. Before this study, the majority of them stated that it would take them longer to write down their ideas or experiences in EFL class. However, after taking a writing class in Collaborative writing using Padlet as a learning tool, they agree that they can write faster even when no topics to discuss have been planned.

According to several statements indicating that they do not consent to the use of Padlet. They stated that they would rather use a notebook and a pen. Other people believe that the internet signal affects their success with Padlet. Plus if their digital devices, such as cellphones and laptop computers, do not support Padlet access. This is why they claim that using Padlet is less beneficial to learning.

DISCUSSION

The result showed that the use of Padlet as a platform for students to implement collaborative writing in EFL classes writing assessment had received positive responses from the students. Padlet made the students enthusiastic and glad to study writing, captivated them in the class, made them feel at ease in the learning process by utilizing Padlet, and helped them produce writing ideas fastly.

1. Interesting to Apply

   Padlet was appealing to the majority of responders. This discovery was made because its function and purpose are similar to those of sticky notes, they also can change the background of the board in the platform, but the thoughts and responses are shown on the wall inside the program, creating an online bulletin-like board (Jaganathan, 2016). Padlet was also found to be user-friendly (Lestari and Chasanatun, 2018; Taufikurohman, 2018; Toti, 2018; Beltrán-Martín, 2019; Jong and Tan, 2021). The majority of respondents also believed that evaluating writing skills with Padlet was intriguing. Beside that Padlets can improve students motivation in learning English (Lestari and Chasanatun, 2018). Its appealing characteristics and look attracted their curiosity and attention and that makes them more enthusiastic about doing the assignments ordered by the teacher. The curiosity felt by students in the learning process becomes students become the center of learning Mohd. et al., 2020). According to Ahmad (2022) process does not only focus on what is conveyed by the teacher (Ahmad et al., 2022). The same opinion was explained by Andrew, he explained that teaching process can move from teacher as center to students centered (Andrews et al., 2020). As a result, students were able to relax and enjoy the writing assessment process. Teachers have possibilities to involve students in class activities, get them to collaborate with their peers, and have meaningful dialogues when they incorporate the use of Padlet into their lesson plans (Helmy, 2019). When utilized as a "learning assessment" tool, quizzes, questions, discussion forums, or the jotting down of thoughts and ideas relating to the subject matter are more effective methods. The main benefit of Padlet is quick sharing and viewing, which enables students to see what other students are thinking and comment on it right away. Additionally, teachers can choose particular topics to discuss in class or assign students to choose posts to better understand brand-new academic ideas. All of these attributes can offer a pedagogical framework for education, teamwork, and formative evaluation.

2. Increasing Confidence

   According to Mahmud, 2019, Padlet is one of the student-centred learning tools that may ignite students' interest in developing their writing abilities. The use of Padlet in writing assessments created a platform for a student-centred learning environment in which students could practice and acquire evaluation expertise using online learning platforms (Jong and Tan, 2021). In this case, they will collaborate with fellow students who are in different grade levels with them. Collaborative writing between classes is also incredibly useful for students since it may boost their writing confidence by allowing them to discuss and develop ideas with their peers. Learning to write English, according to Suparmi, 2015, is largely concerned with generating and extending ideas. Students may explore, develop, and obtain more and better ideas by including Padlet as a digital tool in collaborative learning. These findings support previous studies by Ahmad et al., 2022, Andrews et al., 2020. They demonstrated that students responded positively to utilizing Padlets as a learning tool. This assists students with writing tasks since educational materials that can help students prepare to write are easily accessible.

3. Encouraging Fluency

In research that conveys that students believe that grammar is an important component of language, they do not want to be taught explicitly and "boring" road (İnceçay and Dollar, 2011). Base on the opinions of the students above, it is proven that this platform can improve the quality of their writing, as they explained that by using this platform, they can exchange knowledge and ideas with their other friends, both equal and different, as in this case, students in grades 5 and 4. They can also add other features, such as photos, videos, or those available on social media, such as YouTube, Google Translate, Spotify, or others, that can support and improve their writing to make them more fluent in it.

The use of technological tools, such as Padlet, also improved students' perceptions of the language learning process. It was discovered that the students gave their all in finishing their assessments in Padlet (Jong and Tan, 2021). Padlet helped students' collaborative efforts in both small and large groups. Because Padlet is a very intuitive tool, students were ready to use it from the start of the subject, and teachers did not need to invest a lot of time in initial training (Beltrán-Martín, 2019). The use of Padlet as a digital tool for learning to write English was received positively by students. The results of this study prove that Padlet increases students' motivation and interest during writing activities. because it is easy to use and helps them learn to write English. In addition, Padlet also offers benefits for students because it successfully helps them get features or other things that support improving their writing skills. This study also shows that Padlet can be used as a collaborative writing learning tool because students can exchange ideas and experiences with their friends from different classes, which in turn improves their writing skills based on feedback from their friends and teachers. Therefore, this research implies that Padlet is a useful digital tool that can enhance students' learning of writing positively.

LIMITATION

There may be some limitations in this study. First, data collection was carried out not for all participants who took part in the research and voluntarily may have caused some bias. Second, the respondent's data on the age variable only came from two groups of adult elementary school students in one youth school. For further research, it is better to involve participants from different schools to make the facts more broad and interesting.

IMPLICATION AND CONCLUSION

The purpose of this study is to see if game–based language activities can change people's negative attitudes toward EFL learning, particularly writing learning. Although the findings suggest a shift in students' overall writing learning perspectives, this study had several limitations. First, there were only a few interview sessions. because many students provide simple responses Padlets, on the other hand, are relatively new to elementary school students. It is, however, very interesting for students because many of them are already familiar with using digital devices. This skill is extremely useful in piquing students' interest and changing their perception that writing is not difficult and can be enjoyable.

AUTHOR CONTRIBUTION STATEMENT

A.S.R. conceived of the presented idea. U.D. and M.S. developed the theory. F.K. and M.I. verified the analytical methods. M.I analyzed the data and interpreted it. U.D. encouraged A.S.R and M.S to investigate and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript.

DECLARATION

The authors of this study certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation

in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent–licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

DATA AVAILABILITY

The dataset generated during and/or analyzed during the current study is available from the corresponding author on reasonable request.

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