

THE EFFECT OF APPLYING PADLET-BASED DIGITAL INSTRUCTION ON STUDENTS' NARRATIVE WRITING ACHIEVEMENT

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Abstract

This study aimed to investigate the effect of Padlet-Based Digital Instruction on students' narrative writing achievement at SMA Al-Irsyad Tegal. A quantitative approach with a quasi-experimental design was employed. The participants were 58 students, divided into an experimental class and a control class, with 29 students in each class. Data were collected through narrative writing pre-tests and post-tests, while classroom observations were conducted using an observation checklist. Students' writing was assessed based on content, organization, and language use. The data were analyzed using descriptive statistics and the Mann-Whitney U test. The results showed that Padlet-Based Digital Instruction was successfully implemented in the experimental class. Students actively participated in collaborative writing activities, shared ideas, and engaged positively throughout the learning process. The experimental class showed greater improvement in writing achievement, with the mean score increasing from 40.97 to 80.03, compared with an increase from 44.55 to 65.66 in the control class. The Mann-Whitney U test showed a statistically significant difference between the two groups (Asymp. Sig. (2-tailed) = 0.000). These findings indicate that Padlet-Based Digital Instruction significantly improved students' narrative writing achievement. Padlet also supported active participation, collaboration, idea sharing, and feedback during the writing process. Therefore, Padlet can be considered a useful digital learning platform for narrative writing instruction in EFL classrooms.

Keywords: Padlet; Digital Instruction; Narrative Writing; Writing Achievement; EFL;

1 INTRODUCTION

Writing is one of the four essential language skills taught in English language learning and plays a crucial role in enabling students to communicate ideas, thoughts, and information effectively. As a productive language skill, writing requires students to generate ideas, organize them logically, and express them using appropriate vocabulary and grammatical structures. According to Nasution et al. (2024), Writing refers to the process of expressing ideas, thoughts, and information through written language, which can serve as a means of conveying information and making the imagination more engaging. Developing students' writing ability has become one of the primary objectives of English teaching at the senior high school level.

Among the various genres taught in high school, narrative texts are one of the most important types of texts because they allow students to express stories creatively while applying the appropriate genre structures and linguistic features. According to Hamzah (2023), narrative texts present a sequence of events related to a specific occurrence and require students to develop ideas in a coherent and logical manner. However, many students still struggle with writing narrative texts. They often have difficulty generating ideas, organizing events into a coherent storyline, applying proper grammar, and using an adequate vocabulary. Khasanah et al. (2023) state that limited vocabulary, limited knowledge of grammar, and limited ability to express ideas are some of the main factors affecting students' writing performance.

With the rapid advancement of technology, educational practices are increasingly incorporating digital technologies to foster a learning environment that encourages active student participation and places learners at the center of the instructional process. Technology has become an essential component of language teaching because it provides teachers with the opportunity to implement more flexible and engaging teaching approaches. According to Alakrash et al. (2021), technology contributes significantly to enhance the effectiveness of the learning process by providing greater flexibility in learning activities, interactive, and student-centered. Furthermore, technology supports the development of the four English language skills: listening, speaking, reading, and writing. It also enhances students' motivation and independence in learning by enabling more personalized learning experiences. Therefore, integrating

appropriate digital technology into writing instruction can help teachers support students during the writing process while creating a more engaging learning environment.

One digital platform with the potential to support writing instruction is Padlet. Padlet provides a collaborative online space where students can exchange ideas, draft their writing, share their work, and receive feedback from both teachers and peers. In English writing classes, Padlet can be used to facilitate idea development, collaborative learning, and the writing process (Parida et al., 2024). Through these features, Padlet encourages students to participate actively while improving their writing skills. Padlet is implemented as part of Padlet-Based Digital Instruction, where the platform is integrated into classroom instruction to facilitate students throughout the narrative writing process rather than being used merely as a supplementary digital tool.

Several previous studies have reported positive findings regarding the use of Padlet in writing instruction. Apriliyani and Nugroho (2014) found that the implementation of Padlet improved students' narrative writing skills. Similarly, Parida et al. (2024) reported that Padlet supported students in generating ideas, collaborating with peers, and receiving feedback during the writing process. In addition, Aprilia (2023), through a qualitative study involving eleventh-grade students, found that students perceived Padlet as an efficient, accessible, interesting, and enjoyable medium for learning narrative texts. These findings indicate that Padlet can enhance both students' writing achievement and their active participation in learning activities.

Despite the positive findings reported in previous studies regarding the effectiveness of Padlet in enhancing students' writing achievement, a number of aspects still require further investigation. Existing research has primarily focused on primarily emphasized learning outcomes without describing how Padlet-Based Digital Instruction was implemented throughout the teaching and learning process. Second, relatively few studies have focused on the use of Padlet for teaching narrative writing. Third, few studies have combined the investigation of instructional implementation with the measurement of students' narrative writing achievement within a single research framework. To address these research gaps, the present study investigates both the implementation of Padlet-Based Digital Learning and its effect on students' narrative writing achievement.

Digital-Based Instruction involves the application of digital tools and applications to facilitate the teaching and learning process and help teachers achieve instructional objectives. According to Argawati and Suryani (2020), Digital-Based Instruction enables teachers to adapt to technological developments by integrating digital technology into classroom activities. Similarly, Leyer et al. (2023) state that The use of digital technology in education has grown significantly as teachers increasingly incorporate technology into instructional practices. These perspectives indicate that digital technology allows teachers to present learning materials in more varied, interactive, and student-centered ways. Therefore, Digital-Based Instruction has become an important approach in modern education because it encourages active learning and creates more engaging learning experiences.

Writing is one of the four essential English language skills that students need to master in educational settings. According to Raudatus (2020), writing is considered a complex skill because it requires learners to integrate multiple abilities, including generating ideas, organizing information, and applying appropriate grammar and vocabulary. Writing ability can be developed through appropriate instructional strategies and continuous practice. In English language learning, students are expected not only to produce grammatically correct sentences but also to organize their ideas into coherent paragraphs that effectively communicate messages according to the purpose and context of the text. Therefore, writing is a productive skill that requires both linguistic competence and the ability to express ideas clearly and logically.

One of the text genres taught in senior high schools is narrative text. According to Bamman et al. (2021), narrative is a fundamental way for humans to understand the world, construct meaning, influence actions, and build social connections. Likewise, Prihandani (2023) explains that a narrative consists of a sequence of events connected through cause-and-effect relationships within a particular time and setting. Meanwhile, Cohn et al. (1969), as cited in Lubis (2016) define narrative text as a type of text that presents stories, such as legends, with the primary purpose of entertaining readers. Consequently, narrative writing requires students to organize events logically while applying the appropriate generic structure and language features. In this study, Digital-Based Instruction is implemented through Padlet to support students in developing and organizing ideas more effectively during the process of writing narrative texts.

This study explores the implementation of Padlet-Based Digital Learning and evaluates its effect on students' narrative writing achievement at Al-Irsyad High School, Tegal, during the 2025/2026 academic year. To achieve these objectives, the study addresses the following research questions:

1. How is Padlet-Based Digital Instruction implemented in teaching narrative writing?
2. Is there a significant effect of Padlet-Based Digital Instruction on students' narrative writing achievement?

2 METHODOLOGY

This research adopted a quantitative method based on an experimental design. According to Nevin (1984), quantitative research is an approach that utilizes numerical data to identify consistent and measurable relationships between variables through empirical and statistical analysis. In this study, a quantitative approach was used to examine the effect of Padlet-Based Digital Learning as the independent variable on students' narrative writing performance as the dependent variable. A quasi-experimental research design was employed in this study, involving two groups: an experimental group and a control group. Both groups participated in a pre-test before the treatment and a post-test after the intervention. This study was conducted at Al-Irsyad High School in Tegal during the 2025–2026 school year. The research involved 58 eleventh-grade students who were assigned to two separate classes. The experimental group consisted of 29 students from Class 11.5, while the control group consisted of 29 students from Class 11.3.

Students in the experimental group were taught using Padlet-Based Digital Learning, whereas those in the control group received conventional classroom instruction. The research data were obtained from narrative writing tests and supported by classroom observation checklists. The writing tests consisted of pre-tests and post-tests used to measure students' narrative writing performance, while the observation checklists were used to assess the implementation of Padlet-Based Digital Learning in the classroom.

Students' writing was assessed based on three aspects: content, organization, and language use. Descriptive and inferential statistical techniques were applied to analyze the collected data. Prior to hypothesis testing, the distribution of the data was examined through a normality test. Because the data did not satisfy the assumption of normality, the Mann-Whitney U Test was selected to determine whether there were significant differences between the experimental group and the control group.

3 RESULTS

This section presents the findings of a study on the implementation of Padlet-Based Digital Learning and its impact on students' narrative writing performance. The results of this study are organized into two parts. The first part describes the implementation of Padlet-Based Digital Learning based on classroom observations, whereas the second part reports the findings of the statistical analysis conducted to evaluate its effect on students' narrative writing achievement.

3.1 IMPLEMENTATION OF PADLET-BASED DIGITAL INSTRUCTION

The implementation of Padlet-Based Digital Learning was observed throughout the teaching-and-learning process using an observation checklist. The observations focused on student participation, interaction, writing activities, and engagement during the learning process. The findings indicate that Padlet-Based Digital Learning was successfully implemented and facilitated student engagement in narrative writing activities. Throughout the learning process, the students demonstrated active participation in completing the assigned tasks. Most students were willing to share ideas and collaborate with their group members via Padlet. Although some students initially needed encouragement before they could participate actively, they gradually became more engaged in these activities.

In addition, the students interacted respectfully with their peers and successfully completed the narrative writing assignment given by the teacher. The observations also revealed positive interactions among the students. Group members worked together to compose narrative texts by sharing ideas, discussing the plot, and collaboratively developing the content. The use of Padlet allowed students to contribute their ideas on a shared digital platform, enabling all group members to participate more effectively in the writing process.

In terms of writing activities, students were able to generate and organize ideas in accordance with the structure of a narrative text. They collaborated to develop the orientation, complication, and resolution

sections of the narrative text. In addition, students revised their writing based on feedback provided during the learning process. These activities demonstrate that Padlet supports students in organizing and improving their writing. Students also demonstrated engagement and positive responses to the implementation of Padlet-Based Digital Learning. They paid attention to the teacher's explanations, actively asked questions when encountering difficulties, and participated enthusiastically in classroom discussions. Furthermore, most students did not experience significant difficulties in using Padlet, indicating that the platform is accessible and user-friendly for classroom learning.

Overall, the observational findings indicate that Padlet-Based Digital Learning creates an interactive and collaborative learning environment that encourages students to actively participate in narrative writing activities. The use of Padlet not only facilitates the writing process but also fosters communication, collaboration, and engagement among students.

3.2 EFFECT ON STUDENTS' NARRATIVE WRITING ACHIEVEMENT

Table 1 present the descriptive statistics of students' narrative writing achievement in both groups.

Table 1. *Students' Narrative Writing Achievement*

	Pre-Test	Post-Test
Control	44.55	65.66
Experimental	40.97	80.03

Table 1 indicates that students in both the experimental and control groups obtained better scores following the instructional process. The experimental group experienced a substantial increase in achievement, with the mean score improving from 40.97 in the pre-test to 80.03 in the post-test. Similarly, the control group showed progress, as its average score rose from 44.55 to 65.66. Although both groups demonstrated progress after the learning process, Students in the experimental group experienced a much greater improvement than those in the control group. These results suggest that students taught using Padlet-Based Digital Learning demonstrated higher narrative writing achievement than students who experienced conventional instruction. A normality assessment was carried out as the initial stage of the statistical analysis to determine the distribution of the research data before testing the hypothesis, which showed that the data were not normally distributed. Therefore, the Mann-Whitney U test was used to determine whether there was a significant difference between the two groups.

Table 2. *Mann-Whitney U Test Result*

Test Statistics	Value
Mann-Whitney U	154.000
Wilcoxon W	589.000
Z	-4.249
Asymp. Sig. (2-tailed)	0.000

Table 2 presents the results of the Mann-Whitney U test, showing an Asymp. Sig. (2-tailed) value of 0.000. Since this value does not exceed the significance level of 0.05, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_1) is supported. The results demonstrate a significant difference in narrative writing achievement among students who received Padlet-Based Digital Instruction and those who were taught through conventional instruction. The significant difference between the two groups suggests that the use of Padlet contributes positively to students' writing performance. Through Padlet, students are given the opportunity to brainstorm ideas, collaborate with peers, share their work, and receive feedback during the writing process. These activities may have helped students develop their ideas more effectively and structure their narrative texts in a more coherent manner.

Regarding the first research question, the findings indicate that Padlet-Based Digital Learning was successfully implemented throughout the learning process. Students actively participated in classroom activities, collaborated with their peers, and contributed ideas through the Padlet platform. The observations also revealed positive student engagement, as students demonstrated enthusiasm in completing writing assignments and actively participated during group discussions. These findings

indicate that Padlet creates an interactive learning environment that supports collaboration and participation in narrative writing activities.

Regarding the second research question, the statistical results confirm that Padlet-Based Digital Learning significantly improves students' narrative writing performance. The improvement achieved by the experimental group indicates that integrating Padlet into writing instruction provides students with greater opportunities to develop and organize their ideas before producing their final written work. As a result, students were able to compose narrative texts more effectively than those who learned through conventional instruction.

The findings of the present study are in line with those reported in previous studies that have examined by Apriliyani and Nugroho (2014) and Parida et al. (2024), which reported that the use of Padlet in writing instruction has a positive impact on students' writing performance. This study further reinforces the effectiveness of Padlet by demonstrating not only the success of its implementation in the classroom but also its significant contribution to students' narrative writing achievement. Therefore, Padlet can be considered an effective digital learning platform for supporting the teaching of narrative writing and enhancing student engagement in EFL classrooms

4 CONCLUSIONS

This study examines the implementation of Padlet-Based Digital Learning and its impact on students' narrative writing performance at Al-Irsyad High School in Tegal during the 2025/2026 academic year. The findings indicate that Padlet-Based Digital Learning was successfully implemented in the classroom. Observation results show that students actively participated in learning activities, collaborated with their peers, shared ideas through Padlet, and demonstrated positive engagement during the writing process. In addition, Padlet facilitated interaction among students and supported them in collaboratively composing and developing narrative texts. The comparison of the writing assessment results revealed a more substantial improvement in narrative writing achievement among students in the experimental group than those in the control group. Prior to the implementation of the treatment, the experimental group obtained a mean score of 40.97, which increased to 80.03 following the post-test. Although the control group also demonstrated progress, its mean score rose only from 44.55 to 65.66, indicating a smaller improvement than that of the experimental group. Furthermore, the Mann-Whitney U test yielded an Asymp. Sig. (2-tailed) value of 0.000, indicating a statistically significant difference between the two groups.

Based on these findings, the results demonstrate that applying Padlet-Based Digital Learning has a significant contribution to enhancing students' narrative writing achievement. The use of Padlet not only improves students' writing performance but also encourages active participation, collaboration, and engagement throughout the learning process. Therefore, Padlet can be considered an effective digital learning platform for supporting narrative writing instruction within English as a Foreign Language (EFL) learning contexts.

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