

The Effects of Padlet on Grade VII Students' Writing Skills: Gender-Based Differences

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Article History:

Received: 09/01/2026

Revised : 18/01/2026

Accepted: 23/01/2026

Available Online: 27/02/2026

Keywords:

EFL, Gender based differences, Padlet, Writing Skills

ABSTRACT

The integration of digital media in writing instruction has become an effective approach to improving students' learning outcomes. This study employed a quantitative approach using a pre-test and post-test design to analyze the effectiveness of Padlet as a learning medium in teaching writing to seventh-grade students at SMPN 1 Parongpong. The participants consisted of 30 students, including 15 male and 15 female students, and data were collected through writing tests administered before and after the implementation of Padlet. The normality test was conducted using the Shapiro–Wilk test, and the results indicated that all data were normally distributed, with significance values greater than 0.05, namely male pre-test ($p = 0.146$), male post-test ($p = 0.496$), female pre-test ($p = 0.467$), and female post-test ($p = 0.085$). The findings revealed a significant improvement in students' writing skills after the use of Padlet, with female students demonstrating a stronger improvement compared to male students, confirming that Padlet is an effective learning medium for enhancing writing skills among seventh-grade students.

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INTRODUCTION

English is one of the most important subjects taught in junior high school in Indonesia. It plays a crucial role in helping students communicate in an international language and access global information. Through learning English, students can develop their ability to understand texts, express ideas, and interact with others in both academic and social contexts (Maulida et al., 2024). Among the four language skills to learn in English classrooms, writing is the most difficult to master, not only by second/foreign language (ESL/EFL) learners but also by native speakers (Ghoneim & Elghotmy, 2019). Learning to write is a much more complex, challenging, and difficult process as it requires learners to balance various factors, including content, organization, purpose, audience, vocabulary, and mechanical elements (Rass, 2015). Learning to write is challenging because, during the process, learners keep on involving cognitive tasks to solve problems and make their thoughts meaningful and concrete, and in motoric activities to express the thoughts in written symbols.

Learning to write in EFL contexts is naturally more complex than that in the first language context because, the learners should also engage in using the language properly, in addition to the process of forming and organizing ideas, initial writing, improving writing, selecting appropriate diction, and editing text. This often leads EFL learners to think in that foreign language, resulting in an inaccurate translation process from their mother tongue (Pardede, 2024). Consequently, EFL learners often encounter writing difficulties in terms of grammar, cohesion, coherence, paragraph organization, diction, and spelling, usage of plural forms, articles, verb forms, clauses, passive sentences, and prepositions (Putri, 2025; Hasan & Marzuki, 2017).

Due to these difficulties, students often experience low engagement and poor writing performance in English classes. Several studies indicate that challenges in grammar mastery, vocabulary use, and idea organization significantly hinder students' ability to produce effective written texts, highlighting the need for appropriate instructional strategies to support writing development (Nuralisaputri & Megawati, 2023). Students also struggle to begin writing due to a lack of motivation, which can stem from various internal and external factors. This challenge is particularly pronounced in academic settings, where the pressure to perform can exacerbate feelings of inadequacy and reluctance to engage in writing tasks. Understanding these factors is crucial for developing effective strategies to enhance student motivation and writing proficiency.

To help learners to tackle these problems some approaches and strategies have been suggested, including the collaborative writing approach and the use of technology. Various studies have shown collaborative writing, the approach in which a single text is produced through the collaboration of two or more writers (Storch, 2019), as an effective approach to help EFL learners become better writers (Fernández-Dobao, 2020; Zhang, 2018). The use of technology to assist EFL learners develop writing skills is due to various reasons (Pardede, 2025). First, technology provides writing platforms and editing that has expanded collaboration ranges, opportunities, and patterns and enabled new interaction forms. Second, technology eases teachers to provide feedback, evaluate, and even trace students' writing processes. Third, technology use can overcome time limitations and other administrative constraints that frequently challenge the traditional face-to-face writing classes. Fourth, technology integration promotes social collaboration in the digital environment that has encouraged writing as a social activity.

This study was conducted to determine the effectiveness of using Padlet on grade VII students' writing skills. Many studies on the use of Padlet have been conducted. These

studies revealed that Padlet is one of the most popular technology that significantly increased EFL students' writing performance. For instance, Kaisya et al. (2024), reported an average score increase from 52.5 to 76.4 in a fable writing task by using Padlet. Arwan and Suryaningsih (2024) showed a 25% increase in writing scores in terms of cohesion, coherence, and idea development after Padlet implementation. Furthermore, Padlet's collaborative features foster student engagement by enabling peer feedback and shared writing experiences, which enhance students' motivation and active participation (Pakaja et al., 2024). Both teachers and students reported favorable perceptions of Padlet's effectiveness in improving writing skills, particularly in structured writing tasks like recount and argumentative texts (Novianto et al., 2024). While the benefits of using Padlet are evident, challenges such as limited internet access and varying levels of digital literacy among students may hinder its effectiveness in some contexts.

Addressing these issues is crucial for maximizing the potential of digital tools in education. However, there is still limited research focusing on the effect of Padlet on junior high school students' writing skills in Indonesia. Therefore, this study aims to investigate the effect of using Padlet on students' writing skills in English grade VII. However, there is still limited research focusing on the effect of Padlet on grade V students' writing skills in Indonesia. Therefore, this study aims to investigate the effect of using Padlet on students' writing skills in English at the junior high school level. Suparmi (2022) found significant enhancement in ESP students' writing skills after integrating Padlet, with pre-post test results showing statistically significant improvements using t-test analysis. Similarly, Novianto et al. (2024) conducted a quasi-experimental study with 30-44 students and found that the experimental group using Padlet showed significantly higher improvement in writing recount texts compared to the control group, with t-observed values exceeding t-table values. Melani et al. (2024) confirmed Padlet's effectiveness in teaching argumentative text writing among high school students, reporting significant improvements in idea organization, cohesion, and argument strength ($p < 0.05$).

While these studies have demonstrated that Padlet is an effective digital tool for improving EFL students' writing skills across various educational contexts, studies conducted in junior high school level is meagre. Moreover, no study has specifically examined gender differences in Padlet's effectiveness for writing skills improvement. Considering this, this study seek to find answers to the following questions: (1) Does the use of Padlet significantly affect the writing skills of Grade 7 students in English? (2) Are there any significance differences among the genders in using Padlet to improve their writing skills in English?

The can hopefully contribute to the followings. First, it can enrich literature on the use of digital media in teaching writing, especially Padlet. Second, it can provide an alternative medium for teachers to enhance learners' motivation and writing performance. Third, it can serve as a reference for further studies for researchers.

LITERATURE REVIEW

Writing Skills in English

English writing skills are productive abilities that are essential for students, particularly at the junior high school level. Through writing skills, students are able to express ideas, thoughts, and experiences in written form with clear and coherent structure. Therefore, the development of writing skills needs to be carried out systematically so that students can compose simple paragraphs effectively (Rofi'i & Department, 2020).

The development of English writing skills does not only depend on the mastery of vocabulary and grammar, but also requires appropriate learning strategies and continuous practice. A supportive learning environment and constructive feedback play an important role in helping students improve the quality of their writing. In addition, varied instructional approaches are necessary to maintain students' motivation in the writing learning process (Haryadi & Stebis, 2024).

Along with technological advancements, the use of digital-based learning media has become an effective alternative for improving English writing skills. Digital media can create more interactive and collaborative learning experiences that encourage active student participation. Therefore, the integration of technology in learning is expected to optimally support the improvement of students' writing abilities (Tabitha & Wahyudin, 2026).

Innovative Teaching Methods

Innovative teaching methods in writing instruction emphasize the integration of technology to enhance student engagement, creativity, and learning outcomes. The use of digital tools in writing classrooms provides diverse learning resources that support students in developing ideas, organizing thoughts, and expressing them more effectively. Moreover, technology integration enables teachers to create interactive learning environments that go beyond traditional, teacher-centered instructional approaches (Haryadi & STEBIS, 2024).

One digital platform that has gained attention in writing instruction is Padlet. Numerous studies indicate that Padlet's multimedia features, such as images and videos, help students visualize ideas and improve descriptive writing skills (Gunawan & Pambayun, 2025). In addition, the integration of local literature into Padlet-based writing tasks provides cultural context that strengthens cohesion and coherence in students' writing, resulting in significant improvements in writing performance (Arwan & Suryaningsih, 2024). These findings suggest that Padlet supports not only linguistic development but also contextual and cultural understanding in writing.

In writing classrooms, Padlet acts as a digital interactive tool learning activities, allowing students to post, share, and collaboratively develop their writing. It supports multimedia features that enhance creativity and engagement, such as integrating images, videos, or links to external resources like YouTube and Google Translate. Padlet helps increase students' confidence and fluency in writing, making the process more enjoyable and motivating. It facilitates peer feedback and formative assessment, enabling students to view and comment on each other's work, fostering a student-centred learning environment.

Furthermore, Padlet facilitates collaborative learning, which plays a crucial role in improving students' writing quality. Its interactive nature allows students to organize ideas, strengthen arguments, and exchange peer feedback, leading to improved argumentative writing skills and enhanced critical thinking compared to conventional teaching methods (Melani et al., 2024). Padlet also promotes self-directed learning by enabling students to take greater responsibility for their writing development. However, despite its advantages, the implementation of Padlet may face challenges such as limited internet access and varying levels of digital literacy in certain educational contexts (Arwan & Suryaningsih, 2024). Overall, the integration of Padlet as an innovative teaching method demonstrates significant potential for enhancing students' writing skills through interactive, collaborative, and learner-centered approaches.

Collaborative Writing

Broadly defined as an approach in which a single text is produced through the collaboration of two or more writers (Storch, 2019), collaborative writing is an effective strategy in EFL writing classrooms to stimulate learners to intentionally interact in pairs or groups and compose a paper together (Zhang & Chen, 2022). Collaborative writing is grounded on the social constructivist learning theory pioneered by Vygotsky (Storch, 2005) accentuating that learning is carried out by individuals by building, creating, discovering, and developing knowledge and meaning for themselves (Liu & Chen, 2010). Thus, for learning to be effective, students must engage in authentic meaning-making processes, such as discussing ideas in groups, sharing perspectives, and bringing together background knowledge to build a correct understanding of the learning material (Smagorinsky, 2013). To construct meaning and build competence, individuals need collaboration as it opens the gate for students to enter the learning arena called Zone of Proximal Development (ZPD) and learn with the more skilled or knowledgeable other (MKO).

Collaborative learning is naturally inherent in learning writing using Padlet because this tool engages interaction between students through shared writing spaces and peer feedback features. In this research design, writing learning is not designed as structured collaborative learning, but rather as technology-based individual learning. However, through the activity of uploading written results and observing friends' uploads on Padlet, students in the experimental group automatically experienced collaborative academic interactions. This interaction allows students to learn from the ideas, writing styles, and organization of the content of their peers' writing, so that collaborative learning in this research is understood as a learning experience that arises naturally (emergent learning experience), not as a main learning strategy that is formally designed (Firdaus, 2025).

Previous research shows that using Padlet can support collaborative learning through sharing written results and providing feedback, which helps students understand how to write and develop text content (Arwan & Suryaningsih, 2024). Learning interactions, such as reading other students' writing and providing feedback via Padlet, can create a learning atmosphere that supports and encourages students to improve the quality of their writing (Alastal et al., 2022). Apart from that, using Padlet can also increase students' self-confidence and motivation in writing (Pebrika et al., 2023). Therefore, collaborative learning in this research is understood as an indirect impact of using Padlet and does not conflict with the learning design implemented in this research.

Conceptual Framework

This study assumes that the use of Padlet as a technology-integrated learning medium influences students' writing skills. Padlet facilitates interactive and collaborative writing activities, such as sharing written work, observing peers' writing, and receiving feedback from teachers and classmates. These learning processes are expected to enhance students' motivation, organization of ideas, and accuracy in language use, which in turn improve students' writing skills. In this study, Padlet functions as the independent variable and is assumed to influence students' writing performance through interactive and collaborative writing activities, such as sharing written work, observing peers' writing, and receiving feedback from teachers and classmates. These learning processes are expected to enhance students' motivation, organization of ideas, and accuracy in language use, which ultimately lead to improved writing skills.

Research Hypotheses

H₀₁: There is no significant effect of using Padlet on students' writing skills.

H_{a1}: There is a significant effect of using Padlet on students' writing skills.

H₀₂: There is no significant difference between genders in using Padlet to improve their writing skills in English.

H₀₂: There is a significant difference between genders in using Padlet to improve their writing skills in English.

RESEARCH METHODS

Research Design

The study uses a one-group pre-test and post-test design, a type of pre-experimental quantitative research design used to measure the effect of an intervention or treatment on a single group. In this design, the same group is tested twice: once before the treatment (pre-test) and once after the treatment (post-test). The goal is to compare the performance or outcomes before and after the treatment to determine if there is a significant effect.

Population And Sample

The population of this study comprised all grade seven students of SMPN (State Junior High School) 1 Parongpong. The sample was selected purposively by taking the 30 students of the seventh-grade of the school as the participants. This sampling technique employed to ensure that the chosen participants met the required specific criteria: they all had smartphone, they were more exposed to internet necessary to run writing instruction using Padlet.

The participants were aged roughly 12 to 14 years old, typical for the seventh graders in Indonesia. They came from diverse social and economic backgrounds local to the Parongpong area. The group includes both male and female students. Students were at a developmental stage with growing cognitive and social capabilities, enabling them to engage in interactive learning activities like collaborative writing on digital platforms. The varied academic skill level and learning styles among the students were considered in the study context.

Data Collection and Instrument

Data was collected using writing test (pre-test and post-test). Students were asked to write a short descriptive text (about a person, place, or object). The pre-test was administered before the treatment and the post-test, after the treatment. The purpose of the tests was to measure students' writing skills before and after using Padlet to learn writing (the intervention). The texts were assessed using the writing scoring rubric designed by Jacobs, et al. (1981). As shown in Table 1, the rubric is based on five writing aspects: content, organization, vocabulary, grammar, mechanics.

Data Collection Procedure

This study was carried out in three stages, namely the pre-test, the treatment, and the post-test. In the pre-test stage, students were asked to write a descriptive text individually before they learnt writing using Padlet. This stage provided students' initial writing ability as the baseline data for comparison. In the second stage, the treatment was implemented over the course of 12 sessions, during which the students was introduced to Padlet as a collaborative digital tool for writing activities. The researcher guided them in composing descriptive texts,

Journal of English Teaching, 12(1), February 2026, 122-134, DOI: <https://doi.org/10.33541/jet.v12i1.7807>

posting their drafts on Padlet, and engaging in peer feedback by reading, commenting on, and editing each other's work. This collaborative process was designed to enhance students' engagement, provide opportunities for revision, and improve their overall writing skills. In the post-test stage, the students were required to write another descriptive text using Padlet. The results of this post-test were then compared to the pre-test to determine the effect of Padlet on students' descriptive writing skills.

Table 1
Evaluation Rubric (Jacobs, et al., 1981).

Aspect	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Content	Provides a clear, detailed, and complete description with relevant and accurate information about the subject.	Provides a clear description but may lack some details or minor inaccuracies.	Provides a somewhat clear description but missing important details and contains some inaccuracies.	Description is unclear, incomplete, or off topic with many inaccuracies.
Organization	Well-organized with a clear introduction, body, and conclusion; ideas flow logically with smooth transitions.	Mostly organized, some ideas may be out of place; transitions are present but not always smooth.	Organization is inconsistent, ideas may be confusing or disconnected; transitions are weak.	Lacks organization: ideas are random or illogical, no clear structure or transitions.
Vocabulary	Uses a wide range of descriptive and precise vocabulary appropriate for the topic.	Uses adequate vocabulary, though somewhat limited or repetitive.	Uses basic vocabulary with limited variation and some misuse of words.	Uses poor or inappropriate vocabulary that impairs understanding.
Grammar	Demonstrates correct and varied sentence structures; minimal or no grammatical errors.	Few grammatical errors that do not interfere with meaning.	Noticeable grammatical errors that sometimes confuse meaning.	Frequent grammatical errors that significantly hinder understanding.
Mechanics	Almost no errors in spelling, punctuation, and capitalization.	Few minor errors in spelling, punctuation, or capitalization.	Several errors in spelling, punctuation, or capitalization that somewhat affect readability.	Many errors in spelling, punctuation, or capitalization that severely affect readability.

Data Analysis Technique

The data in this study were analyzed using a paired-sample t-test with the assistance of SPSS software. This statistical analysis was employed to determine whether there was a significant difference between students' pre-test and post-test writing scores after the implementation of Padlet. In addition, the analysis was conducted separately for male and female students to examine potential differences in writing improvement based on gender.

RESULTS

Effect of Using Padlet on Students' Writing Skills

Table 2 shows that the average score of the pre-test for all students was 41.17, with a range of 25–68 and a standard deviation of 12.515. After the implementation of the Padlet media, the post-test average increased to 81.93, with a range of 70–95 and a standard deviation of 6.518. These results show a significant improvement in students' performance, indicating that Padlet was effective in enhancing learning outcomes. Therefore, H_{01} , stating

that there is no significant effect of using Padlet on students' writing skills is accepted is rejected, while H_{a1} , stating that there is a significant effect of using Padlet on students' writing skills is accepted. This indicates that Padlet is an effective tool for enhancing students' writing skills in terms of content, organization, vocabulary, grammar, and mechanics.

Table 2

Overall Pre-test and Post-test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	25	68	41.17	12.515
Posttest	30	70	95	81.93	6.518
Valid N (listwise)	30				

Effect of Using Padlet on Female vs. Male Students Writing Skills

Table 3 shows there was a noticeable increase in scores of writing after learning using Padlet for both male and female groups. Male students had an average score of 80.33 with a range of 70–90, while female students had an average score of 82.87 with a range of 70–95. These results indicate that the implementation of Padlet effectively enhanced students' abilities compared to the pre-test, demonstrating its effectiveness as a supportive learning tool.

Table 3

Descriptive Statistics of Pre-test and Post-test Scores By genders

	N	Minimum	Maximum	Mean	Std. Deviation
Male Pre-test	15	25	65	39.33	12.799
Male Post-test	15	70	90	80.33	6.309
Female Pre-test	15	25	68	43.00	12.387
Female Post-test	15	70	95	82.87	6.610
Valid N (listwise)	15				

Based on the Shapiro–Wilk normality test (Table 4), the data of both male and female students are normally distributed, as all significance values exceed 0.05. The pre-test scores of male students show a significance value of $p = 0.146$, while their post-test scores indicate $p = 0.496$. Similarly, the pre-test scores of female students show $p = 0.467$, and their post-test scores indicate $p = 0.085$. Although both groups meet the normality assumption, the post-test significance value of female students, which is closer to the significance threshold, reflects a greater variation in learning improvement compared to male students. This suggests that female students tend to achieve higher and more developed learning outcomes after the implementation of Padlet, indicating that the use of Padlet has a more optimal learning impact on female students than on male students.

Table 4
Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test Male	.912	15	.146
Post-test Male	.948	15	.496
Pre-test Female	.946	15	.467
Post-test Female	.897	15	.085

The results of the paired sample t-test (Table 5) indicated a significant improvement in students' writing skills following the implementation of Padlet as a learning medium. The mean difference between pre-test and post-test scores was -40.77, with a t-value of -29.608 and a two-tailed significance of $p = 0.000$. These results demonstrate that the second null hypothesis (H_02), which posits no significant difference between genders in using Padlet to improve their writing skills in English is rejected. Therefore, the intervention using Padlet statistically caused differences in writing skills between male and female students.

Table 5
Paired Samples Test

Pair		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
1	Pre-test - Post-test	-40.76667	7.54153	1.37689	-43.58272	-37.95061	-29.608	29	<.,001

Discussion

The results of this study showed a significant improvement in students' ability to write descriptive texts after implementing Padlet as a learning medium, as evidenced by an increase in the average score from 41.17 in the pretest to 81.93 in the posttest. This improvement indicates that Padlet effectively supports the writing learning process by providing an interactive and structured learning medium. The decrease in the standard deviation from 12.515 to 6.518 also indicates that students' writing abilities became more evenly distributed after the intervention. This finding is consistent with research by Lestari (2025), who reported that the use of Padlet increased student engagement, encouraged the development of creative ideas, and improved writing quality in terms of vocabulary, grammatical accuracy, and paragraph organization. Therefore, the use of Padlet as a learning medium has been proven to comprehensively strengthen students' writing abilities while encouraging active participation in the writing process.

When viewed by gender, both male and female students showed significant improvements in their descriptive writing abilities after implementing Padlet. The average score of male students increased from 39.33 in the pre-test to 80.33 in the post-test, while the score of female students increased from 43.00 to 82.87. Although both groups

experienced improvement, female students achieved a slightly higher average post-test score.

The results of this study align with previous research and theoretical perspectives on technology-enhanced learning. Studies on digital and collaborative learning environments indicate that interactive media enhance motivation, organization of ideas, and language accuracy, which are important components of writing ability. In this context, Padlet serves as a supporting tool that facilitates meaningful writing practice through interaction and written responses. Therefore, the findings of this study strengthen the existing theory that integrating digital media in language learning leads to significant improvements in students' writing skills, particularly at the junior high school level (Intan et al., 2024).

The results of a paired-sample t-test showed a significant difference between pre-test and post-test scores, with a mean difference of -40.77 and $p < 0.001$. These results confirm that the improvement in students' writing skills was directly influenced by the implementation of Padlet. Through interactive learning activities facilitated by Padlet, students were able to organize ideas, enrich their vocabulary, improve grammatical accuracy, and enhance their writing mechanics. These findings are consistent with Zahroh et al. (2023), who showed that the use of Padlet significantly improved students' writing skills in the experimental class, as demonstrated by higher post-test scores compared to the control group. Therefore, this study supports the effectiveness of Padlet as a tool for improving students' writing competence.

Overall, the findings of this study indicate that the implementation of Padlet significantly improved students' descriptive writing skills. This platform not only helped students organize ideas and improve writing mechanics but also encouraged active participation and greater engagement in the learning process. Therefore, Padlet proved to be an effective learning tool for supporting the comprehensive development of students' writing skills.

CONCLUSIONS

Based on the results of the Shapiro–Wilk normality test, the pre-test and post-test data for both male and female students are normally distributed, as all significance values exceed 0.05. The significance values are male pre-test ($p = 0.146$), male post-test ($p = 0.496$), female pre-test ($p = 0.467$), and female post-test ($p = 0.085$). The post-test significance value for female students ($p = 0.085$) is closer to the significance threshold compared to that of male students ($p = 0.496$), indicating a greater variation and improvement in learning outcomes among female students after the treatment. Overall, the use of Padlet as a learning medium is shown to improve students' learning outcomes, as evidenced by the increase in post-test scores for both male and female students, indicating that Padlet is an effective tool for teaching writing to Grade VII students.

This study contributes to the existing knowledge of writing instruction to EFL junior high school students. The results indicate the effectiveness of using Padlet to not only improve students' descriptive writing skills but also encourage active participation and greater engagement in the learning process. Therefore, educators are recommended to integrate Padlet or similar interactive media in writing lessons to increase student engagement and improve learning outcomes and provide guidance and feedback while students use Padlet to maximize its benefits. EFL junior high school students are recommended to actively participate in Padlet activities to improve writing skills and creativity and use Padlet features to share ideas and collaborate with peers. Finally, future research is

suggested to explore the use of Padlet in other writing genres or subjects to assess its effectiveness in different contexts and combine Padlet with other digital tools or teaching strategies to enhance student learning outcomes.

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