

CHAPTER I

INTRODUCTION

In this chapter, the researcher introduces the foundation of the study. It begins by presenting the background and context that led to the formulation of the research. The chapter then outlines the specific focuses and objectives of the study, followed by the significance of the research in both theoretical and practical aspects. To define the boundaries of the investigation, this chapter also explains the scope and limitations. Finally, it provides definitions of key terms to ensure clarity and consistency in understanding throughout the entire research.

1.1 Research Context

Mastering English is essential in education as it equips students with one of the key skills required for success in the era of globalization. As the world's lingua franca, English is critical in various fields, including business, science, technology, international relations, and education (Akbar, 2018). In the education field, students who have good English proficiency can access a wealth of academic resources, such as research papers, journals, and books, most of which are predominantly written in English (Zhang, 2023). Moreover, English competence allows students to participate in international academic forums, collaborate with global peers, and pursue advanced educational opportunities abroad (Aimen, 2024). By mastering English, students are not only better prepared to excel academically but also positioned to thrive in a competitive, interconnected global environment.

Thus, integrating English language education into the school curriculum is a crucial step toward preparing students for the demands of the modern world (Sabat & Widodo, 2022).

In response to this, the Indonesian government has incorporated English into the national curriculum from primary to tertiary education to ensure students acquire the four essential language skills: listening, speaking, reading, and writing (Pasaribu et al., 2021; Antika et al., 2021; Hikmawati & Nurawan, 2024). Among the four language skills identified, writing is regarded as the most difficult talent to acquire. (Fitriani et al., 2022). as it demands not only grammatical accuracy, vocabulary richness, and coherent sentence construction but also the ability to organize ideas logically and communicate them clearly (Pramilaga et al., 2023) . Writing also requires revision and editing skills, creativity, and sustained motivation. Often being a solitary activity, it can reduce student engagement and limit immediate feedback opportunities (Zahra et al., 2023). Additionally, monotonous and conventional teaching methods contribute to students' lack of motivation and interest in writing tasks (Pramilaga et al., 2023).

To address these challenges, a more engaging and strategic instructional approach is required. One such approach is collaborative learning, which allows students to work together, exchange ideas, give feedback, and take collective responsibility for their learning (Abidah, 2023). Digital technology, such as Padlet, can further support this approach by offering interactive and collaborative writing opportunities. Padlet is a social networking platform that facilitates discussions and idea sharing through multimedia uploads (Bustomi et al., 2021); Indah et al., 2024).

The researcher conducted a preliminary study on using Padlet for collaborative writing at SMKN 1 Nglegok Blitar on October 30th, 2024, to explore the use of Padlet for collaborative writing instruction. Based on interview with English teacher at the school, Padlet has been actively integrated into writing classes. The teacher stated:

“In my writing classes, I use technology like Padlet to facilitate collaboration among students. It’s very effective in enhancing their participation and motivation to write, as they can easily give and receive comments on each other’s work, making the learning process more interactive and engaging.” (INT/ET/OFF/MRSPP/PRESTUDY/TECH-WRT/30-X-2024/11.00-12.00 a.m.)

The school is known for its innovative teaching practices, supported by a progressive administration that provides adequate infrastructure and encourages teacher creativity. This has led to notable achievements in English competitions at regional and national levels. Notably, students in the XI-TKJ2 class at SMKN 1 Nglegok show high enthusiasm for learning English, particularly in writing classes, where they actively engage with the use of Padlet. Compared to other schools, the teaching approaches at SMKN 1 Nglegok are perceived as more dynamic, relevant, and effective.

To establish the novelty and urgency of this research, several previous studies were reviewed. For instance, Tathmainnul Qulub and Shifa Fauziyah Renhoat (2020) explored the use of Padlet to enhance descriptive writing in junior high school, differing in context and participant characteristics. Similarly, Monika, Audi Yundayani, and Dini Fitriani (2021) applied Padlet at SMK Setia Karya, Depok, through a classroom action research approach. Fitriyani Sanuhung et al. (2022) investigated Padlet in an online university setting, focusing more on technological aspects rather than pedagogical design.

Additional studies further support the effectiveness of Padlet in writing instruction. Shafira Fitri, Candra Dewi, and Lestari (2022) conducted quantitative research at the elementary level, demonstrating the role of Padlet in enhancing writing and creative thinking. However, they did not thoroughly explore instructional strategies. Tia Silvia Simamora, Fenty Debora, and Kammer Tuahman (2024) employed a true-experimental method to investigate the use of Padlet in teaching descriptive texts at a senior high school, focusing on student outcomes rather than instructional design. Likewise, Novalina Safitri and Ahmad Ripai (2024) studied Padlet for teaching saga texts, emphasizing student engagement but not teacher practices. Usman and Abdul Aziz (2025) employed a quasi-experimental method in elementary schools to teach procedural texts using Padlet, without discussing the roles or challenges of the teachers involved.

While numerous studies have confirmed Padlet's potential to enhance student engagement, motivation, creativity, and writing proficiency, most of them focus primarily on learning outcomes and rely on experimental or quantitative methods. These studies often overlook the instructional process as a whole, especially in the context of vocational high schools, leaving a gap in understanding how teachers plan, implement, and evaluate Padlet-based instruction, as well as how they respond to classroom challenges.

To address this gap, the present study explores how English teachers at SMKN 1 Nglegok Blitar utilize Padlet to support collaborative writing instruction. It goes beyond measuring outcomes by examining real classroom practices, including teachers' pedagogical strategies, students' experiences, the obstacles

faced during instruction, and the solutions applied. This approach provides a more comprehensive and practical perspective on how technology can be effectively integrated into writing lessons.

Although previous research has involved Padlet, the unique context, timing, and setting of this vocational school make the case of SMKN 1 Nglegok distinct. The study is therefore timely, relevant, and contributes to a deeper understanding of technology-assisted writing instruction at the vocational high school level. Based on this, the researcher conducted a case study entitled “Collaborative Writing Instruction Through the Application of Padlet: A Single Case Study at SMKN 1 Nglegok Blitar”.

A preliminary study at SMKN 1 Nglegok, Blitar, indicates that students encounter comparable difficulties in their writing learning process. Conventional writing methods, which seldom integrate collaborative components, restrict active engagement and peer evaluation options. Consequently, pupils find it challenging to participate successfully in writing. Moreover, an insufficient vocabulary impedes their capacity to articulate concepts clearly and enhances the fluidity of their writing. These obstacles, along with students' limited knowledge of grammar, make the students difficult to organize and structure their thoughts, making the writing process more difficult and less efficient. As stated by the English teacher as follows’

“Although we have tried various conventional writing teaching methods, such as pictures and stories, many students still struggle to express their ideas clearly. They lack confidence, especially when there is no opportunity for discussion or feedback from peers. Additionally, limited vocabulary hinders their ability to express ideas clearly and develop their writing smoothly. Further, limited grammar mastery makes it difficult to organize and structure their thoughts.” (INT/ET/OFF/MRSPP/PRE-STUDY/WRT-DIFFICULTIES/30-X-2024/11.00-12.00 a.m.)

To overcome these problems, integrating appropriate digital technologies is essential (Fadhilawati & Sari, 2018). The technology that could be applied by the teacher in teaching writing, which is appropriate to facilitate collaboration, is Padlet. Padlet is a platform that facilitates the creation of a virtual wall, offering several notable advantages. It operates on almost every internet-capable gadget globally. The "Walls" are capable of being stored and duplicated. The "Walls." Multimedia files and papers can be posted. It can be utilized to do a simple operation, such as initiating start-ups and plenaries or conducting an entire session. It necessitates no specialized training and incurs no cost (Fadhilawati et al., 2020).

Moreover, Padlet is very appropriate for student collaboration (Ramadhani et al., 2023), It offers a complementary, multimedia-compatible platform that facilitates comprehensive class engagement and real-time assessment (An Nafik, 2022). Padlet facilitates an improved writing experience for students by providing a platform for teachers and students to exchange their writing (Ellis, 2015; Haris et al., 2017). Padlet may serve as an "exit ticket" or an interactive assessment tool for educators, as opposed to employing conventional methods in the classroom (Fadhilawati et al., 2020). Padlet is suitable for student activities such as brainstorming, discussions, and project work inside the classroom environment. Students can consistently access learning using Padlet using any internet-enabled device, such as smartphones, tablets, and desktops. No software is necessary to download Padlet (Haris et al., 2017). Students can thereafter share their work through their blog on Twitter, Google+, email, or via real-time collaboration, idea exchange, and interactive feedback (Arouri et al., 2023).

Many studies globally have demonstrated the efficacy of Padlet as a tool for English instruction; for instance, its application has been shown to enhance writing proficiency among students in Saudi Arabia (Farah Nasser Algraini, 2016) and to improve grammar performance for 30 students in Malaysia (Haris et al., 2017). Padlet effectively enhanced university students' writing skills and facilitated their confident expression of ideas in written form (Awaludin et al., 2017) Padlet has the potential to improve the proficiency of third-semester students in composing descriptive texts within the English Department at UNISKA Kediri (Lestari, 2017). Furthermore, Padlet proved efficient in enhancing the writing proficiency of procedural texts among first-semester students at the State Islamic University Malik Ibrahim Malang (Fadhilawati & Sari, 2018) .

According to an interview conducted with an English instructor at SMKN I Nglegok Blitar on October 30th, 2024, the English faculty at the institution has implemented Padlet, as indicated in the subsequent statement.

“To handle my students’ writing challenges, I change my conventional approach to applying technology. The technology that I use is Padlet to facilitate collaboration among students. It’s very effective in enhancing their participation and motivation to write, as they can easily give and receive comments on each other’s work, making the learning process more interactive and engaging.”
(INT/ET/OFF/MRSPP/PRE-STD/TCH-APR/30-X-2024/11.00-12.00 a.m.)

Based on primary findings on how teachers at SMKN 1 Nglegok use Padlet, the researcher conducted a case study on its application in teaching writing at the vocational high school level. While most previous studies focused on universities, research on Padlet in senior and vocational high schools remains limited. In these settings, English teachers may face distinct challenges when integrating digital tools, such as Padlet, into writing instruction. Therefore, this study examines how

English teachers at SMKN 1 Nglegok utilise Padlet in their writing classes, focusing on lesson planning, collaborative writing implementation, assessment, and the challenges they face along with their solutions. Through this case study, the researcher aims to provide a clear understanding of how Padlet facilitates collaborative writing in a vocational school setting.

1.2 Research Focuses

Based on the research background above, this study focuses on exploring how Padlet is implemented as a collaborative tool in the teaching and learning of writing at SMKN 1 Nglegok Blitar. The investigation is structured into four main areas:

1) Planning collaborative writing instructions by applying Padlet

This focus aims to examine how the English teacher prepares collaborative writing instruction by applying Padlet. The research question is: How does the English teacher plan collaborative writing instruction by applying Padlet at SMKN 1 Nglegok Blitar?

2) The Implementation of collaborative writing instructions by applying Padlet

This focus explores how the English teacher conducts the teaching process by incorporating Padlet as a collaborative platform. The research question is: How does an English teacher implement collaborative writing instruction by applying Padlet to enhance writing skill at SMKN 1 Nglegok Blitar?

3) The evaluation of collaborative writing instructions by applying Padlet

This focus investigates the teacher's assessment practices in the context of Padlet-assisted collaborative writing instruction. The research question is: How does the English teacher evaluate collaborative writing instruction by applying Padlet to enhance writing ability at SMKN 1 Nglegok Blitar?

4) Challenges and proposed solutions in implementing collaborative writing instructions by applying Padlet

This focus explores the challenges encountered by the English teacher during the implementation of collaborative writing instruction with Padlet and the strategies applied to address those challenges. The research question is: What are the Challenges in collaborative writing instruction by applying Padlet at SMKN 1 Nglegok Blitar, and what are the solutions proposed to solve the challenges?

1.3 Research Objectives

Based on the research focuses above, the researcher formulates the research objectives as follows:

- 1) To examine how the English teacher plans collaborative writing instruction by applying Padlet at SMKN 1 Nglegok Blitar.
- 2) To explore how the English teacher implements collaborative writing instruction by applying Padlet at SMKN 1 Nglegok.

- 3) To investigate the evaluation process conducted by the English teacher in assessing collaborative writing instruction by applying Padlet at SMKN 1 Nglegok Blitar.
- 4) To explore the challenges faced by the English teacher in implementing collaborative writing instruction by applying Padlet at SMKN 1 Nglegok Blitar, and identify the solutions applied to address those challenges.

1.4 Research Significance

1.4.1 Theoretical Significance

This study helps deepen the theoretical understanding of collaborative writing by demonstrating how Padlet can be utilized to enhance student engagement and teamwork in English learning. It connects traditional writing methods with digital tools, highlighting the teacher's role in planning, implementing, and assessing collaborative writing. Hopefully, this research can inspire further studies on how platforms like Padlet can transform writing instruction and support 21st-century learning.

1.4.2 Practical Significance

Practically, this study offers direct benefits for teachers, students, and future researchers by presenting an applied model of collaborative writing instruction using Padlet in a real classroom context.

1) For Teacher

This study provides practical guidance on using Padlet in writing lessons, from planning and implementation to evaluation, while also addressing common classroom challenges. The insights can help teachers build more engaging and student-centered learning environments. This study hopes to inspire more teachers to adopt technology that supports collaboration and improves writing instruction.

2) For Students

This study highlights the importance of collaboration and peer feedback in improving students' writing skills. Using Padlet encourages students to be more active, express their ideas clearly, and take shared responsibility in group tasks. This study hopes to help students become more confident, independent, and collaborative writers in a digital learning environment.

3) For Further Researcher

This study hopes to serve as a valuable reference for future research on the use of digital tools in language learning. By presenting the challenges and teaching strategies in detail, it provides a strong foundation for exploring the long-term impact of technology-supported collaborative writing. Future researchers are encouraged to expand this topic across various education levels, subjects, or learning settings, in the hope of creating more inclusive and innovative learning designs.

1.5 Research Scope and Limitations

This study explores how Padlet is used as a collaborative tool in teaching writing at SMKN 1 Nglegok Blitar. It focuses on four main areas: (1) how the teacher plans the collaborative writing lessons using Padlet, (2) how the lessons are carried out in the classroom, (3) how the teacher evaluates students' writing and participation, and (4) the challenges faced during the process and how the teacher solves them. The research took place in class XI-TKJ2 during the 2024/2025 academic year, involving one English teacher and 36 students. A qualitative case study approach was used to understand the teaching process in depth.

There are several limitations to this study. It was conducted in only one class at one school, so the findings may not represent other schools or contexts. The research only focuses on using Padlet and does not compare it with other tools or methods. It also does not explore external factors such as students' prior writing ability, motivation, or access to technology. Even so, the study provides useful insights into how Padlet can support collaborative writing and shows the importance of teacher strategies and school support in using digital tools effectively in the classroom.

1.6 Definition of Key Terms

This section presents the operational definitions of key terms used in this study to ensure conceptual clarity and coherence. The defined terms include collaborative, writing, Padlet, and case study.

1) Collaborative

Collaborative indicates a pedagogical method in which individuals engage collectively in groups to attain a shared objective (Pujiati, 2022). Collaboration involves mutual support, active communication, and group synergy to achieve learning goals. In this study, it refers to how students at SMKN 1 Nglegok Blitar work together on writing tasks using Padlet. They contribute by sharing ideas, giving feedback, and revising texts collaboratively. This process encourages teamwork, information exchange, and problem-solving to improve writing skills. Collaboration is seen not only in student interaction but also in the teacher's role in designing and guiding a cooperative, tech-based writing environment.

2) Writing

Writing is the act of conveying ideas, concepts, and information through a systematic and cohesive organisation of words (Rohmah & Hidayati, 2024). It is a fundamental skill in language acquisition, necessitating the capacity to formulate coherent and grammatically accurate phrases. In this study, writing refers to students' ability to express ideas and construct grammatically correct, coherent, and well-organized texts in English. At SMKN 1 Nglegok Blitar, writing is practiced through collaborative activities on Padlet, where students co-write, revise, and give peer feedback. The instruction emphasizes creativity, idea development, and clarity of expression.

3) Padlet

Padlet is an online platform that enables users to create virtual boards for posting, organizing, and sharing various types of content, including text, images, links, and videos. It offers an intuitive interface and multimedia features that support interactive and collaborative learning activities in various educational settings (Suryani & Daulay, 2022). In this study, Padlet is a digital platform used by the English teacher at SMKN 1 Nglegok Blitar to support collaborative writing instruction. It enables students to share ideas, draft texts, give peer feedback, and revise together on a virtual wall. As a collaborative tool, Padlet enhances engagement, encourages idea exchange, and facilitates real-time interaction between students and the teacher during the writing process.

4) A Case Study

A case study is a research methodology aimed at acquiring a comprehensive understanding of a phenomenon, event, or case within its actual setting. A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, particularly when the boundaries between the phenomenon and its context are not clearly defined (Yin, 2014). In this study, a case study refers to the qualitative research design employed to explore how collaborative writing instruction using Padlet is planned, implemented, evaluated, and adapted in response to challenges in an authentic educational setting at SMKN 1 Nglegok Blitar.