

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this section, the researcher aims to present the theoretical foundations of the study and the research topic. This section comprises Writing (definition, writing process, writing components, and writing types), Padlet (Padlet application and the steps to use Padlet), Collaborative Writing (collaborative learning, collaborative writing instruction, and Padlet as a collaborative tool), Relevant Studies, and Conceptual Framework.

2.1. Writing

2.1.1 Definition of Writing

In daily life, everyone communicates through both spoken and written forms of language. Discourse competence develops indirectly through activities such as reading, writing, and active conversations (Delfita et al., 2017). illustrating the interrelatedness of speaking, listening, reading, and writing, which mutually support one another. In everyday situations, oral communication is often prioritised, making speaking more dominant than writing. As a result, writing is viewed as a secondary tool to verbal communication. However, it is essential to recognise that language is a practical skill that necessitates ongoing practice, rather than merely theoretical knowledge. Writing cannot be mastered instantly; it demands consistent effort, time, and dedication.

Writing is a means of expressing thoughts through structured symbols, such as letters and numbers, making them understandable to others (Armalia Sari, Sudarmaji, 2023). It allows abstract ideas to be communicated clearly through organized and meaningful language (Rohmah & Hidayati, 2024). As a key language skill, writing requires the ability to produce coherent, grammatically correct sentences and involves higher-order thinking such as analyzing, synthesizing, and evaluating. Writers must pay attention to structure, word choice, and clarity of message. Due to its depth and precision, writing is a powerful tool for sharing ideas in academic, professional, and personal contexts, with the ability to inform, influence, and inspire readers.

Writing is an essential element of language skills taught to students in educational institutions. Writing functions as a medium for individuals to express ideas, thoughts, and feelings to others through writing (Winarni et al., 2022). The capacity to write is essential to the student learning process and constitutes a fundamental talent integral to educational activities. This talent serves as a medium for articulating ideas, thoughts, and emotions, functioning as a crucial communication tool that underpins numerous facets of daily life. Proficient writing abilities enable students to articulate ideas coherently and distinctly in academic, professional, and personal contexts. Consequently, proficiency in writing skills is a vital determinant in cultivating critical and creative thinking abilities, which will assist students in confronting real-world issues.

Writing proficiency in 21st-century education is a critical factor influencing student success. By instructing writing skills, students will be equipped to compose an essay that aligns with the topic's relevance, exhibits systematic organization,

demonstrates appropriate word selection, ensures sentence efficacy, and adheres to Refined Spelling (EYD), including the correct use of capital letters and punctuation marks (Armalia Sari, Sudarmaji, 2023). Writing is an essential competency that students must attain in English language instruction. Effective writing in English requires an understanding of specific techniques and methods to guarantee the reader grasps the information. Furthermore, continuous writing practice is crucial for improving students' English proficiency.

Writing skills refer to an individual's capacity to articulate ideas, experiences, and emotions to others through written communication. Writing is both an innate ability and a product of a learning process that encompasses practice and comprehension of writing theories. Integrating knowledge and experience facilitates the creation of proficient writing.

2.1.2 Writing Process

Writing is a means of transmitting the author's thoughts to the reader. Harmer (2004: 4-5), as referenced by Astuti (Astuti et al., 2016). Delineates the writing process into four principal components:

- 1) Planning: This initial stage helps prepare students to write by generating ideas, setting goals, and organizing their thoughts. It activates the writer's thinking before starting the actual writing.
- 2) Drafting: At this stage, writers begin putting their ideas into sentences and paragraphs. The focus is on expressing ideas clearly and logically, rather than worrying about grammar or spelling, since revisions will follow.

- 3) Editing: Writers then review their work to identify strengths and areas for improvement. Feedback from teachers or peers plays a crucial role in refining the structure, clarity, and content of the writing.
- 4) Final Version: After making revisions, writers produce the final version of their text. This involves refining grammar, selecting appropriate words, verifying citations, and ensuring the overall quality and accuracy of the writing.

These four stages offer a fundamental foundation for cultivating writing skills in students and writers.

2.1.3 Writing Components

To evaluate students' writing effectively, several key components must be taken into consideration. One of the most important is language proficiency, which includes having a vast vocabulary to express ideas clearly (Syartika & Sevrika, 2020). The main components of writing include:

1) Content

Good writing begins with strong content. This involves understanding the topic and presenting clear ideas, relevant information, and original thoughts that align with the writing type or genre.

2) Organization

Effective writing must be well-structured. Ideas should flow smoothly, be logically arranged, and support one another. The writing should also be concise and easy to follow from beginning to end.

3) Mechanics

Mechanics refer to the technical aspects of writing, including correct spelling, grammar, punctuation, capitalization, and proper paragraphing. These elements help ensure the writing is neat and professional.

4) Vocabulary

Using a rich and appropriate vocabulary helps writers express ideas more clearly. It is not just about knowing many words, but also choosing the right ones for the context and audience.

5) Language

This includes sentence structure, subject-verb agreement, correct tense usage, and the proper use of articles, pronouns, and prepositions. Accurate language use makes the writing more readable and avoids confusion.

2.1.4 Types of Writing

Writing skills encompass diverse forms of writing, each serving distinct goals and exhibiting unique qualities. Writing can be categorized into four distinct categories based on their common characteristics: narrative, expository, descriptive, and argumentative. The four categories of writing will be examined as follows:

a) Narrative

Narrative writing tells a story in a sequence of events, usually from beginning to end. It focuses on characters, setting, and plot, aiming to entertain and emotionally move the reader.

b) Exposition

Expository writing explains or informs. It presents facts, ideas, or instructions clearly and objectively, commonly found in textbooks, articles, or reports. The goal is to help readers understand a topic without persuading them to adopt a particular viewpoint.

c) Descriptive

Descriptive writing paints a picture with words. It uses sensory details to help readers imagine what something looks, sounds, feels, or smells like. This type is often used to vividly describe scenes, people, or objects.

d) Argumentation

Argumentative writing aims to persuade. The writer presents a clear position, supports it with reasons and evidence, and often addresses opposing views. This style is typical in essays and opinion pieces.

2.2 Padlet

2.2.1 Padlet Application

Technology continues to grow rapidly and has significantly transformed the way education is conducted (Y. Fitriani, 2021). In particular, it has made learning especially writing more interactive, collaborative, and engaging. With the help of technology, students can practice writing more frequently, receive faster feedback, and access learning materials both in class and at home. Since writing skills improve through consistent practice, technology becomes an essential tool in supporting this process. As education continues to evolve alongside digital advances, schools play

a crucial role in helping students adapt and succeed in today's technology-driven world.

The integration of technology in education has brought new approaches to language teaching and assessment (Abidah, 2023). Technology can address conventional educational obstacles by offering interactive and collaborative digital platforms. The utilization of technology is essential for fostering significant learning experiences. The selected technology is pertinent to the writing learning objectives. A pertinent technology medium for achieving writing learning objectives is the Padlet application (Indah et al., 2024). Padlet is a free online platform that allows users to share ideas through text, images, or videos. Acting as a virtual wall, it enables students to post and discuss content in real-time, fostering collaboration and creative thinking (Bustomi et al., 2021).

Padlet is an innovative application created by Nitesh Goel in 2008 in the United States. It is intended to facilitate the learning process through multiple capabilities that enable users to store, copy, and exchange files or papers (E. M. Rahayu et al., 2021). An educator can utilize Padlet to effectively and efficiently disseminate educational resources to pupils. Furthermore, it serves as a collaborative and communicative platform designed to facilitate cooperation between educators and students in achieving educational objectives. Padlet's e-learning platform facilitates students' creative expression of their ideas, thoughts, or opinions throughout the educational process.

Padlet is an application that facilitates user collaboration through several formats, including text, graphics, links, and other content kinds (Dewi et al., 2024). One of the main features of Padlet is a virtual workspace called a "wall", which

functions similarly to a personal bulletin board that can be accessed and shared by many people simultaneously. Users can interact, contribute, and share ideas or information through this virtual wall in real-time, creating a more dynamic and efficient collaborative atmosphere.

Padlet's advantages as a learning tool include ease of use, a user-friendly interface, creative options for adding multimedia, accessibility via various devices, exportable outcomes (e.g., JPEG, PDF), and interactive features like comments and live chat. (E. M. Rahayu et al., 2021). Padlet is a relevant digital learning tool in modern education due to its benefits. It serves as an information hub, boosting student engagement. Its flexible features allow active participation, idea sharing, and collaboration, helping to build 21st-century skills like communication, collaboration, critical thinking, and creativity.

So, it can be concluded that Padlet is a versatile platform that offers numerous benefits in education. Through Padlet, students and teachers can share ideas, materials, and assignments in one easily accessible space, making communication and learning organization more effective. Additionally, Padlet facilitates the creation of concept maps that help students visually and more deeply understand the relationships between concepts. Teachers can also collect real-time feedback to determine the level of student understanding and adjust the teaching methods used. Additionally, Padlet facilitates virtual group discussions, encouraging active participation and collaborative learning, even in distance learning conditions. Padlet's easy-to-use features help create a more interactive and engaging learning environment for students.

2.2.2 The steps to use Padlet

To effectively utilize Padlet as a collaborative learning tool, it is essential to understand the steps involved in its usage (Firnanda et al., 2021). These steps provide a clear guide for educators and students, ensuring optimal functionality and seamless integration into the learning process. Below are the detailed steps to use Padlet effectively:

- 1) Download the Padlet application through the Play Store, App Store, or other platforms available on each device, be it mobile, PC, or laptop.
- 2) Create a new account if we do not already have a Padlet account. The registration process can be done using a Google, Microsoft, Apple account or a personal email address.
- 3) Select a membership type. Once registration is complete, the page will display four columns, each depicting the features of the different Padlet membership types available, namely:
 - a. Free Plan: The free plan offers one user access to three Padlets, 20MB file uploads, and video/audio recordings of up to 2 and 5 minutes, ideal for personal projects like travel plans or photo albums.
 - b. Platinum (Paid) Plan: The unlimited package offers 500MB file uploads, video/audio recordings of 15 and 30 minutes, API access, and full collaboration features, ideal for personal projects and class activities. It costs Rp99,000/month or Rp590,000/year.
 - c. Classroom Package (Paid): Designed for educational institutions, this plan costs Rp1,190,000/year and includes 1GB file uploads, 200 student accounts, 30- 60 minutes recordings, and user management and content

security features. It supports classroom collaboration and material management.

- d. Team Package (Paid): This professional plan, at Rp99,000/month or Rp990,000/year per user, includes 1GB file uploads, 30–60 minutes recordings, API access, and user management, ideal for team collaboration on projects and discussion boards.
- 4) After that, you can start creating learning media as needed. Choose the Padlet menu that best suits your purpose. Users can select one of the available options and create a new Padlet file to use as learning media.

'AI Recipes' is an innovative feature that uses artificial intelligence to help users create content like text, images, or layouts for Padlet. It streamlines the creative process, offering ideas and suggestions to design and organize content efficiently, producing engaging results tailored to learning or project needs.

- 5) The next step is to make Padlet immediately. Here are the steps:
- a. Select Format: After logging in, users will see various formats such as "Wall", "Canvas", "Stream", and others. Choose a template that suits the user's learning needs.
 - b. Arrange Sections: Users can immediately arrange sections according to their tastes.
 - c. Write a Title: Give your pallet a name and add a description explaining the pallet's purpose.

- d. Click the gear icon to access settings, change themes, adjust layouts, set privacy options, organize posts, and create categories or columns for grouping information.
- e. Click the "Share" or "Invite" button to invite other people to collaborate on your palette. You can send an invitation via email or share a link. Define collaboration permissions, such as who can view, edit, or add content.
- f. Once finished, you can share the pallet with students via a link or integrate the pallet with other learning tools. If necessary, you can export the pallet as a PDF or image to save or share in another format.

Over time, being tech-literate has become essential. Tools like smartphones, laptops, and the internet are now widely used in education. One user-friendly and accessible tool is Padlet. It's easy to use and free, making it helpful for learning activities.

2.3 Collaborative

2.3.1 Collaborative Learning

Education in the 21st century catalyzes substantial changes in the progression of science and technology (IPTEK), resulting in a transformation of the learning paradigm characterized by modifications in curriculum, media, and technology (R. Rahayu et al., 2022). One of the significant shifts is from a teacher-centered approach to a student-centered learning model, which poses significant challenges for educators. In this new model, students are given the autonomy to select learning resources and are expected to engage in independent, active, and

collaborative learning environments. They are also required to develop 21st-century competencies, including critical thinking, creativity, communication, and particularly collaboration skills (Sholikha & Fitriyati, 2021).

Collaboration is a key component of 21st-century education, as it fosters essential interpersonal skills, including teamwork, tolerance, empathy, and the ability to make informed group decisions. In science education, collaboration encourages cooperation among students and enhances their ability to succeed in academic and professional contexts. Effective group collaboration relies on active student participation and mutual responsibility in achieving shared goals (Redhana, 2019). Collaborative learning, as an instructional approach, involves students working in pairs or small groups to complete tasks, solve problems, or create products together. This method emphasizes student interaction, communication, and mutual support, thereby deepening understanding and promoting social learning.

The effectiveness of collaborative learning can be better understood through the lens of Vygotsky's sociocultural theory, a comprehensive theory in educational psychology. According to Vygotsky (1978), cognitive development is fundamentally shaped by social and cultural interactions. He argued that learning occurs most effectively through dialogue and cooperation with more knowledgeable others, such as teachers, parents, or peers. This process is known as scaffolding, where learners perform tasks with guidance until they can complete them independently. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which represents the distance between what a learner can do independently and what they can achieve with support. In the context of

collaborative learning, the ZPD is activated as students interact with peers of varying skill levels, supporting and extending each other's understanding.

By integrating Vygotsky's sociocultural perspective, collaborative learning is not merely a pedagogical technique but a socially mediated process that reflects cultural values, norms, and language. Interaction within collaborative groups becomes a medium through which students internalize knowledge and develop higher-order thinking skills. Thus, cooperative learning is both a cognitive and social process, where learners co-construct knowledge through dialogue, negotiation, and joint problem-solving

The benefits of collaborative learning are manifold. It enhances student engagement by promoting active participation and accountability in group tasks (Pujati, 2022). It also cultivates higher-order thinking skills, such as analysis, evaluation, and synthesis, as students must articulate their reasoning and respond to differing viewpoints. Additionally, this approach helps students develop essential soft skills, including empathy, adaptability, and effective communication. Explaining concepts to peers not only reinforces one's understanding but also improves knowledge retention (Johnson & Johnson, 2009).

In conclusion, collaborative learning is a powerful pedagogical approach grounded in both contemporary educational practices and strong theoretical foundations, such as Vygotsky's sociocultural theory. It facilitates not only academic achievement but also the development of essential social competencies required in modern society

2.3.3 Collaborative Writing Instruction

Collaborative learning has proven to be a practical approach in the writing process. It helps students improve their writing skills by working together to plan, draft, revise, and edit texts (Muslim & Rohmah, 2022). Through sharing ideas and giving feedback, students learn from each other's styles and techniques, which improves the overall quality of their work. This method also strengthens critical thinking and problem-solving, as students must negotiate meaning and find common ground throughout the writing process.

Storch (2011) defines collaborative writing as the joint production or co-authoring of a text by two or more writers. This process involves learners working together to plan, draft, and revise their written work, emphasizing shared responsibility and mutual engagement. According to Storch, such collaboration improves students' linguistic proficiency and increases their involvement and sense of ownership in the learning process (Asik, 2015). Collaborative writing allows students to share ideas, correct each other, and construct meaning together, resulting in more coherent and well-developed texts

Furthermore, collaborative writing has been shown to enhance students' confidence in writing. Many students, especially those with lower self-assurance in their writing skills, benefit significantly from group work, where they can exchange ideas, provide and receive feedback, and support each other throughout the writing process (Winarti & Cahyono, 2020). This collaborative approach helps reduce the anxiety and isolation often associated with individual writing tasks, thereby increasing enjoyment and productivity.

2.3.4 Padlet as a Collaborative Tool

Padlet is a digital tool that facilitates collaborative learning by offering a platform for students to create, share, and collaborate on knowledge (Firnanda et al., 2021). It is an interactive and intuitive tool that enables users to share text, images, videos, and links on a virtual "wall". Padlet's collaborative functionalities render it an optimal instrument for group endeavours, such as writing tasks. Students can collaborate in real-time, offer feedback, exchange ideas, and collaboratively contribute to shared work (Ramadhani et al., 2023). The capacity to access and modify knowledge concurrently fosters cooperation and engagement, which are vital components of effective collaborative learning.

Padlet is very useful for improving collaborative writing assignments. It promotes student engagement in discourse, the sharing of their work, and the provision of peer critique in a structured and dynamic manner. Padlet's multimedia capabilities allow students to incorporate many formats into their projects, thereby strengthening cooperation and boosting participation in the educational process (Monika et al., 2021).

2.4 Relevant Studies

Relevant Studies denotes earlier studies that are directly related to the topic under examination in the author's research. This research is essential as it can furnish a robust foundation for supporting arguments, present novel viewpoints that may have previously been overlooked, and reinforce or validate the findings under investigation in the current study. By citing pertinent research, the author can

demonstrate how findings from prior studies enhance comprehension of the subject under investigation. Furthermore, authors may show how their research not only perpetuates but also enhances or broadens current studies by including novel discoveries or alternative viewpoints. Consequently, prior research is essential in establishing context and a foundation for the study. The subsequent study pertains to the topic addressed in this table as follows:

Table 2. 1: Relevant Studies

No.	Author, Year	Research Title	Method	Main Findings	Relevance to Your Research
1	(Tathmainul Qulub, 2020)	Using Padlet Media to Improve Description Text Writing Skills in Class VII Middle School Students	This type of research is a literature study. The data collection method used is in the form of literature data that is selected, searched, and analyzed.	Interactive media, Padlet, successfully increased students' interest and ability in writing descriptive texts.	It is relevant to explore the implementation of collaborative writing instruction using Padlet, particularly to understand how this digital platform supports student engagement, group interaction, and the advancement of writing competencies within the framework of SMKN 1 Nglegok Blitar.
2	(Monika, Yundayani, and Fitriani, 2021)	Improving Students' Writing Ability Through the Padlet Application	This study employs a qualitative methodology utilising Classroom Action Research (CAR). It comprises four stages: preparation, execution, observation, and reflection. The data was gathered by observational techniques, assessments (pre-test and post-test), and interviews.	The use of Padlet significantly improved students' writing skills in grade XI of SMK Setia Karya Depok while also boosting their motivation, confidence, creativity, and interest through flexible, visual, and collaborative writing.	This study is relevant to explore how Padlet supports collaborative writing practices at SMKN 1 Nglegok Blitar, in line with previous research showing its effectiveness in enhancing writing skills and learner motivation.

No.	Author, Year	Research Title	Method	Main Findings	Relevance to Your Research
3	(Fitriyani Sanuhung, 2021)	Using the Padlet Application as an Online Learning in Educational Technology Courses (Case Study of Ahmad Dahlan University)"	This research use the experimental technique. The experiment employs a Pre-Experimental Design, as it remains a pseudo or Quasi-Experiment. The employed design is a Pre-Test and Post-Test Group. This design involves two observations, conducted prior to and following the experiment.	This finding confirms that Padlet not only supports learning to write, but can also encourage student interaction, collaboration and engagement in online academic activities.	It is relevant to investigate collaborative writing instruction using Padlet at SMKN 1 Nglegok Blitar, as Padlet has proven to be an effective digital platform for promoting interactive learning, student engagement, and collaboration, as shown in its successful use for presentations and discussions in online learning contexts.
4	(Shafira Fitri, Candra Dewi, and Lestari, 2022)	The Effect of Padlet Application for Writing Skills on Creative Thinking of Elementary School Students	This study employs a quantitative research method utilizing a pre-experimental design and a post-test control group sampling technique	The utilisation of the Padlet application markedly enhances writing proficiency and creative thinking capabilities in 5th-grade pupils at MIN 5 Magetan. The use of Padlet shown significant enhancement in fluency, flexibility, and originality key characteristics of creative thinking when contrasted with students in the control group.	This study is relevant to explore how Padlet supports collaborative writing, as previous research shows it enhances writing skills and creative thinking through interactive and engaging digital learning, particularly in the context of SMKN 1 Nglegok Blitar.
5	(Tia Silvia Simamora, Fenty Debora, and Kammer Tuahman, 2024)	The Effect of Padlet Application on Teaching Writing Descriptive Text in Tenth Grade at SMA RK Serdang Murni Lubuk Pakam	This study used a quantitative research methodology utilising a true experimental posttest-only controlled group design. The researcher administered treatment in writing instruction, and the sample was selected randomly	The use of Padlet significantly improved students' descriptive writing compared to traditional methods. It also helped students organize ideas visually, fostered peer collaboration and feedback, and enhanced motivation, creativity, and vocabulary through its multimedia features	This study examines the efficacy of collaborative writing instruction utilising Padlet at SMKN 1 Nglegok Blitar, as prior research at SMA RK Serdang Murni Lubuk Pakam indicates that Padlet substantially enhances students' writing abilities by facilitating idea organisation, collaboration, and motivation.

No.	Author, Year	Research Title	Method	Main Findings	Relevance to Your Research
6	(Novalina Safitri and Ahmad Ripai, 2024)	The Use of Padlet.com as a Learning Medium in Teaching Saga Texts at Senior High Schools in Semarang	This research methodology is descriptive. The employed data collection methods include observation, interviews, and documentation.	Padlet boosted student engagement, collaboration, and enthusiasm in group discussions, serving as a tool for feedback, teamwork, and portfolio documentation while promoting critical and creative thinking through collaborative analysis of saga texts.	It is relevant to explore the implementation of collaborative writing instruction using Padlet, particularly in enhancing student engagement, critical thinking, and collaboration in writing activities at SMKN 1 Nglegok Blitar.
7	(Usman, Abdul Aziz, 2025)	The Use of Padlet Media in Teaching Procedural Text Writing to Sixth Grade Students at SD Metro School, Makassar	This study is quantitative and quasi-experimental in nature. The employed research design is a non-equivalent control group design. Both groups will have a pre-test and a post-test to evaluate their proficiency in writing procedural texts.	This study demonstrates that Padlet media effectively enhances students' procedural text writing skills and fosters active engagement and interest in learning.	It is relevant to explore collaborative writing using Padlet at SMKN 1 Nglegok Blitar, as Padlet has proven effective in improving writing skills through collaboration, feedback, and accessible digital tools.

2.2.1 Similar

2.2.1.1 Digital Platform Used

This research and all studies in the matrix (Tathmainnul Qulub, Monika et al., Fitriyani Sanuhung, Shafira Fitri et al., Tia Silvia Simamora et al., Novalina Safitri, and Usman) use Padlet as the digital platform to support writing activities in English language instruction.

2.2.1.2 Focus on Enhancing Writing Skills

Both aim to explore and improve writing skills in English language learning, whether in descriptive, procedural, or other writing contexts. Because improving writing skills is the main goal.

2.2.1.3 Implementation of Collaborative Learning

Both this study and several matrix studies (e.g., Monika et al., Novalina Safitri) promote collaboration among students through the Padlet platform, enhancing interaction, teamwork, and peer-to-peer feedback.

2.2.1.4 Context of English Language Learning

This study and those in the matrix are conducted within the English as a Foreign Language (EFL) context, focusing on how Padlet can facilitate better writing outcomes for students.

2.2.1.5 Enhancement of Engagement and Motivation

Similar to findings in previous research, this study reveals that using Padlet significantly enhances students' motivation, interest, and engagement in the writing process.

2.2.2 Differences

2.2.2.1 Context and Subject of Research

- 1) This research: Focus on Exploring teachers' planning, implementation, evaluation, challenges, and solutions in collaborative writing instruction by applying Padlet at SMKN 1 Nglegok Blitar.
- 2) Research in Matrix:
 - a) Tathmainnul Qulub (2020): Junior high school students.
 - b) Monika et al. (2021): SMK students in Depok.
 - c) Fitriyani Sanuhung (2022): Students in online learning at Ahmad Dahlan University, Yogyakarta.
 - d) Shafira Fitri et al. (2022): Elementary school students.

- e) Tia Silvia Simamora (2024): Tenth-grade students at SMA RK Serdang Murni Lubuk Pakam.
- f) Novalina Safitri (2024): Senior high school students in Semarang.
- g) Usman (2025): Students at Metro Elementary School in Makasar.

2.2.2.2 Research Approach

- 1) This Research Uses a qualitative case study method involving in-depth interviews, observation, and documentation.
- 2) Research in Matrix: Used various approaches
 - a) Tathmainnul Qulub: Literature study.
 - b) Monika et al.: Classroom Action Research (CAR).
 - c) Fitriyani Sanuhung: Pre-experimental design.
 - d) Shafira Fitri et al.: Quantitative experimental.
 - e) Tia Silvia Simamora: True experimental quantitative.
 - f) Novalina Safitri: Descriptive qualitative.
 - g) Usman: Quasi-experimental.

2.2.2.3 Focus of the Research

- 1) This Research: Explores the teacher's planning, implementation, evaluation, challenges, and solutions in conducting collaborative writing using Padlet.
- 2) Research in Matrix: Mainly focus on students' performance outcomes, such as improvements in writing, motivation, or creativity, without analyzing the full instructional process from the teacher's perspective.

2.2.2.4 Instructional Model Studied

- 1) This Research: Specifically explore collaborative writing instruction, where students write together in groups using Padlet under teacher guidance.
- 2) Research in Matrix: Focuses more on individual writing tasks or experimental treatments, with less attention to group writing dynamics or instructional strategy design.

2.2.2.5 Scope of Research

- 1) This Research: Conducted in a single location, at 11 TKJ-2 class, SMKN 1 Nglegok, with a focus on classroom process and teachers' role.
- 2) Research in Matrix: Conducted in broader or varied locations. with a wider or more generalized population, and often less context-specific than this in-depth single case study.
 - a) Tathmainnul Qulub (2020): Seventh-grade junior high school students.
 - b) Monika et al (2021).: 15 Students in the eleventh grade of SMK in Depok.
 - c) Fitriyani Sanuhung (2021): All tenth-grade students of SMAN 2 in Cianjur.
 - d) Shafira Fitri et al (2022). 30 students at MIN 5 Magetan.
 - e) Tia Silvia Simamora (20024): 60 students consisting of class X SMA RK Serdang Murni Lubuk Pakam.
 - f) Novalina Safitri (2024): Students of class X-11 at SMAN 9 Semarang.
 - g) Usman et, all (2025): 32 Grade VI Students of Metro School Elementary School Makassar City.

2.2.2.6 Research Output

- 1) This Research Produces insights into instructional practice, student collaboration behavior, use of Padlet features, and teacher reflection.
- 2) Research in Matrix: Focuses on pre- and post-test results, quantitative improvements in scores, or student responses to Padlet as a tool, without a deeper exploration of classroom dynamics or teacher perspectives.

2.5 Conceptual Framework

This research is based on the importance of enhancing students' writing skills through a collaborative approach that is in line with technological developments. Writing is often a challenge because students lack motivation, rarely interact, and rarely use digital media. To overcome this, teachers use Padlet as a collaborative media in writing learning.

Collaborative writing is the joint production or co-authoring of a text by two or more writers. This process involves learners working together to plan, draft, and revise their written work, emphasizing shared responsibility and mutual engagement. (Storch, 2011)

Padlet is as a digital tool that facilitates collaborative learning by offering a platform for students to create, share, and collaborate on knowledge. Padlet is very useful for improving collaborative writing assignments. It promotes student engagement in discourse, the sharing of their work, and the provision of peer critique in a structured and dynamic manner (Monika et al., 2021).

1. Planning collaborative writing instructions by applying Padlet
2. The Implementation of collaborative writing instructions by applying Padlet
3. The evaluation of collaborative writing instructions by applying Padlet
4. Challenges and proposed solutions in implementing collaborative writing instructions by applying Padlet

Through collaborative writing instruction by applying Padlet, the writing process can provide meaningful learning experiences where students actively build their writing skills by sharing ideas, giving feedback, and revising together in a supportive digital space.

Figure 2. 1: Conceptual Framework

