

CHAPTER V

CONCLUSION AND SUGGESTION

In this final chapter, the researcher presents the overall conclusions drawn from the analysis and discussion of the research findings. These conclusions highlight the theoretical and practical significance of implementing collaborative writing through digital platforms such as Padlet. Additionally, this chapter outlines the broader implications of the study for teaching practices, institutional planning, and digital pedagogy. Finally, several recommendations are proposed for educational practitioners, future researchers, and educational institutions to enhance collaborative learning practices and to guide future inquiry in this field.

5.1 Conclusion

This study explored how collaborative writing instruction was implemented using Padlet as a digital learning platform at SMKN 1 Nglegok Blitar. The findings revealed that the instructional process was structured and responsive to students' needs. In the planning phase, the teacher designed a lesson aligned with the Merdeka Curriculum by selecting relevant materials (such as "Giving Opinion"), forming collaborative groups, and assigning roles to promote balanced participation. The planning emphasized building students' confidence and preparing them for the digital learning environment.

During implementation, Padlet functioned effectively as a medium to facilitate group interaction, brainstorming, drafting, and peer feedback. The teacher

maintained an active presence in the classroom, guiding students, encouraging participation, and addressing difficulties as they arose.

In the evaluation phase, the teacher combined process-based and product-based assessments, considering the final writing outcomes and students' engagement throughout the activity. Feedback was provided through Padlet and reinforced during class, helping students revise and improve their work collaboratively.

Several challenges were encountered, including limited internet connectivity, students' low writing proficiency, uneven group participation, and varying motivation levels. However, the teacher addressed these through flexible deadlines, continuous monitoring, supportive feedback, and reflective learning strategies. These efforts improved student writing skills, increased motivation, and strengthened student collaboration.

In conclusion, the research demonstrated that Padlet can be an effective tool for enhancing collaborative writing instruction in vocational school settings with thoughtful planning, strategic implementation, and adaptive evaluation. The role of the teacher is central in designing and facilitating learning that is both engaging and inclusive.

5.2 Implications

5.2.1 Theoretical Implications

This study provides meaningful theoretical contributions to collaborative writing, particularly through the lens of Storch's (2011) framework. The findings confirm that group writing can enhance students' language development, encourage

joint idea construction, and foster a stronger sense of ownership and motivation. These outcomes support the notion that active participation and shared responsibility have a positive influence on students' confidence and engagement in the writing process. Additionally, integrating Padlet into collaborative writing activities expands the theoretical understanding of digital pedagogy. Monika et al. (2021) noted that Padlet is more than a digital board; it is a dynamic and accessible platform that supports peer feedback, group discussion, and collaborative text development. This study demonstrates that digital tools, such as Padlet, can effectively facilitate collaborative writing beyond traditional face-to-face environments.

The study also strengthens collaborative learning theory by highlighting the teacher's role as a digital instructional designer. Teachers are not only facilitators but also architects of the collaborative process, from selecting appropriate Padlet features to structuring learning tasks and guiding peer evaluation. These findings indicate that successful collaborative writing depends not only on student interaction but also on teachers' strategic planning and digital literacy. As such, this research supports writing pedagogy that emphasizes both the process and the product, contributing to the advancement of active, technology-integrated learning models for 21st-century education.

Moreover, the theoretical implications of this study are strengthened by Vygotsky's sociocultural theory. Vygotsky (1978) emphasized that cognitive development is socially mediated through interactions with more knowledgeable others. Collaborative writing with Padlet reflects this, as students learn via dialogue, modeling, and peer scaffolding. Activities such as co-constructing texts, giving

feedback, and revising align with the Zone of Proximal Development (ZPD), where learners grow through peer support. Padlet's features allow real-time collaboration, enhancing students' writing, metacognitive skills, and communicative competence.

Furthermore, this research underscores how digital collaborative platforms can serve as sociocultural tools that mediate thinking and learning, in line with Vygotsky's emphasis on the role of tools and cultural artifacts in learning, Padlet functions as more than a medium it becomes a cognitive tool that reshapes how learners engage with language, peers, and content. By participating in collaborative writing via Padlet, students internalize new linguistic forms, rhetorical strategies, and social norms for writing, all within a community of practice facilitated by technology.

In conclusion, the findings of this study contribute not only to applied frameworks such as those proposed by Storch (2011) and Monika et al. (2021) but also enrich broader theoretical perspectives on learning. They affirm that collaborative writing is most effective when rooted in structured guidance, social interaction, and the meaningful use of digital tools. The integration of Vygotsky's Sociocultural Theory (1978) provides a robust theoretical foundation for understanding how collaborative writing on digital platforms fosters both cognitive and social development, reinforcing the importance of sociocultural dynamics in 21st-century literacy education.

5.2.2 Practical Implications

This study provides critical practical implications in English language learning, particularly at the vocational high school level. For teachers, the results of

this study offer concrete strategies for planning, implementing, and evaluating collaborative writing learning using Padlet. Teachers can implement this proven effective learning model by forming groups with a clear division of roles (planner, writer, editor), utilizing Padlet's features for discussion and feedback, and monitoring students' participation through the digital trail available on the platform. Thus, the teacher acts as a facilitator and an active guide who can manage group dynamics and increase student engagement in the writing process.

5.3 Suggestion

The researcher provides theoretical and practical suggestions based on the findings and discussion in this study regarding the implementation of collaborative writing instruction using Padlet at SMKN 1 Nglegok, Blitar. These suggestions aim to strengthen future educational practices and provide insights for researchers, educators, and institutions involved in integrating digital collaborative learning tools, particularly in writing instruction.

5.3.1 For Practitioners (Teachers and School Leaders)

At SMKN 1 Nglegok Blitar, English teachers are encouraged to keep using and developing collaborative writing strategies through Padlet as a key part of their writing lessons. This study demonstrates that Padlet not only enhances student engagement but also fosters their confidence and encourages active participation. Teachers are advised to utilize Padlet's features to create interactive and student-centered writing activities that incorporate brainstorming, peer feedback, and group

revisions, mirroring the real writing process. Clear instructions and active guidance are also essential to ensure all students are involved and contribute fairly in group work.

For the school leadership, especially the principal and curriculum team, it's essential to continually improve the school's digital infrastructure to support the effective use of Padlet, particularly in writing lessons. This includes ensuring stable internet in every classroom, providing devices for students who need them, and offering regular training to strengthen teachers' digital skills. Strong commitment from the school is key to making innovative teaching practices sustainable. Building good collaboration among school leaders, teachers, and students will help create a modern learning environment that meets today's educational demands, particularly in developing students' writing skills through the use of technology.

5.3.2 For Future Researchers

Future research is recommended to broaden the exploration of Padlet use in various contexts, such as applying it to different genres of writing, across diverse student grade levels, or within other subject areas beyond English. Further studies may also investigate the long-term impact of Padlet on students' development of higher-order thinking skills, including creativity, critical thinking, and collaborative abilities. Employing quantitative or mixed-methods research approaches could generate more comprehensive data and measurable evidence on the effectiveness of Padlet-based writing instruction. In addition, multi-site or cross-institutional studies are suggested to examine contextual differences and broader patterns of

implementation, which can contribute to the development of more generalizable and scalable instructional models.

5.3.3 For Educational Institutions

At SMKN 1 Nglegok Blitar, the school encourages the continued integration of digital platforms, such as Padlet, into classroom learning, particularly in writing lessons. The school has demonstrated strong support for innovative teaching, and this commitment should be sustained by incorporating Padlet into lesson planning, aligning it with the curriculum, and providing consistent support to teachers through training. It's also essential to improve digital infrastructure, such as reliable internet, classroom devices, and IT support, so that all students can access and participate in writing activities equally. In addition, school policies should support cross-subject collaboration and encourage the use of digital tools beyond just English classes to strengthen students' writing skills and digital literacy.

Beyond SMKN 1 Nglegok, vocational schools and other educational institutions are encouraged to use digital tools like Padlet to strengthen writing instruction. The success at SMKN 1 Nglegok shows that technology can effectively boost student engagement, writing skills, and collaboration. Schools in other areas can adopt this approach by adapting it to their specific context and available resources. By integrating Padlet into teaching practices and teacher training, schools can build more interactive, inclusive, and future-ready classrooms that support both writing development and 21st-century skills.

