

ABSTRACT

Wulansari, Rizka. (2025). *Collaborative Writing Instruction by Applying Padlet: A Single Case Study at SMKN 1 Nglegok Blitar*. Thesis, English Education Department, Undergraduate Program, Balitar Islamic University, Blitar. Advisors: (1) Dian Fadhilawati, M. Pd. (2) Nita Sutanti, S. Pd, M. Pd.

Keywords: *Collaborative Writing, Padlet, Writing Instruction, Vocational High School, Case Study*

This study aims to explore the implementation of collaborative writing instruction using Padlet in enhancing students' writing skills at SMKN 1 Nglegok, Blitar. The urgency of this study stems from the fact that writing remains one of the most challenging language skills for students, due to difficulties in organizing ideas, limited vocabulary, a lack of motivation, and minimal peer interaction. To address these issues, collaborative writing supported by technology offers a promising solution. This research aims to explore the teacher's 1) planning, 2) implementing, 3) evaluating, and 4) encountering challenges, as well as proposing solutions in collaborative writing instruction by using Padlet.

This study employed a qualitative research approach, utilizing a single-case study design at SMKN 1 Nglegok Blitar, focusing on one English teacher and four students from class XI-TKJ 2. The participants were selected through purposive sampling to ensure that they were directly involved in implementing collaborative writing using Padlets. To enrich the data, snowball sampling was applied by starting from the vice principal for curriculum affairs, who recommended the English teacher, who then suggested students who were actively involved in the process. Data were collected through in-depth interviews, classroom observations, and document analysis, and analyzed using Miles and Huberman's interactive model, which consists of data reduction, data presentation, and conclusion drawing. To increase the trustworthiness and credibility of the findings, data sources and collection methods were triangulated.

The findings of this study reveal that in the planning stage, the teacher prepared topics, formed student groups, and selected Padlet features to be used. During implementation, Padlet facilitated student interaction in generating ideas, drafting collaboratively, and giving feedback to peers. In the evaluation stage, the teacher assessed both the writing product and student participation through Padlet records. Encountering challenges was identified, such as unequal student participation, limited digital literacy, and internet instability. To address these, the teacher provided clearer guidance, offered technical support, and monitored group dynamics more closely.

This research contributes to a deeper understanding of how Padlet can be practically integrated into collaborative writing instruction, especially in a vocational school context. It highlights the crucial role of teacher guidance in leveraging digital tools for student-centered learning. Based on the findings, it is recommended that English teachers receive professional development in digital pedagogy and that schools provide better infrastructure to support collaborative online platforms like Padlet. Padlet is also suggested as a valuable tool for other schools seeking to create engaging and collaborative writing environments.