



## Integrating Padlet into Genre-Based Writing Instruction to Improve Students' Writing Skills

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**Abstract:** This study investigates the effectiveness of integrating Padlet into Genre-Based Writing Instruction (GBA) to improve students' writing skills. Writing is a fundamental skill in English language learning, yet many students face difficulties in organizing ideas, using appropriate vocabulary, and applying accurate grammar and mechanics. A mixed-methods design was employed involving 35 eleventh-grade students at SMAN 7 Bandar Lampung. Quantitative data were collected through pre-tests and post-tests of descriptive writing, assessed using Jacobs et al.'s (1981) rubric. Inter-rater reliability showed excellent agreement (pretest  $r = .962$ ; post-test  $r = .963$ ), and normality assumptions were met. The mean pretest scores (Rater 1 = 52.02; Rater 2 = 51.69) increased substantially in the post-test (Rater 1 = 86.66; Rater 2 = 86.26), with a paired sample t-test confirming significant improvement ( $p < .05$ ). Qualitative data from semi-structured interviews revealed three themes: (1) challenges in using Padlet (technical issues, adaptation, and low confidence), (2) positive influence on idea organization and writing development, and (3) suggested improvements in scaffolding and technical support. Overall, Padlet-supported GBA not only enhanced students' descriptive writing performance but also fostered engagement, collaboration, and independent learning. This study contributes to the growing body of research on digital integration in genre-based pedagogy and offers pedagogical implications for promoting effective writing instruction in secondary education.

**Keywords:** Digital learning, Genre-Based Approach, Reading comprehension

### 1. INTRODUCTION

Teaching English in Indonesia plays a vital role in the national education system, preparing students to engage in academic, professional, and global communication. The Ministry of Education and Culture emphasizes that English skills are essential for accessing diverse sources of information, collaborating across cultures, and supporting lifelong learning (Kemdikbud, 2020). Among the four language skills, writing presents the greatest challenge because it requires the integration of content, organization, vocabulary, grammar, and mechanics (Hyland, 2019). In the Indonesian EFL context, many students struggle to produce coherent and well-structured texts due to insufficient exposure to authentic English, limited explicit instruction, and a lack of guided writing practice (Emilia, 2011).

Despite literacy initiatives implemented in recent years, such as the *Gerakan Literasi Sekolah* (GLS), writing proficiency in Indonesian secondary schools remains at a low to moderate level (Kemdikbudristek, 2024). Common problems include difficulty generating and organizing ideas, selecting appropriate vocabulary, and applying correct grammar and

*Received: July 21, 2026; Revised: Agustus 26, 2025; Accepted: Oktober 12, 2025;*

*Online Available: November 26, 2025*

punctuation (Mustika et al., 2022). Writing instruction in many classrooms is still product-oriented, where students are given topics to write about without sufficient scaffolding in understanding text structures and language features, resulting in texts that fail to meet genre expectations (Emilia & Hamied, 2015).

In addition to these linguistic and structural challenges, affective and instructional factors also contribute to students' difficulties in writing. Many students experience low confidence and writing anxiety, which discourage them from expressing ideas freely (Fareed, Ashraf, & Bilal, 2016). Writing is often perceived as a demanding and stressful task because they are afraid of making grammatical mistakes, leading them to focus excessively on accuracy rather than meaning making. This emphasis on error avoidance restricts creativity and results in fragmented, mechanical texts with limited communicative value (Richard & Renandya, 2002). Moreover, insufficient teacher feedback and limited opportunities for revision make it difficult for students to improve their drafts systematically (Hyland, 2019). Writing classes are frequently dominated by teacher-centered instruction, where students work individually without collaborative support or meaningful peer interaction (Chaisiri, 2010). Such practices not only reduce students' engagement but also limit their exposure to authentic models of writing. Consequently, many learners struggle to see writing as a process of developing and refining ideas and instead regard it as a one-time product to be completed for evaluation. These psychological and pedagogical barriers, combined with structural difficulties, make writing the most complex and demanding language skill for Indonesian students to master.

Previous studies on Padlet in EFL writing show consistently positive results. Fadillah (2021) found it user-friendly and motivating, enhancing students' writing performance. Aini and Wulandari (2021) reported that it fostered idea sharing, peer feedback, and participation. Rofiah, Mohd Yassin, and Waluyo (2023) showed Padlet-mediated feedback reduced anxiety and raised writing awareness, though its impact on performance depended on pedagogical design. Anuyahong (2024) confirmed that Padlet based on social constructivism significantly improved competence and collaboration. Aisyah, Lustiyantie, and Murtadho (2024) found Padlet-based peer assessment improved writing quality and engagement. Collectively, these studies highlight Padlet's potential to enhance writing, motivation, and interaction when meaningfully integrated.

One established instructional model for teaching writing is the Genre-Based Approach (GBA), grounded in Systemic Functional Linguistics (Halliday, 1994), which views language

as a meaning-making resource in social contexts. In Indonesia, it has been adapted by Emilia (2005) and further elaborated internationally by Martin and Rose (2008) and Derewianka and Jones (2012). The model typically follows four stages—Building Knowledge of the Field (BKF), Modelling of the Text, Joint Construction of the Text, and Independent Construction of the Text, which scaffold learners from background knowledge to independent text production. In this study, the GBA was implemented as follows:

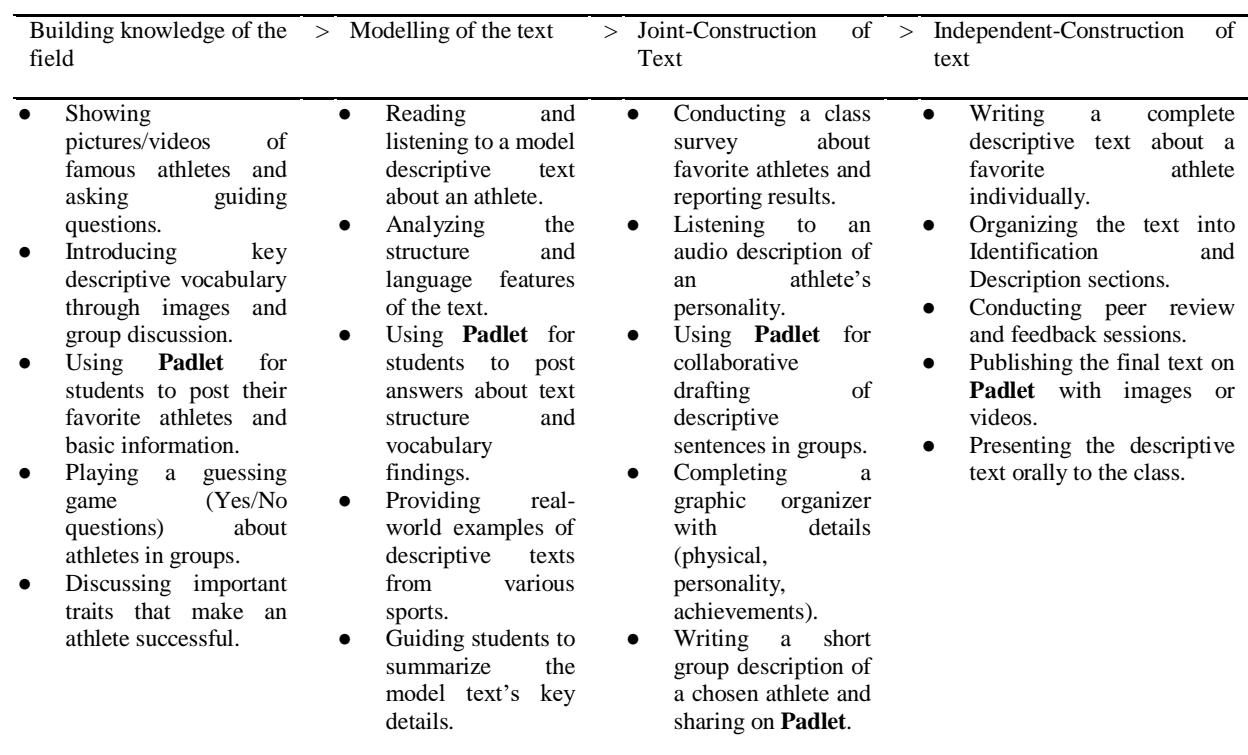


Figure 1.1 Genre-Based Pedagogical Framework in the Teaching of Writing

The integration of digital tools into writing instruction has gained considerable attention for its potential to enhance engagement and learning outcomes. Padlet, an interactive online board, allows students to post, organize, and comment on ideas in real time, creating a collaborative and multimodal learning environment (Fuchs, 2014). By facilitating visual and textual input, Padlet supports Mayer's *Multimedia Learning Theory*, which states that learning is more effective when information is presented through both verbal and visual channels (Mayer, 2020). Aini and Wulandari (2021) found that Padlet increased students' motivation to write, encouraged peer feedback, and fostered greater ownership of their learning process.

Although GBA and digital learning tools like Padlet have been individually proven effective, there is limited research on their combined application in Indonesian secondary

school writing instruction. Most existing studies have examined these methods separately, creating a gap in understanding their potential synergy.

This study is significant in two main aspects. Theoretically, it contributes to the growing body of research on writing pedagogy in the Indonesian EFL context by combining the Genre-Based Approach (GBA) with Padlet, an integration that has not been sufficiently explored in previous studies. While earlier research has demonstrated the effectiveness of GBA in scaffolding students' understanding of genre structures and the potential of Padlet in fostering collaboration and motivation, little is known about how these two approaches may work synergistically to support students' writing development. Practically, the study offers an innovative instructional model for secondary school teachers, providing a structured yet interactive framework that addresses both linguistic and affective challenges in writing. By merging the scaffolding strength of GBA with the collaborative affordances of Padlet, the study proposes a pedagogical innovation that can enhance students' descriptive writing competence, foster greater engagement, and reduce writing anxiety.

Based on this gap and significance, the present study aims to investigate the effect of integrating Padlet into the GBA on students' descriptive writing performance and to explore the challenges faced by students during its implementation in secondary school classrooms.

## **2. METHOD**

This study employed a mixed-methods research design, which combines quantitative and qualitative approaches in a single study to obtain a more comprehensive understanding of the research problem. Creswell (2012) defines mixed methods research as a methodology involving the collection, analysis, and integration of both quantitative and qualitative data within one research project, allowing for deeper and more nuanced findings.

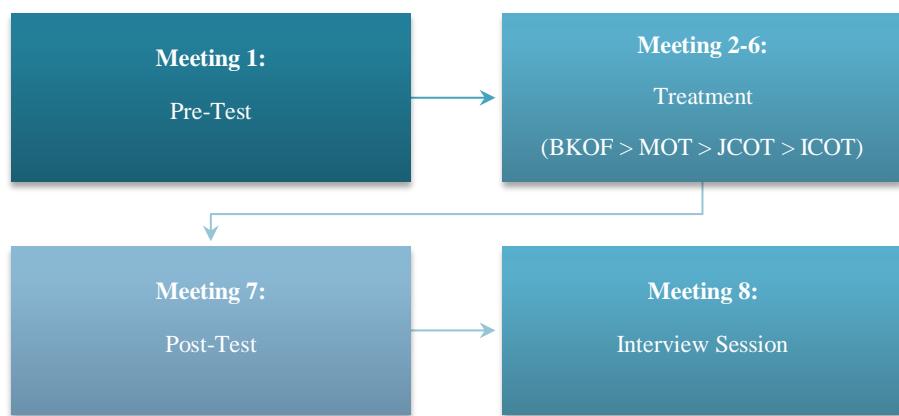
The quantitative component used a pre-experimental one-group pre-test and post-test design to measure the improvement in students' writing skills after the implementation of the Genre-Based Approach (GBA) integrated with Padlet. The qualitative component involved semi-structured interviews to explore students' experiences, challenges, and perceptions during the learning process. This combination enabled the researcher to evaluate both the effectiveness of the intervention and the contextual factors influencing student engagement and performance.

### **Research Participants**

The participants were 35 tenth-grade students from SMA Negeri 7 Bandar Lampung in the 2025/2026 academic year. All took part in the quantitative phase (pre-test, six GBA-Padlet sessions, and post-test), while three students were purposively selected for the qualitative phase using maximum variation sampling (Creswell, 2012) to represent high, medium, and low achievers. Selection criteria included completing all sessions, willingness to join interviews, and ability to express experiences clearly, in line with Patton's (2015) emphasis on information-rich cases.

## Procedures

The procedure of this research is illustrated in the following flowchart, which demonstrates the sequence of activities conducted across eight meetings.



This research was conducted in eight meetings (45 minutes each). The first meeting was for the pre-test, where students wrote a descriptive text assessed using a rubric of content, organization, vocabulary, grammar, and mechanics. The treatment took place from the second to the sixth meetings through the Genre-Based Approach (Derewianka & Jones, 2012) integrated with Padlet, covering four stages: BKOF (introducing topics, prior knowledge, and vocabulary), MOT (analyzing model texts), JCOT (collaborative drafting and feedback), and ICOT (independent writing, revision, publishing, and oral presentation). The seventh meeting was for the post-test using the same rubric with a new topic, while the eighth was for individual interviews with three selected students based on Creswell's (2012) framework to explore challenges, experiences, and perceptions of using GBA with Padlet, with interviews recorded and transcribed for analysis.

## Data Collection Instruments

The data collection instruments included both quantitative and qualitative measures. Quantitatively, students completed an individual writing test assessed with an analytical rubric adapted from Jacobs et al. (1981), covering content, organization, vocabulary, grammar, and mechanics to evaluate their writing ability and progress. Qualitatively, a semi-structured interview was conducted based on Creswell's (2012) guidelines, consisting of five open-ended questions with probing opportunities to explore students' experiences with GBA and Padlet, the challenges faced, the impact on their writing, strategies to overcome difficulties, and suggestions for improvement. Students' consent was obtained, and interviews were held in the school library, lasting 20–25 minutes and audio-recorded with permission for accurate data analysis.

### **Data Analysis**

Pre-test and post-test scores were analysed using the paired sample t-test in SPSS version 25 to determine if there was a statistically significant difference after the treatment. The formula used was:

$$t = \frac{\bar{d}}{s_d / \sqrt{n}}$$

where  $\bar{d}$  denotes the mean of the score differences,  $s_d$  indicates the standard deviation of the differences, and  $n$  represents the total number of students (35).

The interview data were analysed using Braun and Clarke's (2006) six-step thematic analysis, starting with transcription and familiarization, followed by coding, searching, reviewing, and refining themes, defining and naming them, and finally producing a report supported with excerpts linked to the research objectives. To ensure credibility and trustworthiness, Lincoln and Guba's (1985) criteria were applied: credibility through triangulation and member checking, and dependability and confirmability through an audit trail documenting research procedures and decisions.

### **3. FINDINGS AND DISCUSSION**

The findings of this study present the principal outcomes of implementing the Genre-Based Approach (GBA) with Padlet in secondary writing classes. Quantitative results showed significant gains in content, organization, vocabulary, language use, and mechanics based on Jacobs et al.'s (1981) rubric, confirming that Padlet-supported GBA provided explicit

scaffolding and improved accuracy (Hyland, 2004; Warschauer, 2010; Yunus & Salehi, 2012). Qualitative insights revealed that Padlet encouraged collaboration, peer feedback, and idea organization, though challenges such as unstable internet, varying digital skills, and low confidence were reported (Ghavifekr & Rosdy, 2015; Al-Said, 2015). Reliability was ensured through double scoring, with very high inter-rater consistency (see Table 1), strengthening the credibility of these outcomes.

### Correlations

| Spearman's rho | RATER<br>1      | Correlation Coefficient | 1.000  | .962**<br>.000<br>35 | RATER1 | RATER2 |
|----------------|-----------------|-------------------------|--------|----------------------|--------|--------|
|                |                 | Sig. (2-tailed)         |        |                      | .      | .000   |
|                |                 | N                       |        |                      | 35     | 35     |
|                | RATER<br>2      | Correlation Coefficient | .962** | 1.000                | .000   | .      |
|                | Sig. (2-tailed) | 35                      | 35     |                      |        |        |
|                | N               |                         |        |                      |        |        |

Table 1. Inter-Rater Reliability of Students' Writing Scores in the Pretest

The first finding, as shown in Table 1, reports the inter-rater reliability result for the pretest. Students' writing scores were assessed by two raters, the researcher and a peer, since using multiple raters reduces subjectivity and increases fairness in writing assessment (Bachman & Palmer, 1996; Weigle, 2002). The correlation coefficient was 0.962 with a significance value of 0.000, indicating excellent agreement (Cohen, 1988) and confirming that the scoring rubric was applied consistently and objectively. This high reliability demonstrates that the descriptors in the rubric were clear and measurable (Brown, 2004), ensuring that students' pretest performance was evaluated with minimal bias. Therefore, the data can be considered valid and dependable for further analysis.

### Correlations

| Spearman's rho | RATER<br>1      | Correlation Coefficient | 1.000  | .963**<br>.000<br>35 | RATER1 | RATER2 |
|----------------|-----------------|-------------------------|--------|----------------------|--------|--------|
|                |                 | Sig. (2-tailed)         |        |                      | .      | .000   |
|                |                 | N                       |        |                      | 35     | 35     |
|                | RATER<br>2      | Correlation Coefficient | .963** | 1.000                | .000   | .      |
|                | Sig. (2-tailed) | 35                      | 35     |                      |        |        |
|                | N               |                         |        |                      |        |        |

Table 2. Inter-Rater Reliability of Students' Writing Scores in the Posttest

The second finding, presented in Table 2, concerns the inter-rater reliability for the posttest. The correlation coefficient between Rater 1 and Rater 2 was 0.963 with a significance value of 0.000, based on the scores of 35 students. This high coefficient, classified by Cohen (1988) as excellent, confirms strong consistency and objectivity in the scoring process. Inter-

rater reliability was measured to ensure that students' writing was assessed using standardized criteria rather than individual bias, a principle emphasized by Bachman and Palmer (1996) in performance-based assessment. The stable coefficient across the pretest and posttest (0.962 vs. 0.963) indicates that the raters maintained consistent judgment throughout, while the use of a clear rubric, as supported by Weigle (2002), minimized subjectivity. These results provide a reliable and valid basis for evaluating students' writing progress after the treatment.

| Descriptive Statistics |    |       |         |         |             |                |          |
|------------------------|----|-------|---------|---------|-------------|----------------|----------|
|                        | N  | Range | Minimum | Maximum | Mean        | Std. Deviation | Variance |
| RATER1                 | 35 | 29.00 | 40.00   | 69.00   | 52.02<br>86 | 8.44876        | 71.382   |
| RATER2                 | 35 | 27.00 | 42.00   | 69.00   | 51.68<br>57 | 7.90670        | 62.516   |
| Valid N (listwise)     | 35 |       |         |         |             |                |          |

Table 3. Descriptive Statistics of Students' Writing Performance in the Pretest

The third finding in Table 3 presents descriptive statistics of students' pretest writing scores. Rater 1's scores ranged from 40–69 ( $M = 52.02$ ,  $SD = 8.44$ ) and Rater 2's from 42–69 ( $M = 51.69$ ,  $SD = 7.91$ ). These results show that students' writing ability was relatively low, with averages just above the rubric midpoint and wide variability. Difficulties appeared in idea organization, grammar, and vocabulary, aligning with Richards and Renandya (2002) who view writing as the most difficult EFL skill, and Hyland (2003) who notes challenges in coherence and cohesion. This supports the research problem and highlights the need for GBA with Padlet, as Graham and Perin (2007) stress explicit scaffolding and interactive support in producing well-structured texts.

| Descriptive Statistics |    |       |         |         |         |                |          |
|------------------------|----|-------|---------|---------|---------|----------------|----------|
|                        | N  | Range | Minimum | Maximum | Mean    | Std. Deviation | Variance |
| RATER1                 | 35 | 20.00 | 76.00   | 96.00   | 86.6571 | 5.56746        | 30.997   |
| RATER2                 | 35 | 21.00 | 75.00   | 96.00   | 86.2571 | 5.82259        | 33.903   |
| Valid N (listwise)     | 35 |       |         |         |         |                |          |

Table 4. Descriptive Statistics of Students' Writing Performance in the Posttest

The fourth finding, shown in Table 4, presents the descriptive statistics of students' posttest writing performance. For Rater 1, scores ranged from 76 to 96 with a mean of 86.66 ( $SD = 5.57$ ), while for Rater 2, scores ranged from 75 to 96 with a mean of 86.26 ( $SD = 5.82$ ). Descriptive statistics were used to illustrate the score distribution in terms of range, mean, and

variability. Compared with the pretest, the mean scores rose by over 30 points and the smaller SD indicated more consistent performance. These results suggest that the integration of GBA and Padlet effectively improved students' writing. Hyland (2007) emphasizes that explicit genre teaching supports systematic idea organization, reflected in students' coherent and accurate texts, while Padlet encouraged collaboration and feedback that foster motivation (Sobkowiak, 2015).

| Tests of Normality |                                 |    |      |              |    |      |
|--------------------|---------------------------------|----|------|--------------|----|------|
|                    | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                    | Statistic                       | df | Sig. | Statistic    | df |      |
| PreTest            | .126                            | 35 | .174 | .939         | 35 | .052 |

Table 5. Normality Test of Students' Writing Scores in the Pretest

The fifth finding, as shown in Table 5, presents the normality test results for the pretest scores. The Kolmogorov-Smirnov significance value was 0.174, and the Shapiro-Wilk value was 0.052. Since both exceed the threshold of 0.05, the data are considered normally distributed. Testing normality is essential because it ensures that parametric analyses, such as the paired sample t-test, produce valid and reliable results (Field, 2013; Pallant, 2016). In this study, meeting the normality assumption confirms that differences between pretest and posttest can be analyzed with a paired sample t-test, strengthening the validity of conclusions about the effectiveness of the Genre-Based Approach (GBA) combined with Padlet.

| Tests of Normality |                                 |    |       |              |    |      |
|--------------------|---------------------------------|----|-------|--------------|----|------|
|                    | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                    | Statistic                       | df | Sig.  | Statistic    | df |      |
| PostTest           | .096                            | 35 | .200* | .962         | 35 | .259 |

Table 6. Normality Test of Students' Writing Scores in the Posttest

The sixth finding, in Table 6, shows that the Kolmogorov-Smirnov (0.200) and Shapiro-Wilk (0.259) values both exceeded 0.05, confirming normal distribution. As Field (2013) explains, testing normality is essential to validate parametric analyses; thus, the data met the requirement for the paired sample t-test, strengthening conclusions on the effectiveness of GBA with Padlet. However, quantitative results alone cannot capture the whole learning process. Creswell and Plano Clark (2018) stress the need for qualitative insights, and Miles, Huberman, and Saldaña (2014) note that learners' perspectives often reveal hidden challenges. To address this, Braun and Clarke's (2006) thematic analysis was applied to interview data, producing three themes: (1) Challenges in Using Padlet, (2) Padlet's Influence on Idea Organization and

Writing Development, and (3) Suggested Improvements. These findings enrich the statistical evidence by highlighting students' experiences more deeply.

### **1. Challenges in Using Padlet during the Writing Process**

All students faced challenges in using Padlet, but the type and degree varied by achievement level. Higher achievers mostly struggled with initial technical issues, while mid- and lower achievers experienced ongoing difficulties with comprehension, organization, and confidence. *"My internet connection was unstable, so sometimes I could not post quickly... At the beginning, I also needed a little time to get used to the features... However, after some practice, I managed to use it smoothly"* (Student 1). This suggests that higher-achieving students quickly adapted to Padlet, with challenges mainly external (e.g., internet issues), aligning with Warschauer's (2000) view that motivated and digitally ready learners can overcome common technical problems.

The mid-achieving student reported more effort was needed in understanding and applying Padlet to follow each stage of writing. *"When analysing the model text, I needed more time to understand the structure and write my answers on Padlet. It also took extra effort to make sure my draft matched the organization we learned in class"* (Student 2). Compared to high achievers, mid-level students exerted more cognitive effort to process genre structures and align their writing with instruction, facing both technical and application challenges. As Hyland (2007) notes, genre-based tasks require balancing content knowledge and structural awareness, which is demanding for developing learners.

In contrast, the lower-achieving student faced more fundamental struggles, particularly in comprehension and confidence when participating in collaborative activities on Padlet. *"I often felt confused and needed extra explanation from the teacher before posting my answers on Padlet... I sometimes missed the timing when others had already shared their ideas"* (Student 3). This case shows that lower-achieving students struggled not only with technology but also with task comprehension, confidence, and reliance on teacher support, which limited peer interaction. This aligns with Richards and Renandya's (2002) view of writing as highly demanding and Vygotsky's (1978) notion that without scaffolding, learners risk falling behind.

### **2. The Influence of Padlet on Idea Organization and Writing Development**

All students agreed Padlet improved their idea organization, though benefits varied by achievement level. It functioned not only as a tool but also as a collaborative space, supporting Hyland's (2007) view on text structure and Warschauer's (2010) claim that digital platforms enhance writing through practice, feedback, and collaboration. *"Padlet's features really supported me in organizing my ideas step by step... Finally, when writing my descriptive text,*

*I could separate identification and description more systematically*" (Student 1). The higher-achieving student highlighted Padlet's role in reinforcing genre stages and fostering systematic organization, showing deeper understanding of descriptive text. This supports Hyland's (2007) and Martin & Rose's (2008) views that explicit genre instruction provides clear frameworks, and aligns with Graham & Perin's (2007) finding that structured guidance improves idea organization.

The mid-achieving student also acknowledged the benefits of Padlet but highlighted peer interaction as an important factor in supporting their writing development. "*I also got inspiration from my friends' posts, which gave me confidence to continue writing... That made my writing more systematic*" (Student 2). Collaboration and peer input strengthened students' confidence and idea organization, consistent with Vygotsky's (1978) and Storch's (2013) views on scaffolding in collaborative writing. Sobkowiak (2015) similarly found that Padlet boosts motivation by making peer contributions visible, supporting mid-achievers in developing confidence and organization.

Meanwhile, the lower-achieving student relied most heavily on Padlet as a reference source, depending significantly on peer contributions to develop their writing. "*By looking at my friends' posts, I could get ideas and examples for my own writing... I was not very confident in organizing my text, but Padlet gave me references to check back on*" (Student 3). For this student, Padlet functioned more as a repository than an interactive tool, showing difficulty in organizing texts independently. This reflects Richards & Renandya's (2002) and Hyland's (2003) view of writing as a demanding EFL skill, with low self-efficacy (Bandura, 1997; Al-Jarf, 2021) reinforcing dependence on models and highlighting the need for stronger scaffolding (Graham & Perin, 2007).

Overall, Padlet served different roles by achievement level: a scaffold for higher achievers, a collaborative space for mid-achievers, and a repository of models for lower achievers. This supports Yunus et al.'s (2013) claim that technology can provide differentiated support, but also shows that without explicit teacher scaffolding, lower achievers may still struggle with independent organization.

### **3. Suggested Improvements for Padlet Implementation**

The higher-achieving student focused on technical preparation and prior practice. "*It would be good to give students more practice with Padlet at the start... Also, internet connection should be improved*" (Student 1). For higher achievers, effective use of Padlet depends on familiarity and stable technical conditions. As Warschauer (2010) and Hubbard & Levy (2006) note, digital tools enhance learning only when students are prepared and

supported; thus, structured training and reliable internet are essential to maximize Padlet's potential.

The mid-achieving student highlighted the need for both technical support and motivational guidance. *"The difficulties include unstable internet... More guidance and motivation from the teacher would help"* (Student 2). This indicates that mid-achieving students need both technical support and teacher scaffolding. In line with Vygotsky's (1978) ZPD and Storch's (2013) emphasis on motivation and collaboration, as well as Sobkowiak's (2015) finding on peer visibility, combining reliable access with guidance can enhance their engagement and confidence in using Padlet.

The lower-achieving student emphasized step-by-step assistance and explicit scaffolding. *"The main problem for me is understanding both the writing process and the features of Padlet at the same time... More step-by-step guidance and practice are needed"* (Student 3). This highlights that lower-achieving students struggle to balance content and technology, often relying on guidance. As Richards & Renandya (2002) and Hyland (2003) note, writing requires multiple skills, while low self-efficacy (Bandura, 1997; Al-Jarf, 2021) can reduce Padlet to a repository, underscoring the need for structured scaffolding to build autonomy (Graham & Perin, 2007).

Taken together, the findings show that students' suggestions vary by achievement level: higher achievers stress technical preparation, mid achievers need both technical and motivational support, and lower achievers require explicit scaffolding. This supports Yunus et al.'s (2013) view that technology should offer differentiated support to enhance Padlet's role in writing development.

#### **4. CONCLUSION AND SUGGESTION**

This study concludes that integrating the Genre-Based Approach (GBA) with Padlet enhanced students' descriptive writing by improving accuracy, coherence, and confidence. However, challenges such as internet issues, digital literacy, and varying motivation affected students differently by achievement level. Thus, the success of GBA with Padlet requires technical preparation, teacher support, and differentiated scaffolding. Future studies should examine its integration with other digital platforms and strategies to address technical and motivational barriers.

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