

# Through A Rural Lens: Sustaining the Use of Padlet in Improving Writing and Active Learning

Mydhili Muniandy, Melor Md. Yunus  
Faculty of Education, Universiti Kebangsaan Malaysia  
Email: mydhiliviknesh@gmail.com

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## Abstract

In this fast-paced modern world, 21<sup>st</sup> century teaching, as well as Information and Communications Technology (ICT) skills are indeed pertinent to sustain a platform for pupils to learn and participate actively during the learning process. The usage of ICT makes every student as a technophile learner. However, pupils especially in rural areas are still learning passively via drilling method in class during the writing lesson. ICT and various learning strategies are rarely used in the teaching-learning process; thus, pupils lack of interest and ideas as they are not involved actively. This paper aims to discuss the use of Padlet as a collaborative writing tool in improving the writing performance as well as enhancing active learning among Year 5 primary school pupils especially in the rural area. The major outcomes of this study demonstrate that respondents writing performance and participation in class has increased. This research also addresses some of the issues that have arisen as a result of the use of Padlet in the classroom. The main key challenge discovered during the intervention were lack of Internet access. This study's outcomes are important to the new educational tools in writing for the present generation of pupils.

**Keywords:** ICT, Padlet, Collaborative Writing, Active Learning, Education

## Introduction

The use of Information and Communication Technology (ICT) in education has become more prominent in recent years. ICT is used in the classroom by many educational professionals. ICTs have transformed the way society work today, and they are now changing education institutions. This ICT can assist educators in distributing their content, facilitating their teaching learning processes, and assigning tasks to students via online media, making the teaching learning process simpler for both students and teachers. Technology is becoming an important element of delivering the curricula's content. English is used as a medium of education and contact in Malaysia. Many initiatives have been undertaken in Malaysia to raise awareness of its importance and enhance student usage, particularly in local English classes. Prior to utilising this language in everyday interactions, they must first master it religiously (Batool et al., 2018). The issue of second-language acquisition among Malaysian students appears to have been a problem for years, and it is concerning since they are unable to display skills despite having practised English for almost 11 years (Musa et al., 2012). It is pertinent for language learners to develop writing skills in order to create compositions according to

Maarof and Murat (2013), since previous research indicates that Malaysian ESL students perform below the average standard in when it comes to writing (Mastan et al., 2017). As stated by many researchers as above, this has been a problem that the researcher has come across when teaching primary school pupils especially. Their lack of performance and participation in writing especially in writing simple sentence creates a gap in learning. Hence, the major purpose of this study is to introduce Padlet as a collaborative writing tool in a Primary Year 5 pupils who are seen to have problems when it comes to writing simple sentences especially. They are also seen to be inactive during the writing lesson. Their lack of competence in writing a simple sentence and motivation in writings has given this study a purpose.

### **Research Objectives**

The research objectives for this study are as below:

1. To evaluate pupils' writing performance after implementing Padlet in the classroom.
2. To observe whether Padlet helps to enhance writing performance and active learning in the classroom.

### **Research Questions**

In light of the previously stated poor performance on writing tasks of the 35 pupils in Primary 5G, the benefits of using Padlet in the educational process, and the findings of previous scholars who demonstrated that Padlet was successful in improving English learning and teaching; the researcher has formulated 2 research questions:

1. Does Padlet help to improve Primary 5G pupils' writing performance?
2. Does Padlet help to enhance active learning and writing performance in the classroom?

### **Literature Review**

#### **Social Constructivism by Vygotsky**

Constructivism has become a popular educational philosophy, with a significant impact on pedagogy (Kaufman, 2004). Two of the constructivist school's most prominent proponents are Jean Piaget and Lev Vygotsky (Brown, 2007). Constructivists claim that through collaborating with others in a range of individual, linguistic, and cultural contexts, learners may improve their understanding (Sjoberg, 2007). Learners and educators cooperate in social constructivist-based learning settings in ways that foster constructive dialogue, exploration, and a progressive change from teacher-centered to student-centered education (Bruner, 1966; Mergel, 1998; Schneider, 2020). Online learning environments are also increasingly recognising and embracing the fact that knowledge is actively generated via experiences and social interactions (Bonk & King, 1998; Panko, 2002). To top it off, Vygotsky and Cole (1978) emphasises the importance of various communities in the educational process' growth. He believes that students might have a better comprehension of a subject by participating in groups.

Padlet's utilisation reflects all of these factors. Pupils can interact and collaborate using Padlet to complete the assignments provided by the teacher. They will broaden their knowledge based on their previous experiences, striving to avoid mistakes and enhance their writing abilities. Padlet can be used as a collaborative writing tool to encourage student involvement. Knowledge is built in a good way through exchanges and participations.

#### **Collaborative Learning Theory**

The second theory that highlights the usage of Padlet in the writing classroom is Collaborative Learning Theory. The necessity of group interaction is emphasised in this idea. Unlike a more traditional, teacher-centered paradigm, the collaborative learning method stresses the importance of students' active participation in the learning process and is a significant step toward pupil-centered classroom management. Smith and MacGregor (1992), cited by Babiová (2021), concur that the majority of collaborative activities rely on students' discovery or application of the topic area, rather than solely the teacher's lecture. Padlet gives students several possibilities to collaborate while also giving them practice conveying their thoughts and experiences. Babiová (2021) supports this claim by stating that, in addition to accomplishing educational objectives, a collaborative approach helps students acquire the emotional, social, and learning skills necessary for functioning in the twenty-first century.

### **Collaborative Writing**

Padlet's application in writing learning and teaching makes students' writing tasks more efficient and productive. It also exemplifies the qualities of an active learning technique (Kessler et al., 2012; Eppard & Reddy, 2017), in which learners are actively involved in the process of completing tasks both individually and collectively (Mulatu & Bezabih, 2018). Similarly, ESL students demonstrate active participation in lessons utilising technology and group techniques (Said & Wah, 2014; Kwan & Yunus, 2015). As a result, collaborative online writing exercises utilising Padlet are motivating because they are fun, easy, quick, insightful, and engaging (Woodrich & Fan, 2017; Alkhataba et al., 2018). As a consequence, it's the best instrument for promoting digital literary projects that show peer improvement in a collaborative grouping process (Suwantarathip & Wichadee, 2014).

### **Thinking Skills**

Evidence from research has shown that cognitive and language improvement are inter-related. Children come to understand the world through language (Vacca et al, 2017). Students have the potential to think however, with the higher-order cognitive processes they need to be facilitated, trained and helped and this higher order thinking skills can be taught and learned. Tee et al (2012) defines higher-order thinking (HOT) as expanding the mind's ability to take on new adventures. However, teachers do not make use of this skill to its full potential in the classroom. Teachers in the classroom understand that students who develop higher-order skills are important yet often fail to keep track students' achievement. Also, the 2013-2025 Malaysian Education Blueprint states that our education system aims at creating students who will achieve numerous significant cognitive skills, including reasoning, able to solve problems, be creative in thinking and innovative. Hence, teachers can utilise the Bloom's taxonomy when it comes to creating questions for pupils' level of achievement. The initial 1956 Bloom's Taxonomy has six level. The revised levels in 2001; recall, understanding, applying, analysing, evaluating and creating.

### **Padlet as a Tool**

Padlet is an online programme that allows you to create a virtual board where you may display material on any topic. Padlet encourages students to participate more in class. Users can submit notifications in digital form using this web-based tool. This website may be used in a variety of ways in the classroom. It encourages learners to use their creativity to create, compile, illustrate, and many other things in the "idea bin." Padlet is a digital writer's notebook or diary that accumulates thoughts, videos, and even images (Sangeetha, 2016).

Students are free to post as many notes to the wall as they wish and scroll in any direction. Teachers should oversee all locations that allow students to display their names on the wall for assessment reasons. The platform provides a number of advantages to students, including the ability to communicate with classmates in real time.

Other advantages include: a) ease of use, b) instant collaboration (whenever a student uploads something new), c) support for a variety of documents and multi-media (almost all can be connected to and shared on padlets), d) mobile interface, e), attractive and fun-looking data, f) high security, and g) open and portable formats (England, 2017). Students' enthusiasm to study improves when they utilise the Padlet, according to previous studies (England, 2017; Kimura, 2018). This motivation encourages students to speak out and engage in class. It also promotes student cooperation indirectly (Ellis 2015; England, 2017). Padlet is also regarded as a useful tool for brainstorming (Kimura, 2018). Having said that, Padlet is a valuable resource for both traditional and non-traditional education and learning.

### **Related Past Studies**

In line with the teaching and learning of writing, many researchers have done research on different ways of teaching writing to pupils from all different levels. Many scholars, for example, have shown Padlet's effectiveness as a media in English teaching and learning. Dewitt et al (2017) agreed that students achieved positive results with the assistance of Padlet. In the field of English writing, Awaludin et.al (2017) reported that after incorporating Padlet into their classroom, public university students performed better in English language especially in their writing tasks. Also, the use of Padlet can enhance the writing efficiency of students in Saudi Arabia during semester one (Algraini, 2014). Padlet was also successful in enhancing the grammar performance of 30 students at Malaysia's Islamic Universiti Sains Islam (Haris et al., 2017). Moreover, Lestari and Kurniawan (2018) also asserted that padlet could assist the third-semester English Department UNISKA Kediri students to improve their descriptive text writing skills. Apart from that, padlet was also seen successful in enhancing first semester process text writing achievement at State Islamic University Malik Ibrahim Malang (Fadhilawati et. al., 2020). Furthermore, the study has also discovered that padlet was successful in improving descriptive text achievement among students at a secondary level school in Ciamis, West Java.

That being said, many local research on the writing difficulties of ESL students have concentrated on students at the secondary or among the tertiary level students as stated above (Ghabool et al., 2012; Maarof & Murat, 2013; Ien et al., 2017; Jayavalan & Razali, 2018). Little or no studies have been published yet on the use of padlet in improving writing performance among the primary level pupils yet. Studies that concentrated on students at the lower level or younger generation is very limited. (Ghulamuddin et al., 2021). This is also well supported in a study conducted by Rashid, Yunus & Wahi (2019) whereby they too have highlighted that future studies needed to be conducted in different levels of students utilising the Padlet to yield more results. The researcher agrees that it is important to identify the crux of the problem early on so that any intervention can be implemented successfully during the students' early years, when development is at its peak. Thereby, the focus of this study is to fill that void via an analysis of the writing challenges encountered by ESL pupils at a rural primary school level and using Padlet as a collaborative writing tool which can be applied in the classroom to enhance their writing performance. Simultaneously, the researcher hopes to create and enhance active learning environment through the use of Padlet in the writing lesson.

## **Methodology**

### **Research Design**

A mixed-method design was employed in this study. The quantitative data was collected using the pre-test and post-test to determine the improvement in writing performance. The qualitative data was collected using observation form to determine the use of Padlet in enhancing the active learning among the pupils during the writing lesson. Upon obtaining the results from both the quantitative and qualitative data, the researcher has compared and contrasted the results and presented the interpreted data findings. The researcher has used descriptive analysis using statistic calculation to analyse the data for research question number 1 and observation for research question number 2.

### **Research Respondents**

The research will involve ESL primary school pupils (aged eleven years old). A class of thirty-five pupils from Year/Primary 5 of the primary school level was chosen with the approval of the Head of the English Panel at the school. The pupils are predominantly Malay by ethnicity and spoke Bahasa Malaysia (BM) as their first language.

### **Research Instrument**

One of the most essential aspects required to acquire, classify, and retrieve information for a specific study is data gathering instrument (Charman 2017). According to Creswell and Guetterman (2019), the choice of data collecting instruments is mostly determined by the type, goals, and objectives of the study. As a result, the selection of appropriate and effective instruments is implemented to allow an efficient and systematic flow throughout study implementation. A pre-test, a post-test, and an observation form were used in this study.

At the beginning of the implementation of the research, a pre-test (Appendix 2) was conducted. This step was essential to gather and analyse the Primary 5 pupils' writing performance. The pupils were reviewed by the researcher at the beginning of the research using a standardized pre-test question paper to evaluate their writing skills prior to the implementation of the intervention. The pupils responded to the pre-test questions during the time allotted, with the same length of time and instructions given. The pre-test question consisted of a past year Ujian Penilaian Sekolah Rendah (UPSR) question from Section B taken from year 2018.

For the post-test (Appendix 3), it was administered to collect and examine the Primary 5 pupils' writing performance after the implementation of using Padlet as a collaborative writing tool. The post-test question was also taken from a past year UPSR question from Section B taken from year 2019. The reason that the researcher chose a standardized question from year 2018 and 2019 is because in 2020 UPSR was postponed due to COVID-19 and in year 2020 UPSR was abolished completely. Hence, the researcher felt that using the questions from the year 2018 and 2019 will be a more valid instrument. Apart from that, the marking rubrics for both the questions were adapted from the standardized marking scheme used for Year 6 exam marking.

Apart from that, critical observations were also carried out by implementing the qualitative measure of observation form. The observation form (Appendix 5) is based on York, Gibson, and Rankin's Model of Academic Success (2015). As highlighted in the model, learning is effective when students achieve the ability to comprehend and progress in five key areas. The elements are (1) attainment of learning outcome, (2) satisfaction in learning, (3)

persistence in learning, (4) acquired learning skills and (5) performance or academic achievement. Following these, the researcher has constructed the items on the observation form using these five key elements. The form consists of statements and given some written remarks by both the researcher and expert teacher when taking notes on any activities that could enhance the active learning and the writing performance during the implementation of the Padlet. (Creswell & Guetterman 2019; Denscombe, 2017).

### Research Procedure

The researcher has obtained permission from the school's headmistress before proceeding with the study. The researcher has informed the headmistress about the study's objective, methodology, and how it will be carried out. Upon class discussion, pupils will be encouraged to create their own writing answers and post them onto Padlet. Since they are still at primary school level, pupils are given guidance on how to post the responses and how to interact collaboratively among peers. The implementation of Padlet will be administered in eight periods. The writing lesson is chosen to conduct the intervention. Writing lesson is conducted once a week, on the fourth day of the week. In the first period, pupils will be exposed to what is Padlet and are given the opportunity to explore Padlet in the classroom. The next six periods, pupils will use Padlet to practice their collaborative writing skills. At the 6<sup>th</sup> period of the lessons, pupils are given a simple writing task as a reinforcement activity to bolster their writing skills. Table 1 shows the steps and procedures carried out throughout the research.

Table 1  
Steps and Procedures

Step 1 (Week 1)	<ul style="list-style-type: none"> <li>Recap on previous lessons on simple sentences.</li> <li>A pre-test is conducted to analyse pupils' writing performance.</li> </ul>
Step 2 (Week 2)	<ul style="list-style-type: none"> <li>The researcher creates a Padlet account and blank pages for the writing task in the computer lab.</li> <li>Introduces the Padlet to the pupils.</li> <li>Explains (with demonstration) how to use it.</li> <li>Researcher plays a YouTube tutorial since this would be their first exposure to Padlet.</li> <li>Explains the reasons of using Padlet as a collaborative writing tool.</li> <li>The Padlet link is given to the pupils during the lesson so that the pupils that have access to internet and smart phones can access them at home.</li> </ul>
Step 3 (Week 3- 7)	<ul style="list-style-type: none"> <li>Constructing simple sentences using Padlet.</li> <li>The researcher shows some examples.</li> <li>Pupils explore the Padlet and try to construct their own sentences. (In groups)</li> <li>Pupils collaborate in groups to discuss their work.</li> <li>Pupils do peer-checking and comment on their friends' work.</li> </ul>
Step 4 (Week 8)	<ul style="list-style-type: none"> <li>A post-test is conducted to analyse their writing scores.</li> <li>A survey questionnaire will be distributed to the pupils at the end of the class. They are explained on the purpose of the research and its main goals.</li> <li>Pupils' responses will be collected and analysed quantitatively. (Descriptive analysis)</li> </ul>

### Validity and Reliability

#### Content and Face Validity of Pre-Test and Post-Test

Both the pre- and post-tests were developed using the Standard Curriculum Document (DSKP) Primary 5 and Syllabus as a guide. Since the DSKP and Year 5 CEFR syllabuses were used to create the test items, content validity is ensured, as the evaluations were intended to evaluate students' writing performance after the introduction of Padlet. Additionally, the pre- and post-tests achieved content validity by conforming to the Criterion Reference Assessment (CRA).

From the aspect of face validity, an expert teacher was asked to analyse the pre and post-tests in order to determine the reliability and practicality of the questions for a Primary 5 level. The expert teacher is The English Language Officer of Sabak Bernam Education District Office. She has 23 years of teaching experience and was also one of the Head of English Paper 2 UPSR examiners in Sabak Bernam. The pre- and post-tests achieved face validity due to the expert teacher's competence and experience. Another criteria of face validity for the tests are in terms of the level of thinking taxonomy. Assessment development modules were resorted to for this purpose, as recommended by the expert teacher. Hoffman et. al (2015) stated in one of their modules that an assessment must include several levels of thinking taxonomy or categorization in order to challenge students depending on the desired learning topic. Since the participants were Primary 5 pupils, both the pre and post tests were designed at the lower level of remembering, understanding and applying. When designing the writing tasks in the pre-test, the subjects and verbs used were set based on the remembering and understanding level where pupils need to remember and understand the correct position of the subject and verb (Hoffman et al., 2015; Lok et al., 2016). Conversely, the level of thinking taxonomy for the post-test was also similar to that of pre-test but with an addition of the applying level where pupils are required to build a complete simple sentence.

### ***Face and Content Validity of Observation Form***

The observation form was created with the intention of observing and measuring pupils' writing performance active learning. According to York, Gibson, and Rankin's Revised Conceptual Model of Academic Success, a learner is efficient in the learning experience when they achieve five crucial components: "... academic or learning achievement, satisfaction in learning, persistence in completing a given task, acquisition of skills, and attainment of learning objectives" (York et al. 2015). Thus, the observation form was developed using these five components to ascertain the pupils' writing performance and active learning during the implementation of Padlet. The model was used to determine the face and content validity of the observation form. In order to maintain face validity, the items on the questionnaire were provided to two experienced researchers who checked them for absence of ambiguity before being used. The questions were reviewed for content validity in order to prevent making false or misleading claims and to ensure that they are psychologically constructed in order to satisfy the criteria of the research.

## **Findings and Discussion**

### **PRE-TEST and POST-TEST**

This research was mainly conducted as the researcher observed that the participants were having difficulties in constructing simple sentences and also being passive when it comes to the writing lesson especially. Padlet is a free web-based programme that gives a blank wall or free area for the user to publish text, photographs, and videos that can be viewed by anybody with the URL to access it (Rashid et al. 2019). At this point, the use of Padlets has infiltrated a portion of the curriculum. Both instructors and students are

looking for alternate learning material as a result of the online learning system. The usage of Padlets can undoubtedly aid in the development of a learning medium. Padlet is utilised as a medium to help pupils improve their writing performance in this context.

The effectiveness of the use of Padlet was proven from the result of pre and post-test. The result of pre and post-test were presented separately and the researcher examined and compared the result of both the test to analyse how Padlet affects pupils' writing performance. The results for this section help to answer the first research question. The data were presented in both tables and charts. The results are discussed below.

Following verification, the students' responses were statistically tabulated in the form of mean scores and percentages using SPSS Version 27. The percentages and mean score of the pre-test were shown in Table 2.

Table 2  
*Percentages and Mean Score of the Pre-Test*

<b>Pseudonym</b>	<b>Result (%)</b>	<b>Grade</b>
Faiz	56	C (Satisfactory)
Nizam	56	C (Satisfactory)
Adham	54	C (Satisfactory)
Mardina	54	C (Satisfactory)
Faizal	54	C (Satisfactory)
Ryan	54	C (Satisfactory)
Haikal	52	C (Satisfactory)
Fatteh	52	C (Satisfactory)
Ilyas	52	C (Satisfactory)
Aminah	50	C (Satisfactory)
Maisarah	50	C (Satisfactory)
Diana	50	C (Satisfactory)
Sham	50	C (Satisfactory)
Aviana	48	D (Achieve Minimum Level)
Emily	48	D (Achieve Minimum Level)
Eisya	48	D (Achieve Minimum Level)
Amni	46	D (Achieve Minimum Level)
Ikhwan	46	D (Achieve Minimum Level)
Mansur	46	D (Achieve Minimum Level)
Aisy	44	D (Achieve Minimum Level)
Aiman	44	D (Achieve Minimum Level)
Sarah	44	D (Achieve Minimum Level)
Vik	44	D (Achieve Minimum Level)
Vinot	42	D (Achieve Minimum Level)
Mala	42	D (Achieve Minimum Level)
Andy	42	D (Achieve Minimum Level)
Hakim	42	D (Achieve Minimum Level)
Musliha	42	D (Achieve Minimum Level)
Zulaika	40	D (Achieve Minimum Level)
Dharshini	40	D (Achieve Minimum Level)
Nigel	40	D (Achieve Minimum Level)
Sha	40	D (Achieve Minimum Level)
Nisha	40	D (Achieve Minimum Level)
Nithesh	40	D (Achieve Minimum Level)
Dashera	40	D (Achieve Minimum Level)
<b>Mean Score</b>	<b>46.6</b>	<b>D (Achieve Minimum Level)</b>

As shown in the above table, 20 out of 35 pupils obtained Grade C, Satisfactory, ranging from 50% to 56% while, the other 15 pupils obtained Grade D, Achieving Minimum Level, ranging from 40% to 48%. The mean score of the total pre-test was 46.6% indicating that



in average, the participants were only at a minimum level of achievement. According to Bowyer- Crane et al. (2017) and Safataj and Amiryousefi (2016), young learners' achievement in assessments are directly related to the level of understanding and the capability to comprehend the given sets of questions or statements. It was also emphasized that a low level of achievement in the pre-test were a clear indication that the participants were having difficulties in constructing simple sentences when it comes to writing task.

Table 3

*Students' Level of Writing Performance (Pre-test) (Percentage Score Formula CRA based on UPSR)*

The above table shows the result of pre-test. There were 35 students who participated in this research. To classify the data, the researcher made 5 test scores adapted from the rubric

Test score	Level of ability	Frequency	Percentage
80 – 100	Excellent	0	0%
65 – 79	Good	0	0%
50 – 64	Satisfactory	13	37.1%
40-49	Adequate	22	62.9%
0-39	Poor	0	0%

of Percentage Score Formula Criterion Reference Assessment (CRA) based on UPSR. Based on the pre-test result, out of 35 pupils, there were no pupils in the excellent and good level category. There was also no pupils that fell in the last category which is the poor results category. 13 (37.1%) participants were in satisfactory level of ability and another 22 (62.9%) pupils were in the adequate level of ability which was considered as able to achieve the minimum level.

Table 4

*Students' Level of Writing Ability (Post-test) (Percentage Score Formula CRA based on UPSR)*

Test score	Level of ability	Frequency	Percentage
80 – 100	Excellent	0	0%
65 – 79	Good	20	57.1 %
50 – 64	Satisfactory	15	42.9 %
40-49	Adequate	0	0%
0-39	Poor	0	0%

Table 4 is the result of the post-test. Based on the post-test result, none of the participants managed to be in the excellent level of ability. 20 (57.1%) students were in good level of ability, 15 (42.9%) students were in satisfactory level of ability and no students are in the adequate or poor level of ability. Upon implementing Padlet in the process of teaching writing especially the construction of simple sentence, the post-test was administered to determine the learners' improvement in their writing performance. Similar to the pre-tests, the post-tests were reviewed by the researcher with the assistance of the expert teacher. After checking and reviewing, the pupils' results were statistically tabulated in the SPSS Version 27 to obtain the mean score and percentages. The differences between the pre-test and post-test results were analysed to indicate the improvement in their writing performance before and after implementing the Padlet. Table 4 shows the students' level of writing performance for the post-test. In Table 5, the percentages, mean scores and the differences of results of both the pre and post-tests are tabulated.

Table 5

*Percentages, Mean Score and Differences of Pre and Post Tests Results*

Pseudonym	Result (%)		Differences of Results		
	Pre-Test	Grade	Post-Test	Grade	(%)
Faiz	56	C	78	B	+22
Nizam	56	C	76	B	+20
Adham	54	C	76	B	+22
Mardina	54	C	76	B	+22
Faizal	54	C	76	B	+22
Ryan	54	C	76	B	+22
Haikal	52	C	74	B	+22
Fatteh	52	C	73	B	+21
Ilyas	52	C	75	B	+23
Aminah	50	C	73	B	+23
Maisarah	50	C	74	B	+24
Diana	50	C	73	B	+23
Sham	50	C	70	B	+20
Aviana	48	D	72	B	+24
Emily	48	D	70	B	+22
Eisya	48	D	69	B	+21
Amni	46	D	67	B	+21
Ikhwan	46	D	69	B	+23
Mansur	46	D	68	B	+22
Aisy	44	D	65	B	+21
Aiman	44	D	61	C	+17
Sarah	44	D	55	C	+11
Vik	44	D	53	C	+9
Vinot	42	D	56	C	+14
Mala	42	D	54	C	+12
Andy	42	D	50	C	+12
Hakim	42	D	51	C	+9
Musliha	42	D	53	C	+11
Zulaika	40	D	55	C	+15
Dharshini	40	D	54	C	+14
Nigel	40	D	52	C	+12
Sha	40	D	51	C	+11
Nisha	40	D	53	C	+13
Nithesh	40	D	52	C	+12
Dasheera	40	D	50	C	+10
<b>Mean Score</b>	<b>46.6</b>	<b>D</b>	<b>66.4</b>	<b>B</b>	<b>+19.8</b>

From the results of the post-test, 20 out of 35 pupils obtained Grade B, Good, ranging from 65% to 78% while, the other 15 pupils obtained Grade C, Satisfactory, ranging from 50% to 61%. The mean score of the total post-test was 66.4% indicating that in average, the participants had achieved a "good" (Grade B) result. As compared to the pre-test, all of the pupils improved in an average of 18%. As asserted by Bowyer-Crane et al (2017); Safataj and Amiryousefi (2016) obtaining good grades indicated that learners were able to comprehend

the administered questions or statements available in the assessments. It was also highlighted that improvement in assessment grade is a direct result of high to optimum level of understanding in the learning. Hence, the improvement in the results of the post-test showed that the use of Padlet as a tool in writing tasks supported the pupils' learning in constructing simple sentences. Further analyzing the post-tests, based on Item 14 in the observation form, "Pupils are able to score high marks (80% to 100%) for the post-test", all of the pupils were not able to achieve this observed target since the scores obtained were from 65% to 78%. This matter was noted for further research and recommendation.

Apart from that, it was also noted that there was a significant difference between the mean score of both the pre-test and post-test. The mean score of the post-test increased from 46.6 to 66.4. There was a significant increase of mean score which was 19.8. In order to provide sufficient supporting details of the result, the researcher carried out a paired sample T-test to compare the participants' results in both the test. The paired sample t-test was done using SPSS software (version-IBM Statistic 27).

Table 6

*The Results of Paired Samples T-Test*

	Mean	N	Std.Deviation	Std.Error Mean
Pair 1 posttest	66.3714	35	1.497	.253
pretest	46.6286	35	1.405	.238

Table 7: The Results of Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 posttest & pretest	35	.891	.000

Table 8: The Results of Paired Samples Test

	Mean	Std.Deviation	Std.Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2 tailed)
				Lower	Upper			
Pair posttest-pretest	4.057	.684	.116	3.822	4.292	35.115	34	.000

From the test above, there was a significant difference in the scores for participants pre-test (M=46.6286, SD=1.405) and participants' post-test (M=66.3714, SD=1.497) conditions;  $t(34)=35.115$ ,  $p=0.000$ . Since the p-value is less than 0.05, there is sufficient evidence to conclude that using Padlet did improve Year 5 pupils' writing performance significantly.

Derived from the previous pre-test and post-test results, it is safe to conclude that the use of Padlet could improve the students' performance in a writing lesson which has answered the first research question. According to research findings, the writer discovered a substantial difference in teaching simple sentence writing construction in one of Sabak Bernam's schools after introducing Padlet compared before. This study agreed with the findings of (Haris et al., 2017). The data suggested that using Padlet to improve students'

performance in language acquisition is helpful. In this case, the students' performance in writing increased after using Padlet as it can be seen that Padlet has made the students eager to learn writing and has helped them develop writing ideas easily and this was supported by Fadhilawati et al (2020) who state that students' writing achievement in ECC MAN Kota Blitar has also increased significantly after using Padlet as a writing tool.

### **Observation Form**

An observation form was analyzed based on specific criteria, keywords, and patterns related to students' writing performance. The observation form was based on York et al. (2015) Model of Academic Success, which comprises of the following elements: (1) accomplishment of learning outcome, (2) fulfilment in learning, (3) tenacity in learning, (4) attained learning skills, and (5) achievement or academic performance. The observation form was used to observe the pupils' behavioral interaction on the construction of simple sentences through the implementation of Padlet as a collaborative writing tool.

The observation was conducted throughout the six periods of English lesson with the expert teacher to ensure the authenticity and validity of the data collected. The observations were done based on the five elements of Academic Success Model of (1) attainment of learning outcome, (2) satisfaction in learning, (3) persistence in learning, (4) acquired learning skills and (5) performance or academic achievement. Both the expert teacher and the researcher were conducting the observation form together in the class. As the lesson was carried out, the researcher and the expert teacher has taken into consideration both the similarities and differences that they have noticed during the lesson. Any remarks seen during the lesson will be noted on the form. On the seventh period after the intervention of Padlet, both the researcher and the expert teacher had noted the similarities and differences again and made noted on the observation form.

After relevant data were collected, the comments of the researcher and the expert teacher were triangulated to identify similarities and differences of the statements that were noted in the form. Table 4.6 showed the data triangulated from the form based on the elements of Academic Success Model to ascertain the pupils' writing performance during the implementation of Padlet.

Table 9

## Data Collected from the Triangulated Observation Form

Elements	Checklist Items		Written Remarks
Attainment of Learning Outcome	Pupils are able to place subject and verb correctly.	Researcher	Able to <b>distinguish</b> subject and verb correctly.
		Expert Teacher	<b>Recognizes</b> the placement for subject and verb.
	Pupils are able to actively involved and look forward for the lesson.	Researcher	Able to be <b>involved actively</b> in the lesson.
		Expert Teacher	Pupils are <b>active in the discussion</b> and are <b>looking forward</b> to the lesson.
	Pupils are able to collaborate actively while doing the writing task.	Researcher	Able to <b>collaborate actively</b> among peers.
		Expert Teacher	<b>Can ask and answer questions</b> during peer discussion.
Satisfaction In Learning	Pupils show interest in learning actively using the Padlet as a collaborative writing tool.	Researcher	<b>Excitedly asking questions</b> on how to use Padlet.
		Expert Teacher	<b>Interested</b> with the implementation of Padlet and <b>keen in asking questions.</b>
	Pupils have fun while using the Padlet to do the writing tasks.	Researcher	Pupils were <b>cheering</b> when they can see their responses on the Padlet wall.
		Expert Teacher	Pupils were seen <b>chirpy</b> and had <b>loud cheering</b> when they <b>accomplish a task</b> on Padlet.
	Pupils feel encouraged when teacher motivates them to be active in the discussion.	Researcher	Able to participate <b>immediately</b> when teacher prompts them for a task.
		Expert Teacher	<b>Can see a show of hands</b> when they are asked to provide feedbacks on Padlet wall.
Persistence In Learning	Using Padlet as a collaborative writing tool enables active learning to take place effectively.	Researcher	Pupils are seen to be <b>active and determined</b> when it comes to the writing task.
		Expert Teacher	Pupils are <b>less passive</b> and are <b>eager</b> to learn to construct simple sentences using the Padlet.
	Pupils actively take part when it comes to writing simple sentences during group work.	Researcher	Pupils are <b>eager to collaborate</b> and <b>discuss</b> the writing tasks during group discussion.
		Expert Teacher	<b>Can concentrate</b> and <b>focus</b> during group <b>discussion</b> and <b>eager to answer</b> the questions.
	Using Padlet in enhancing active learning enables pupils to be responsible for the own learning.	Researcher	Pupils <b>listen attentively</b> to the feedback and <b>makes effort</b> to <b>correct</b> their mistakes.
		Expert Teacher	<b>Able</b> to put effort in <b>rectifying their mistakes</b> and challenge each other <b>competitively</b> while working on the task.

Acquired Learning Skill	Pupils are able to use Padlet as a collaborative writing tool in constructing simple sentences. (Application skill)	Researcher	Shows <b>good application skills</b> in using Padlet to construct simple sentences.
		Expert Teacher	Can apply <b>what was learnt</b> via Padlet in post-test.
	Pupils are able to determine and identify the subject and verb correctly and able to construct simple sentences. (Critical Thinking Skill)	Researcher	Showed thinking skills in <b>choosing the correct subject and verb.</b>
		Expert Teacher	Able to distinguish subject and verb correctly and be <b>able to construct simple sentences.</b>
	Pupils are able to write a complete simple sentence correctly with less guidance from the peers or teachers.	Researcher	Able to construct a <b>complete simple sentence</b> on their own.
		Expert Teacher	Can construct simple sentence with <b>less errors.</b>
Performance/ Academic Achievement	Pupils are able to write at least 4 out of 5 simple sentences correctly.	Researcher	<b>20 out of 35 pupils are able to construct 4 out of 5 simple sentences</b> correctly.
		Expert Teacher	<b>Most participants are able to complete</b> the sentences correctly.
	Pupils are able to score high marks (65% to 75%) for the sentence writing task.	Researcher	<b>20 out of 35 pupils are able to achieve marks between 65% to 75%.</b>
		Expert Teacher	<b>Most participants are able to obtain desired marks</b> in the post-test.
	Pupils feel more confident in completing writing task using the Padlet.	Researcher	Able to <b>complete</b> the task in desired time.
		Expert Teacher	Can complete the <b>task fast</b> and even <b>helps other students</b> in completing the task.

Based on the five elements that were highlighted in the observation form, the remarks by the researcher and expert teacher were consistent. In the first element, "Attainment of Learning Outcome", the observed participants were able to "distinguish" the difference between subject and verbs and be able to place them correctly in a sentence. Based on the Model of Academic Success, York et al (2015) asserted that learners who are capable of acquiring the three learning verbs, "define", "describe" and "distinguish", had achieved attainment in learning objective. Conway et al (2016); Kamat (2018) also supported this aspect as the ability of learners to utilise mental and cognitive skills in performing descriptive explanations to explicate lesson learnt as evidences of success and accomplishment in learning. This indicated that the use of Padlet as a collaborative writing tool has assisted the learners in being able to distinguish and recognize the placement of subject and verb and be able to construct a complete simple sentence.

For the second element, "Satisfaction in Learning", learners were observed to be highly interested in the design and outline of the Padlet, enjoyed and had fun exploring the Padlet wall and were excited to use Padlet as a tool to learn writing. Learners that exude "joy", "excitement" and "interest" while learning would experience satisfaction in acquiring critical input and had longer or permanent retention on the knowledge learnt (Kord, 2018; York et al., 2015). In the form of an engaging learning tool, Padlet has allowed the learners to undergo a series of simple steps in a fun and meaningful way, so as to encourage comprehension and familiarity in constructing simple sentences. Pechenkina (2019) and

Walker and Rinaldi (2020) also acknowledged the importance of fun learning in lowering learning anxiety and improving learning motivation as part young learners experience towards academic success. Therefore, the use of Padlet as a collaborative writing tool had impacted positively in engaging excitement and comprehension in learning to construct simple sentences.

In the third element, “Persistence in Learning”, the learners were able to exhibit “active”, “determination” and “competitiveness” while using the Padlet to work collaboratively in constructing simple sentences. As mentioned by York et al (2015) in the Model of Academic Success, learners who are persistent in learning have great focus, determination and willingness to compete healthily to obtain success in academic. These aspects were observed among the learners as they worked individually and in groups during the implementation of Padlet in the class. On the same aspect, Hwang et al (2017); Pechenkina (2019) agreed that perseverance, grit and focus heighten individual’s motivation and efforts to achieve success and accomplishment in learning. Apart from that, when it comes to being active in learning, Lumpkin et. al (2015) supported by describing active learning as any practice that encourages learners to engage in any different approaches of learning, involves them with course content, and develops critical thinking as the students apply what they have studied outside the classroom. In this context, using the Padlet as a collaborative tool has encouraged learners to be active in learning at the same time improve their writing performance. Bonwell and Eison (1991) as cited by Yusuk (2020) also asserted that active learning is more preferable to passive learning in the context of fostering students' ability when it comes to thinking and writing. The collaborative writing approach using Padlet as a tool experience allows the learners in their own living space to feel comfortable and less stressed (Woodrich & Fan, 2017). Learning English writing allows them to become more active learners. Planning the writing activity with peers provides comfort and safety even when working with complex writing skills. Support and encouragement from others help ESL learners build confidence in writing in a collaborative environment (Arumugam et al., 2013). Owing to the constructive learning aspects, such environment makes learners feel less hesitant to engage. The support and encouragement from everyone else help ESL learners build confidence in writing in a collaborative environment (Arumugam et al., 2013). Owing to the constructive learning aspects, such environment makes learners feel less hesitant to engage in. To conclude the active development of learners in writing through Padlet is crucial in ensuring that the learning goals are well achieved. As a result, the written product will enable teachers to identify and assess the work. Even though research by Broin and Raftery (2011) describes those certain limitations include challenges in evaluating each learner's contribution, it is essential to keep in mind that Padlet is used explicitly used for writing tasks in groups rather than individual writing. Hence, the use of Padlet as a collaborative writing tool was observed to have successfully created a conducive environment for the learners to perform actively in learning and improving simple sentence construction.

For the observation on the fourth element, “Acquired Learning Skills”, the learners were able to acquire “application skill”, “critical thinking skill” and “problem solving skill” through the use of Padlet while constructing simple sentences. These aspects were observed as learners try to construct the sentences correctly and during the post- test. Based on the Model of Academic Success, York et al (2015) highlighted that attainment of learning skills are indication of improvement in cognitive, perspective and awareness of the learning context towards achieving academic success. This is further supported by Brick et al (2019) as successful language learners have higher cognitive skills to apply and evaluate information,

solve learning challenges and comprehend learning objectives. Collaborative writing using Padlet as a tool was used to enhance the ESL pupils' higher-order skills enabling them to be participative in the classroom. Often while collaborating, students were usually exposed to meaningful and fun group discussions. When it comes to problem-solving tasks, students can develop analytical skills while incorporating their previous knowledge into different contextual situations. The writer must first apply his / her prior knowledge. The following stage of thinking skills is where the writer evaluates the information. Analysis of the information is a significant step in written work. Refusal to do so would end up leaving only knowledge of what the writer has gathered. Information is provided as provided and may have no correlation with what the writer aims to convey. Ultimately, the knowledge gathered needs to be analysed by the good writers. Not all data is accurate and, not all information for writing is useful. Some components of reasoning need to be adhered by the critical thinker. A critical thinker must seek evidence before taking any views when it comes to completing an excellent writing task. Therefore, as observed, using the Padlet as a tool for writing had effectively engaged the learners to apply their knowledge learnt from the writing lesson in order to critically answer and solve writing questions.

For the fifth element, "Performance or Academic Achievement", as observed, learners were able to obtain good scores by using the Padlet as tool to enhance their writing performance. York et al (2015) emphasised that academic success is reflected on the learners' capability to perform and achieve good grades or scores. This statement is also supported by Dehghani et al (2018); Kimbark et al (2017) as academic achievement and success in the form of excellent grades, scores, points and merits indicated that learners were able to utilise their skills, knowledge and comprehension in learning effectively. Hence, from the given observation, using Padlet as a learning intervention, allowed learners to establish simple writing construction and guided them towards attaining high scores and at the same time enhancing the active learning.

From the findings and discussion made on this stage, it was observed that the learners have improved their writing performance and also have been actively participating during the implementation of Padlet. Both the expert teacher and the researcher have witnessed active participation among the pupils as stated in the observation form. The learners were able to attain the intended learning outcome, obtained satisfaction from learning, exhibited persistence in learning, acquired learning skills and achieved good academic performance. Based on York et al (2015), Model of Academic Success, these ideal behavioural interactions signified learners' efforts to achieve and obtain comprehension and insight in learning. The intervention, Padlet, has supported and aided learners' writing performance especially in the construction of simple sentence and at the same time enhanced their active learning.

### **Conclusion and Implications**

In general, respondents believed that using Padlet as a platform for learning writing was an excellent idea. The results yielded positive feedback, as data from pre-test and post-test, observation forms, and questionnaire revealed that the majority of respondents considered the application easy to use, engaging, practical, and appropriate for writing. When Padlet was utilised to teach writing to them, the pupils were seen to be motivated and had a good time. Teachers might also use Padlet to assess students' writing progress and offer feedback on their work. One of the outcomes of this research was that by integrating Padlet, students could be exposed to and experience the usage of online learning platforms for themselves.



They could benefit from the application since it allowed them to practise their writing abilities and receive feedback from their teacher at any classroom settings.

The research has also proved that Padlet can be exposed to primary school pupils especially in the rural area as most studies heavily concentrated on focusing the tertiary and secondary level pupils. Given an opportunity with proper guidance, it can be proved that the integration of Padlet as a collaborative writing tool in improving writing and enhancing active learning can be carried out at any level of education. The use of Padlet in writing has also created a platform for a student-centered learning environment in which students could practise and gain experience using online learning platforms. This study was crucial in the development of teachers' teaching professions because it exposed them to discovering Padlet as a new tool, resource, and strategy that may be useful in nurturing their teaching practises, particularly in teaching English regardless of any skills in particular.

There are advantages and disadvantages to employing technology to enhance whole-class involvement in educational activities. The concept of technology as the great equaliser, especially when the participant has the choice to remain anonymous, is at the top of the list of advantages. If pupils are unsure about their thoughts or whether they have the correct response, the likelihood of failure is reduced when no one knows what answer they wrote. This awareness may allow for more flexibility and experimentation in the learning process. Furthermore, students are lured to the novelty of the technology and appear to want to engage simply to be able to utilise it. Another plus point of meaningful participatory technology is that it may provide teachers with a more full picture of student learning from all students, rather than just a few of the most outspoken or confident ones. The educator can then utilise that data to influence class planning, resulting in a more targeted and authentic engagement between teacher and pupils.

While meaningful participation technology in class has several advantages, it also has significant drawbacks. First, as any instructors can tell, technology is temperamental and unreliable. Internet connectivity comes and goes, and sites fall offline for maintenance at any time (Fuchs, 2014). When you utilise technology in the classroom, you are at its mercy, which may deter some individuals from utilising it. With so many unknowns already present in the classroom, it may appear to some to be an act of insanity to intentionally introduce another one. Hence, keeping all these in mind, the educator should be prepared to face any uncertainty when it comes to introducing Padlet in the classroom. Nevertheless, the advantages definitely surpass the disadvantages and introducing Padlet in the classroom will definitely be beneficial.

Last but not the least, using Padlet in or outside of the classroom, can be worthwhile and yield beneficial results. As a teaching and learning tool, Padlet has found a place in the curriculum. It provides opportunities that both instructors and students are aware of. This study demonstrates that using Padlet inside or beyond the classroom shifts learning from teacher-centered to student-centered. Furthermore, it improves engagement and cooperation, develops language abilities, multiple literacies, and digital skills, and provides students with a personalised learning experience that is tailored to their specific requirements. The findings of this study will assist instructors in better understanding the processes of active learning and improving the writing. This study has also proved that Padlet can be used even among the primary school students who come from a rural background.

### Limitation and Recommendations

There were also some reservations about Padlet's implementation. The researcher had some difficulties in conducting the lesson when the school's internet connection was limited especially during rainy days. Padlet is a flexible online instructional tool that can be used from any device with an Internet connection. (Ali et al., 2018). Padlet's demand for a reliable Internet connection was also identified as a restriction after extensive research. (Anwar et al., 2019; Lestari & Chasanatun, 2018; Taufikurohman, 2018). This subject had been the topic of considerable debate, and it showed that the local education system was still not ready to deploy online learning across the country. The respondents' lack of ICT skills was also a problem (Toti & Abahussain, 2018). This digital competency issue was caused by a lack of exposure and familiarity with Padlet, and pupils needed time to become acquainted with it as stated by Ab Hamid et al., (2019). Hence, it is suggested that future researchers should consider having a strong internet connection to carry out the intervention without much delays and limitations.

The most noticeable issue found in the research process was on the frequency of administration of the Padlet in the writing lesson. Based on Item 14 on the observation form, "... able to score more than 80%", none of the pupils were able to achieve the target as the scores obtained were from 65% to 78%. According to Collins and Wolter (2018); Kimbark et al (2017), for an individual to achieve academic success through good scores and grades, the learning of a particular subject or context should be repeated for a period of time to ensure longer memory retention. For the aspect of the Padlet implementation, this card game was only implemented four times, individually and in groups, throughout the research period. Hence, the short period of implementation did not guarantee enough retention for the learners to perform excellently for the post-test. Therefore, as a recommendation for the next cycle, the implementation of Padlet should be administered repeatedly followed by verbal or simple written quizzes or assessments in order to determine and ensure retention among the pupils.

Last but not least, expanding the language scope in the implementation of Padlet can also be an alternative. The writing lesson was heavily focused to constructing simple sentences to suit the participants' language proficiency and writing performance. The sentence structures were created with simple sentences to ease the pupils' writing comprehension. As the application of simple sentence structures were targeted for pupils with lower proficiency level, those with average or higher proficiency level will not benefit from this lesson in a long run. Brick et al (2019); Kussin et al (2018) asserted that materials that incorporate a variety of sentence formats and structures can promote and enhance pupils' language learning. As a recommendation for future research, the language scope can be expanded by including sentence structures which comprise of simple to complex sentences to suit a variety of pupils' language proficiency level. By doing so, the use of Padlet as a writing tool can be improved to be a versatile learning tool especially for classes of mixed-ability pupils.

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