

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher manufactured the findings and discussions in this chapter after completing the research. The findings' discussion has important implications for every aspect of the research endeavour. The discussion's objectives are to deliver explanations regarding the problem definition and the interpretation of the results in accordance with the relevant theoretical review.

A. Findings

It is important to point out the sources of the data that were used in this study in order to fully analyze its findings. Five different people who are referred to as participants 1 (P1), participants 2 (P2), participants 3 (P3), participants 4 (P4), and participants 5 (P5) actively participated in the creation of the dataset that is being analyzed. The data came from both structured interviews and narrative frames. To acquire a thorough understanding of the experiences and difficulties that participants faced when using Padlet as a platform for English writing, the researcher chose to combine interview sessions with the narrative frame approach.

The five participants were given a set of ten specific questions as part of the research design, with the goal of eliciting in-depth answers that shed light on their viewpoints and Padlet interactions. Concurrently, the participants were

furnished with narrative frames, which functioned as an extra qualitative instrument to record their subjective encounters in a more flexible manner.

In order to complete the current investigation, two research questions need to be answered. The first research question is about the students' experiences of using Padlet as Platform for English writing. Meanwhile, the second research question is about the students' challenges while using Padlet as Platform for English Writing.

1. The students' experiences of using Padlet as Platform for English writing

This part concentrated on the experiences that students experienced when using Padlet as a writing tool in English. To address the underlying subject matter of this research, the information contained in this section will be formed into five declaration sections, each of which will comprise systematic responses to the interview questions put forward by P1 through P4.

a. The inaugural experience of employing Padlet within the realm of English writing.

The importance of the first experience is that it might influence how participants view Padlet as a writing platform and their expectations and first impressions of it. Their later interactions with the tool may be influenced by this initial encounter, which acts as a foundational encounter. It throws light on the learning curve related to Padlet's features and functionalities and offers insights into how easy or difficult participants found the platform after their first exposure.

Following the interview results, P1 initially utilized Padlet in 2020 after receiving the results of a writing project on the platform. It was a suggestion from one of their grammar educators that led to this Padlet introduction. The teacher particularly suggested using Padlet for written tasks, which made P1 want to learn more about the platform. P1 became interested in comprehending and incorporating Padlet's features into their routine writing habit as a result of these first recommendations.

“The first time I discovered Padlet was in 2020, when the Grammar educators ask me to submit the writing assignments in Padlet.”



Figure 4. 1 P1 Padlet’s Writing Assignments

Looking back, P1's experience with Padlet illustrates how their relationship with the platform has changed over time, going from being a suggested tool for submission to becoming an essential component of their writing practice. This progression demonstrates the platform's ability to support collaborative learning, improve the writing process for users such as P1, and fulfil unique assignment needs.

P2's responses to P1 in parallel emphasize a shared educators-facilitated introduction to Padlet, notably from the Grammar 1 course. This consistency in experience indicates that the use of Padlet as a teaching tool is methodical and applies to a number of students in the learning environment.

“I was first introduced to Padlet when taking the Grammar 1 course.”

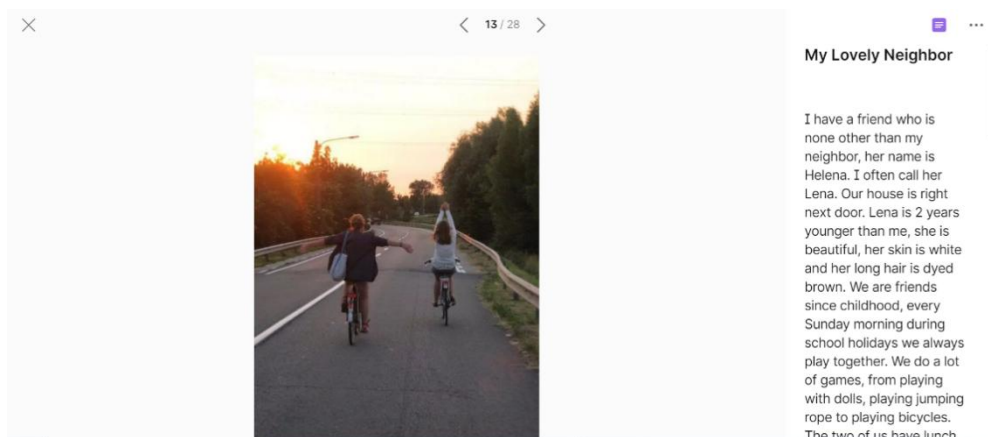


Figure 4. 2 P2 Padlet’s writing assignments

In accordance to the narrative frame, P2's involvement with Padlet started when they published the results of a story writing assignment on the platform for the first time. The use of Padlet was in response to an assignment given by the grammar educators, who gave P2 access to Padlet as a tool to complete the job. The introduction holds relevance when considered in the context of the grammar educators's assignment, which used Padlet to post the story writing outcomes. This exhibit is a creative approach to enhancing the educational process through the use of technology, particularly in grammar-related courses.

P3's approach to Padlet, following the direction of the Grammar 1 educators, is consistent with P1 and P2's experiences. P3 was tasked with writing a story

during this shared experience, and the result of this work was the story being posted on the Padlet platform.

“As I remember, the first time I was introduced to Padlet is while taking the Grammar 1 course.”

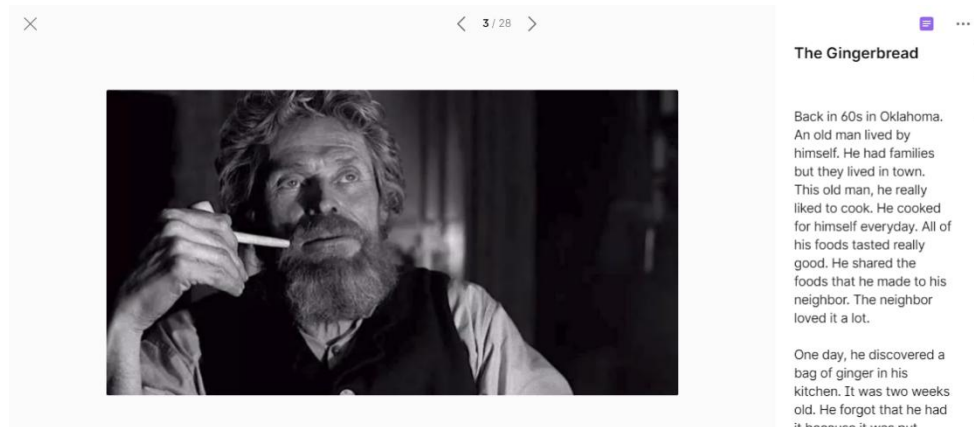


Figure 4. 3 P3 Padlet’s writing assignments

The initial chance to take advantage of Padlet is in the Grammar 1 curriculum, where students are given a writing assignment to demonstrate how easily it may be incorporated into class assignments. The selection of Padlet as a medium for exchanging and exhibiting creative work implies that it aligns with the curriculum's goals of fostering language and writing proficiency. This deliberate integration highlights the platform's adaptability in acting as a venue for student sharing and creative expression in addition to being a tool for submissions.

P4's introduction to Padlet marked the initiation of a dynamic and engaging experience within the grammar course semester. As revealed by the experiences shared by P1, P2, and P3, the proactive introduction by a grammar course educators positioned Padlet as a versatile medium for written expression.

“I was introduced to the Padlet platform when I was in the early part of the semester in a grammar course. Our educators introduced Padlet as one of the alternative media for doing assignments.”

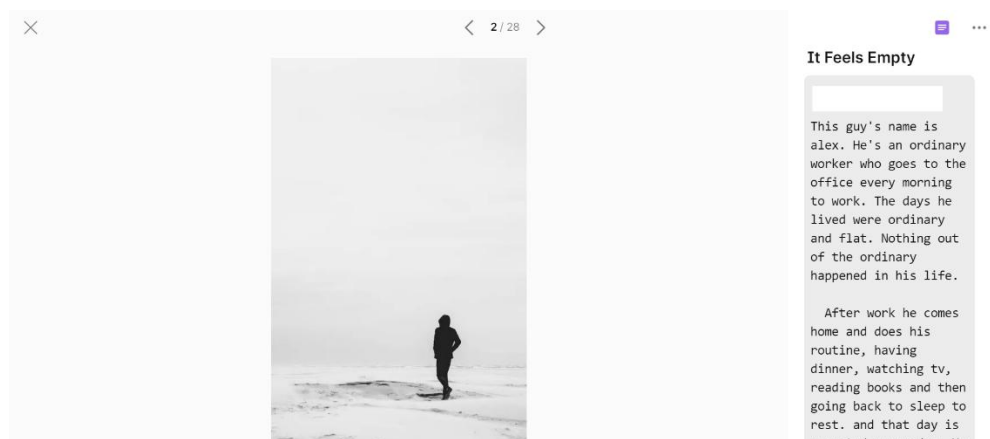


Figure 4. 4 P4 Padlet’s writing assignments

The conscious use of Padlet into the curriculum indicates an understanding of its capacity to transform conventional approaches to writing instruction. Teachers show that they are committed to keeping up with technology changes and using them to improve the learning experience by implementing a dynamic platform such as Padlet. This calculated action is part of a larger trend in education toward the use of digital technologies that promote participation, creativity, and teamwork. P4's perspective within the narrative frame attests to Padlet's significant influence on the writing process. P4 demonstrates real curiosity in the characteristics of the platform, while also acknowledging its significance. The positive feedback Padlet received and the fact that P4 thought it was helpful highlight how well the platform connected with kids and helped them with their writing projects. This encouraging opinion serves to reinforce

Padlet's position as a revolutionary tool that enhances learning and transcends the role of a mandatory instrument.

P5 revealed that following the other participants, that they were initially introduced to Padlet in the Grammar course. At that point, P5 was given a creative assignment by the Grammar course instructor that required them to use the Padlet platform to create works related to prepositions. Students were introduced to a helpful online collaborative tool in addition to grammar basics through this effort.

“I was firstly introduced to Padlet when I was in Grammar class, we learning about preposition text. And our educators ask us to submitting our assignments in Padlet.”

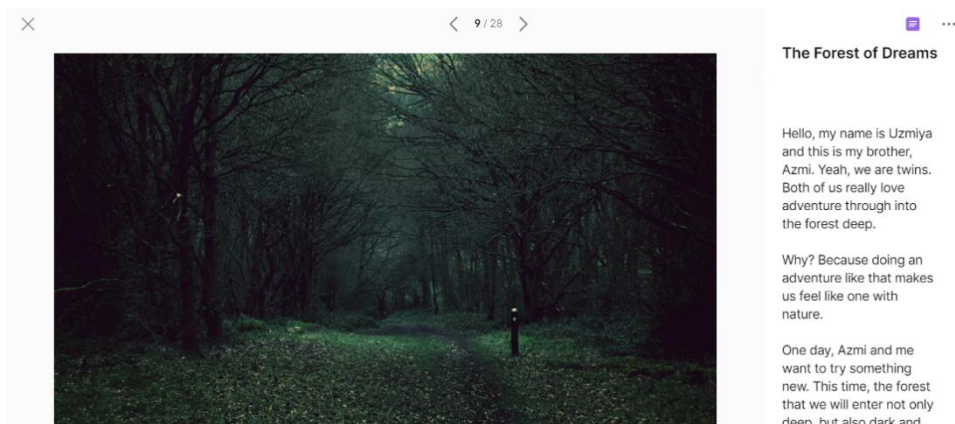


Figure 4. 5 P5 Padlet’s writing assignments

P5 had a singular and meaningful experience attributable to the instructor's willingness to utilize Padlet as an assignment distribution platform. P5 gained knowledge of prepositions as well as proficiency with educational technology while completing the assignment. This gave new perspectives on how to incorporate contemporary resources into conventional instruction to make

learning more engaging and pertinent. P5 and the other students in the class went through a similar experience. The pupils felt united by their shared grasp of work obligations and their mutual navigation of Padlet as a collaborative platform. Due to their same educational background, they were able to collaborate on their learning as well as experience comparable learning paths. Students were able to convey how they understood prepositions through the usage of Padlet in this context, which also helped to create a strong learning community.

All the participants receive a standardized introduction to Padlet's functionality through a well-coordinated approach by their educators. The consistency in participant experiences underscores the effectiveness of instructor-led orientation in providing a comprehensive understanding of utilizing Padlet within the context of writing exercises. This not only facilitates a quicker familiarity with Padlet for students but also underscores the importance of instructional support in maximizing the platform's potential. The instructors' intentional presentation of Padlet as a writing tool reflects their awareness of its capacity to promote participation and collaboration in the writing process, aligning with the current trend towards active and participatory learning. Ultimately, this highlights the symbiotic relationship between advanced educational technology and successful pedagogy, emphasizing the pivotal role of teachers as guides in helping students navigate the digital environment for optimal utilization of tools like Padlet in writing

instruction. This cohesive connection contributes to a more dynamic, innovative, and enriching learning environment.

b. The motivation behind determining Padlet as a writing tool for assignments

This section next focuses on the reasons behind the participants' decision to choose Padlet as the writing assignment platform. Comprehending the rationale and factors that influence this decision is essential to consider the attributes that the participants find valuable and pertinent. It also sheds light on the advantages and distinctiveness of Padlet, which could be its primary draw when it comes to English writing assignments.

P1 goes into more detail in the second question about the educators's opinion on Padlet's writing suitability. The educators stated that Padlet is a suitable tool for creating written content, according to P1. This suggests that the instructor not only highlighted Padlet's usefulness as a platform designed especially for writing but also suggested using it for submitting assignments. The Grammar educators's support for Padlet served as further evidence that it is more than just a tool for submissions and is actually a supportive atmosphere for the actual writing process.

“The reason behind I choose Padlet because my educators said that Padlet is appropriate for writing something.”

Following the narrative framework, P1 emphasizes that in addition to the influence of the instructor's instruction on using Padlet as a writing platform.

The platform's built-in features that actively encourage authorship provide another strong argument. This decision was further supported when students were required to investigate programs designed to address particular language abilities in a CALL (Computer-Assisted Language Learning) course. Because of its specific characteristics and compatibility for the task at hand, Padlet was deemed the best tool by P1 and her peers for learning how to write. Hence, using Padlet for writing assignments not only follows the instructor's instructions but also highlights how useful and successful it is at improving particular language abilities, which makes it an appropriate option for the group study of written expression.

“Apart from being told by the educators to use Padlet, another reason is because Padlet has features that support writing. Like in the CALL course (where in this course we are asked to look for applications that are suitable for certain skills). At that time, my group and I acquired writing skills and we decided to use Padlet because this tool was very suitable for writing.”

P2's decision to choose Padlet as a writing platform is significantly affected by its adaptability in terms of accessibility across various devices. The ability to move between laptops, PCs, and smartphones with ease allows P2 to pursue their writing activity without obstacles, regardless of the device they are operating. Because Padlet is so flexible, it fits in well with people's varied preferences and working methods as well as the modern lifestyle, in which people frequently switch between devices for different tasks.

“Because Padlet is a flexible and online-accessible platform that can be used via smartphones, it has made writing more enjoyable and adaptable to the changing times.”

Additionally, Padlet's flexibility is essential to improving P2's authoring process. P2 may write anytime inspiration strikes, no matter where they are—at home with a computer or on the go with a smartphone—thanks to the seamless device transitioning feature. This cross-device portability provides P2 with a flexible platform that adjusts to their dynamic writing preferences, which is in line with the modern, mobile nature of academic and creative work. Because Padlet can handle multiple devices, it is not only easier for individuals to write alone but also for groups to collaborate. Whatever device they are using, P2 may readily access their work, edit it, and interact with others. This collaborative tool fosters a sense of community and shared creativity in addition to streamlining the writing process.

Apart from the instructor's suggestions, Padlet's usability was a major factor in P3's decision to use it as a writing platform. Padlet's web-based software, which can be used from several devices, perfectly suits P3's requirements and tastes. Because it makes it possible for P3 writers to interact with Padlet from a variety of devices in addition to computers, this accessibility feature has become an essential part of their writing process. This increases user convenience and flexibility.

“I choose Padlet, because Padlet offers ease of use and attractive features, it can be accessed from any device.”

In addition to being easily accessible, Padlet provides a wide range of features that help to improve the calibre of the published works on the platform. With these capabilities available, P3 has an abundance of tools at their disposal to improve and enhance the quality of their writing on Padlet. Through Padlet's toolset of collaborative features, multimedia integration, and organizing capabilities, P3 can create a writing experience that is more impactful and comprehensive. To sum up, Padlet's feature-rich tools and accessibility make it a rich and flexible platform for P3's writing aspirations. This shows how well considered platform design can meet the diverse needs of users and enhance the writing experience.

Following on P4's perception, Padlet's user-friendly interface stands out as a major benefit, offering a smooth forum for idea expression and content creation. To remove obstacles for users such as P4, Padlet's design intentionally keeps things simple. This allows users to participate fully in the creative process without having to go past difficult technological obstacles. The focus on usability gives a warm welcome to consumers who may be less tech-savvy or familiar while simultaneously serving the needs of the well-versed in technology. P4 feels that Padlet's design supports the idea that technology should support writing and creative expression rather than obstruct it, based on their positive experience with the platform's user-friendly interface.

“I decided to choose Padlet, since Padlet media is fairly simple to use but does not make it minimal in terms of feature. It is mean there a lot of good features despite the platform was simple yet easy to utilize.”

Expanding on P4's observations, it is clear that although Padlet has an easy-to-use interface, it also contains a wealth of useful features that greatly enhance the writing experience. The platform's adaptability is evident in the way that users, including P4, can easily add links, videos, photographs, and other features to their compositions, encouraging a more structured and ordered approach. Users can improve the quality and appearance of their written content with the help of Padlet's many functionalities. The fact that P4 realized these advantages was a major factor in their choice of Padlet as their writing platform.

The Padlet platform's accessibility and user-friendly interface are the main reasons why P5 is fascinated by its unique qualities. The whole educational experience of P5 has been improved by the simplicity of using Padlet, which has expedited the learning process. P5 is able to concentrate more on the collaborative and content-based elements of the assignments given during the Grammar course because of the platform's easy to use interface.

“Because Padlet is a unique platform that can be accessed easily on our browser, that’s why I decided to choose Padlet as my writing tools.”

P5 also values how easy it is for students to communicate and work together through the use of Padlet. The way the platform has been structured encourages interaction, making it simple for P5 and other users to exchange ideas, offer criticism, and work together on prepositional initiatives. Because of Padlet's collaborative feature, which encourages community among students, classic learning activities have become dynamic and interactive experiences.

The fact that P5 had a good experience with Padlet emphasizes how crucial user-friendly technology is to education. The platform helps create a positive learning atmosphere in addition to being a tool for academic work. Padlet is a useful tool for P5 because of its collaborative capabilities and accessibility, which highlights the importance of introducing cutting-edge and approachable technologies into the classroom.

Participants give a variety of explanations for their selection of Padlet, but in general, they use it mostly because it displays features that make writing easier, in addition to the educators's advice. The main draw for users is Padlet's abundance of capabilities, which give them flexibility and ease while creating written pieces. These varied features let users create more organized and rich written articles by allowing them to include links, videos, photographs, and other components. The importance of these qualities also indicates how conscious the participants were of the need for a tool that would help them write more easily and give them creative and expressive ways to share their ideas. Beyond its technical features, Padlet as a writing platform gives users a deeper, more comprehensive writing experience while they work on their assignments.

c. Padlet enhances collaboration and interaction among users through its platform features.

The primary purpose of this section is to highlight the research findings regarding how Padlet's diverse features enable user collaboration and interaction. With its practical and easy-to-use features, Padlet offers a vital

role in facilitating user engagement and collaboration. Its capacity to offer a virtual environment where users may participate, exchange ideas, and communicate successfully is one feature that sets Padlet apart.

P1 explained that one of Padlet's advantages for facilitating student interaction and collaboration is the ability to make use of the available comment option. Students can give comments on the written works that their peers have uploaded on Padlet through the use of this function. This suggests that Padlet functions as an interactive tool where students may participate in fruitful debates and provide comments on each other's work in addition to being a place to display written pieces.

“Based on my experience after using it, Padlet provide comment section where students can have interaction each other like giving opinion about the result of the students’ writing.”

On top of that, students are encouraged to connect and to provide constructive criticism toward one else through the Padlet comment feature. P1 is probably appreciative of the deeper level of involvement this feature fosters by allowing students to exchange viewpoints, pose inquiries, or make recommendations to improve the caliber of their peers' work. Students can actively participate in each other's learning processes in Padlet's collaborative area thanks to the comment section's interactive features. Also, Padlet's real-time updating capability makes sure that conversations and teamwork are quick and lively. Others can quickly reply and expand on the ongoing debates as students publish their creations and leave comments. Students feel more

connected to one another as a result of this real-time feature, which promotes collaboration outside of the conventional classroom.

The remark made by P2 highlights how versatile Padlet is as a platform that goes beyond traditional writing tools. Padlet has become more than just an online portfolio; It is a vibrant community where students can have deep and meaningful conversations with one another. It fosters a culture of constructive criticism and improves the collaborative atmosphere when users are able to provide detailed feedback on each other's writing.

“Padlet also facilitates interaction with peers; friends can provide direct feedback on our writing, and we can likewise view their written works there.”

Padlet's interaction feature, with its communal nature, creates a space where different points of view are not only accepted but also embraced. According to P2, Padlet develops into a virtual environment where students are free to express themselves and feel that their efforts are appreciated. Through the exposure of students to a variety of writing styles, approaches, and viewpoints, this diversity of thinking enriches the learning process as a whole. Lastly, P2's observations highlight Padlet's potential as an exciting and dynamic instrument for group writing and education.

P3's involvement in writing exercises on Padlet has revealed the platform's potential to promote meaningful student connection. Reading one other's writings on the same page fosters a collaborative atmosphere where people can experiment with different writing philosophies and styles in a common digital

area. Students have a lively opportunity to ask questions, offer helpful criticism, and show gratitude for the work of their classmates in the comment area.

“In writing exercises, Padlet can facilitate interaction among students by allowing them to read each other's writings on the same page while providing a comment section to respond to their peers' work.”

This participatory element fosters a sense of community among students in addition to improving the learning process. The smooth flow of ideas is made possible by Padlet's user-friendly interface, which enables real-time communication beyond the conventional confines of a physical classroom. P3's experience demonstrates how well the platform works to foster collaborative learning, in which students actively interact with and gain knowledge from one another's writing, resulting in a more engaging and dynamic learning environment.

The features of sharing and commenting on Padlet not only facilitate interaction but also create a dynamic space for collaborative writing endeavors. P4, along with other users, can seamlessly share their written work, opening it up for constructive feedback and input from peers. This real-time exchange of ideas fosters a sense of community within the virtual writing environment, where individuals can learn from each other, share insights, and collectively improve their writing skills. Furthermore, the comment feature on Padlet serves as a catalyst for the refinement of written content.

“After using Padlet in while, I think the share and comment functions, can aid in interaction and discussion when using Padlet. In this example, we can

use Padlet to discuss assignment results, analyse one other's work, and even give ideas and constructive criticism using the comment option.”

P4's example illustrates how Padlet becomes more than just a platform for showcasing individual work it transforms into an interactive space where users engage in meaningful discussions about the intricacies of writing. Through this collaborative aspect, Padlet not only becomes a tool for individual improvement but also a communal hub where users collectively contribute to elevating the overall quality of written content.

As P5 points out, integrating Padlet provides a new dynamic in the learning process, especially when it comes to students sharing and grading each other's work. It fosters transparency and increases students different methods for finishing tasks when there are elements that let them read each other's written work or assignments.

“As I can see in padlet, students can see their work each other. Also we can giving comments in each other works because Padlet provide comment section features.”

The ability to remark on Padlet adds a substantial interactive element to the learning process. Students can participate in in-depth group discussions in addition to giving direct criticism on each other's work. Comments on written works become more interactive, creating a forum for fellow students to share ideas, offer helpful criticism, and encourage one another. More importantly, encouraging students to leave and receive comments on Padlet has an impact

on the growth of the learning community as a whole in addition to the students themselves.

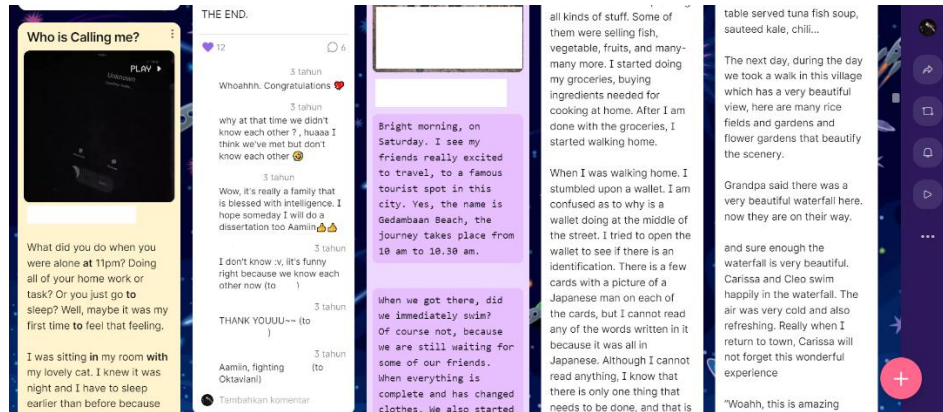


Figure 4. 6 Students' interaction in Padlet using comment section

The advent of Padlet as a forum for exchanging and discussing the written works of classmates has clearly changed the educational process for each individual. Through their active participation on the platform, participants have not only adopted a novel approach to collaboration but have also undergone a paradigm shift in their learning methodology. Because Padlet is interactive, it fosters a sense of community among users and provides an atmosphere where users can benefit from each other's viewpoints and talents.

Participants are actively contributing to a collective collection of knowledge as they work their way through the sharing and commenting process on Padlet, in addition to exchanging information. Participants can truly feel like they belong in this virtual area because of the welcoming and encouraging environment that Padlet creates, which goes beyond typical classroom limit is. Their desire to actively contribute and share their original views is greatly increased when they feel valued and acknowledged.

d. Using the Padlet feature to help with English writing improvements

The results of using Padlet as a tool to improve English writing abilities are the main topic of discussion in this part, which also offers an interactive and collaborative learning environment. A crucial component that facilitates writing education is the collaborative whiteboard. Students may communicate with one another, exchange ideas, and work together to complete a piece of writing on this board. Through this collaborative method, students may learn from each other's writing styles in addition to improving the essay's substance. Furthermore, peer editing and feedback tools might improve students' writing quality.

P1 additionally highlighted the value of the bold text feature in improving the readability and emphasis of particular words or phrases in the written material. From P1's point of view, pupils can successfully discuss and convey certain nuances in their writing with the help of this functionality. The ability to highlight important ideas with bold text enhances the written expression's expressiveness while also making the content easier to understand overall.

“In my opinion, the feature which can bold a word and the feature which can differentiate spoken sentences.”

P1 contends that according to the narrative framework, in addition to the bold text feature—which is useful for emphasizing particular words or phrases inside a paragraph—there are a number of other aspects that are helpful for writing. The capacity to distinguish spoken sentences from regular sentences is another noteworthy trait. This is especially helpful in short stories when

characters communicate. There's also the comments option, which lets other students provide suggestions and praise for the writing. The Padlet platform offers a more dynamic and collaborative writing experience thanks to this versatile feature.

“In my opinion, there are three useful padlet features. The first is the bold feature, like in the grammar assignment, the educators asks students to highlight words that contain prepositions in the short stories we write. Apart from that, there is also a feature that can separate ordinary sentences from spoken sentences. This is especially useful in short stories if a character says something. And the last one is the comments feature where my friends can provide input and appreciation for my writing.”

In conjunction with assisting in their growth of writing abilities, P2 thinks Padlet is a flexible platform with an extensive range of features that enable students to improve their speaking, listening, and reading abilities. The platform makes it possible for students and teachers to interact with one other in a smooth virtual classroom setting.

“Padlet offers numerous features for students to develop listening, speaking, reading, and writing skills. Students can interact with the teacher as if they were in the classroom. They can upload writings and videos showcasing their writing and speaking abilities. Other students can read and watch the videos or writings of their peers.”

Students are able to actively participate in sharing their work by having the option to upload written pieces and films that demonstrate their writing and

speaking abilities. Furthermore, the platform creates a dynamic space for the sharing of ideas and the development of skills by fostering a collaborative environment where peers may read and observe each other's contributions. As a result, Padlet shows it itself to be an inclusive and engaging tool that enhances language acquisition for a variety of skill levels.

With the various features provided by Padlet to support the writing process, in the narrative framework, P2 finds the commenting feature particularly helpful. Through this feature, other users can provide opinions and feedback on the written works published by P2. This creates an interactive space where P2 can receive constructive feedback from fellow users, opening opportunities for further improvement and development in their work. The commenting feature not only serves as a means to share ideas but also strengthens the collaborative dimension of the platform, making P2's writing experience more dynamic and interactive.

“Also the comments feature, because from that feature I can get responses and suggestions from friends.”

Along with the way users engage on The Padlet as a writing platform, P3 considers the comment section to be a very helpful element when writing. P3 asserts that the comment area can make a substantial contribution to the improvement of writing abilities. With the help of this feature, students can provide feedback and edit is to one another, encouraging a collaborative atmosphere that helps them become better writers.

“The comment section can help students provide suggestions and corrections to each other, allowing them to improve their writing skills.”

The comment area is a useful tool for providing constructive criticism since it creates a forum for students to discuss important topics, hone their writing skills, and work together to continuously improve their writing.

P4 contends that the publishing wall on Padlet, which facilitates the sharing of writing, is its most beneficial feature. Everyone has access to this wall, thus anyone can edit and improve the written text here. Padlet's main goal is to enable users to share their writing projects while including many references from other authors. Users can also get insightful recommendations from other readers.

“In my opinion, the most helpful one is the publishing wall for sharing our writing, it can be accessed by everyone, so other people can give some correction and improve my writing.”

This feature turns out to be quite beneficial in improving writing quality. It enables for the interchange of opinions and thoughts from different people, going beyond the writer's point of view when putting together a piece of work. Users such as P4 can benefit from others' opinions and develop a deeper understanding of their own work by exchanging and accessing the many points of view on the publishing wall. This cooperative element greatly enhances and polishes the writing by fostering a social and interactive environment where writers can develop their abilities together.

P5 states that written forms or wall publishing can be a very useful tool for raising the standard of English language instruction. Because of the ability to embed images or videos into texts, students can better understand the course material and make it more engaging. For example, a teacher can use situational photos or a presentation film to demonstrate how to use a particular word or phrase. This not only offers better comprehension of the context of the English language, but it also optimizes visual learning that can be an effective tool for various learning styles.

“Beside written form, the teacher can add some pictures or video to give some additional material that can be accessed by all students in the Padlet page.”

In addition, the comment section works well for English writing. Anybody who has access to the written content published on Padlet is able to leave comments and recommendations. Educators in particular are able to provide input on the written results. Through meaningful exchanges and feedback loops, this interactive feature not only promotes teamwork and productive conversations, but it also creates a nurturing learning atmosphere where people may improve their English writing abilities.

“The comment section also quite helpful for writing. There , every student in that page can see each other writing and give or receive comment as suggestions. Beside that, educators can also give feedback with it.”

As a consequence, Padlet has a number of tools and features that can be included into a writing platform. According to the findings of the participant

interviews, most of them generally state that the commenting option is quite useful when writing. With the help of this function, users can give feedback to one another, encouraging a cooperative atmosphere where people can exchange ideas and recommendations to improve the overall standard of written content. Apart from the comment function, Padlet provides an adaptable and intuitive interface that facilitates the smooth incorporation of multimedia components into textual content. It is easy for users to add pictures, videos, and other visual aids to go along with their written work, which enhances the presentation's overall quality and comprehensiveness. This multimedia integration offers readers and producers a dynamic and interactive experience while also accommodating a range of learning styles.

e. Padlet influenced in development of students' English writing skills.

This section is going to concentrate on the different viewpoints of the participants regarding Padlet's impact on their writing skills development. Many individuals have stated that using Padlet really increases their desire to write. A more lively and pleasurable learning environment is produced by the platform's interactive interaction and sharing features. They are also inspired to keep improving as writers because they feel as though they are getting candid criticism from other Padlet users, which creates a positive sense of community. Additionally, most participants say that Padlet has helped them get over their anxiety about being judged. This platform's openness and capacity for user-to-user sharing of works create a welcoming environment for experimentation and error learning.

As P1 stated, there was a noticeable improvement in P1's writing skills following the use of Padlet. This development can be ascribed to the insightful lessons learned from making use of Padlet's capabilities, which were essential in improving the caliber of student writing that was posted on the site. In addition to making the process of publishing written works easier, P1's practical use of Padlet's capabilities helped them become better writers. Because Padlet is interactive and has a wide range of tools, students like P1 were able to explore different areas of composition and found themselves actively engaged in the writing process.

“After using Padlet in a while, my writing become better.”

However, P1 makes it evident that Padlet has been essential to the growth of writing idea development. P1 gets the chance to read and understand the written works of others, acquiring important ideas and inspiration in the process, thanks to the extensive usage of Padlet by other users. Because Padlet encourages collaboration, users can share a variety of viewpoints and writing styles, which broadens P1's comprehension of various methods for content creation and narrative storytelling.

“With Padlet, I feel my writing has become better in terms of finding ideas for writing. This is because we can see other people's writing in this tool so that it can be used as a reference for our writing.”

Additionally, P1 emphasizes how Padlet has enhanced its grammar. Grammar related terms on the platform can be bolded, which aids P1 in more accurately recognizing and comprehending grammatical structures. This tool

acts as a visual assistance to help identify patterns and grammar rules. The experience of P1 highlights how Padlet not only promotes the development of basic writing mechanics but also fosters creative expression, which adds to a more all-encompassing improvement of writing abilities.

“Apart from that, the grammar in my writing has also become better because during grammar courses I can highlight certain words related to grammar.”

An additional dimension of universality is added to P2's writing experience by the accessibility of Padlet as an online platform. P2 can interact with a wide variety of viewpoints and writing styles because it is open to anyone, which enhances the learning process. Because Padlet is collaborative, people from different backgrounds may share their ideas and works of art, creating a sense of community.

“With Padlet, I became excited about writing because I could learn and read English writings from many people. For example, from my friends who are quite advanced in writing, I can implement their vocabulary into my own writing.”

P2's comprehension of English writing is expanded by this communal element, which also offers a nurturing atmosphere for development. Additionally, P2 can benefit greatly from the abundance of written contributions on Padlet as a resource for language development. Increasing one's vocabulary and internalizing grammatical structures are two benefits of exposing oneself to diverse expressions and linguistic nuances for P2. Padlet's

interactive style, which allows users to interact with each other's material and leave comments, fosters a constructive feedback loop for ongoing improvement.

In the realm of writing, the freedom and comfort offered by Padlet serve as catalysts for P3's motivation to cultivate and express their ideas. Padlet's provision of freedom empowers P3 to explore their creative concepts in the most fitting manner, unencumbered by physical limitations. The platform's user-friendly environment not only facilitates this exploration but also encourages P3 to venture into more profound and intricate ideas.

“With the freedom provided, I am motivated to explore the ideas I have and express them in proper English writing conventions.”

Within the narrative framework, P3 acknowledges that the utilization of Padlet has played a pivotal role in their journey toward a better understanding of grammar and the nuanced use of phrases in writing. By observing the writings of others as a reference point, P3 gains fresh insights into the effective structuring of sentences and the precise application of phrases. This recognition underscores one of Padlet's primary advantages: its role as an interactive wellspring of inspiration and learning, offering writers a dynamic platform for growth and skill development.

“I feel the development on grammar and the use of phrases, because i can explore my skill by looking at my friends' works as references.”

P4, in using Padlet, places a significant focus on understanding the reader's reactions when perusing the written content shared through the platform. The primary consideration is whether the written outcomes are deemed satisfactory

or require further development. P4 attests that comments from other users serve as a valuable tool, fostering awareness that their written work may still require refinement, both in terms of vocabulary and stylistic elements.

“My main focus in using the Padlet is how I can examine the reader's reaction when assessing whether my writing is good enough or still needs development. Comments from others make me realise that there are many things that I need to improve and from the Padlet I can find out what kind of development I should take, such as increasing vocabulary related to my writing, using the right words, word order, and language style used.”

Also outlined in the narrative frame, P4 perceives noticeable progress in writing style, grammar, vocabulary, and confidence in sharing written content after utilizing Padlet as a writing platform. This indicates that Padlet not only serves as a space for sharing but also as a catalyst for personal growth and improvement in various facets of writing skills.

“Writing style, grammar and vocabulary and also my confident in sharing my writing.”

P5's experience indicates significant improvements in writing grammar, vocabulary, and word choice, which are related to Padlet's user-friendly interface for users of all skill levels. P5's ability to easily access other people's written works on Padlet has been crucial to their writing progress. Through the use of the platform, P5 expands their vocabulary and enhances their language usage by incorporating the concepts and writing styles of others into their work.

“I feel the development of my writing abilities in grammar, vocabulary, and my choice of words. This development happened because I can see my friends' work and receive some comments from them.”

P5's development has been greatly aided by Padlet's interactive capabilities, especially the commenting tool. The opportunity for others to offer helpful criticism gives P5 insightful information that helps them assess and improve their work. This feedback method provides advice on word choice and general writing structure in addition to aiding in the identification of grammatical problems. Because of the community's collaborative character, Padlet has developed into a source of ongoing learning for P5, creating a setting where users encourage one another's writing development.

All of the participants have generally seen a considerable improvement in their writing skills, especially when it comes to grammar and vocabulary. The sharing and collaboration of ideas and experiences between users has been made possible by the use of Padlet as a platform. It is clear from this that language abilities and sentence structures have improved as a result of group learning via interaction with different writing styles and viewpoints on Padlet. All of the participants concur that interactive features like comments and bolding to draw attention to words linked to grammar have been helpful in improving and honing their writing skills. Participants are also encouraged to keep improving their writing talents by the encouragement and variety of ideas found in the Padlet community. All in all, the pleasant experiences that each participant had with Padlet demonstrate that it is a useful tool for improving

writing vocabulary, sentence structure, and language ability in addition to being a platform for exchanging written works.

2. The students' challenges while using Padlet as Platform for English writing

In this phase, the main objective is to understand the challenges faced by participants when interacting with Padlet in the context of English writing activities. The questions are designed to delve into a profound understanding of specific aspects that may pose challenges, such as language differences, interface layout, or special functions that might be confusing.

a. The Padlet platform uncomplicated to operate for first-time users

Participants will share their perspectives on using Padlet as a user-friendly platform in this section, especially for those who are just getting started. The onboarding process is streamlined by Padlet's user-friendly interface, which has been appreciated by many users. Participants frequently draw attention to the platform's ease of use, highlighting how accessible it is to people with different degrees of technological proficiency.

When using Padlet for the first time, P1 initially struggled with its adoption because they thought it was a difficult platform to use. The reason for this issue was P1's lack of Padlet experience. Situations like this one might be seen as an essential part of learning, as people have to become used to using new tools or technologies. It can take some time for people to get used to a platform's features and operations, which can make them first feel alienated. P1

recognizes that research and patience will be necessary to increase their understanding and comfort level with Padlet.

“I find Padlet is not easy at first time using it, because I am still not familiar with the interface and how to use it.”

Adding to P2's firsthand experience with Padlet, P2 expressed confusion when utilizing Padlet for the first time, highlighting the importance of intuitive user interfaces and thorough onboarding processes. How well consumers can browse and use a platform is a major factor in achieving a pleasant user experience. What happened to P2 is an example of a typical problem that arises while learning how to use a new tool for the first time. In order to help users like P2 overcome any doubts and fully utilize the site, it is imperative to provide clear instructions, tutorials, or easily available assistance channels. Assuring a more seamless transition for users in their initial interactions with Padlet is made possible by this user-centred approach.

“I do not think Padlet is easy to use at first time, I find some difficulties regarding on confusing about how to use it or uploading the writings on Padlet.”

Against the encounters that P1 and P2 experienced. P3 says that if you understand how to use it, Padlet is easy to use and does not cause problems. This disparity implies that different users have different experiences; perhaps some people take longer to become used to the Padlet interface and features than others. Because P3 believes Padlet is easy to use, it provides an extra perspective on the range of user experiences that could occur with the platform.

“In my opinion, Padlet is easy to use. This was evident when I first used it, I could quickly understand how to navigate Padlet.”

On the other hand, P4 shares the same sentiments as P3, believing that Padlet was an easy-to-use platform when they first started using it. Despite the fact that Padlet is perceived as a basic platform, P4 emphasized the importance of not undervaluing its functionalities. P4 learned that Padlet contains a wealth of aspects that can be used to produce written works and support the growth of writing. This comment from P4 reflects their good opinion of Padlet's adaptability and potential as a tool that goes beyond a basic platform and inspires people to use it in more inventive ways.

“Padlet is fairly easy to use but that does not mean its features can be underestimated.”

P5 emphasizes how extremely user-friendly Padlet is, similar to the viewpoints of P3 and P4. When utilizing Padlet for the first time, P5 had no trouble at all, confirming the platform's usability. The fact that several users, including P5, consistently report favorable experiences highlights Padlet's accessibility and ease of use, making it a hassle-free and easy tool for those using it for the first time. Such comments support the platform's standing as offering a simple and pleasurable user experience, encouraging users to feel confident and satisfied.

“For me, it is very easy and I got no difficulty when I'm using Padlet.”

Users' experiences with Padlet differ greatly from one another. It is acknowledged by most users that Padlet offers an intuitive and easily navigable

user interface. On the other hand, some users find Padlet difficult to use, particularly when they are using it for the first time. The degree to which each participant comprehends technology or user interfaces may have an impact on this perspective.

It is vital to keep in mind that different people have varying degrees of comfort and ability when utilizing platforms such as Padlet. Depending on their level of experience and technical knowledge, what one individual deems simple may be difficult for another. Because users are diverse and have varied degrees of comprehension, variations of opinion in this topic are therefore regarded normal.

Clear instructions, tutorials, and technical support can help lower obstacles for users who might initially encounter difficulties. This can guarantee that users from diverse backgrounds can access and fully exploit Padlet's capabilities, making for a more favourable overall experience.

b. The challenges in understanding the main functions of Padlet for writing in English

People can share their literary works on Padlet, a website that functions as a digital portfolio. However, people may encounter various levels of difficulty depending on their particular strengths and weaknesses. The participant's experiences with comprehending the main features and applications of Padlet in English writing will be highlighted in this section.

Depending on the things P1 indicated, P1 said that they needed some time to become acquainted with all of the features and functionalities available

because the Padlet interface could initially appear confusing. Challenges might have to do with using authoring tools, handling material, or exploring Padlet.

“When using Padlet, I found difficulties regarding the main functions of Padlet, it is took me a while for understand the main interface.”

However, P1 understands that with practice and additional research, one's comfort and skill level with Padlet can grow with time. In order for organizers or facilitators to offer the proper support, such as extra direction, training, or other resources, it is crucial to share P1's experience. It is possible to improve participant happiness and efficacy by implementing modifications and enhancements to the use of Padlet in the context of English writing activities by exchanging experiences and listening to input from users such as P1.

In contrast, P2 perceives things that are different from P1. After receiving clarifications from the concerned educators, P2 began to understand Padlet as a writing platform on a deeper level. P2 benefited from the educators's guidance and suggestions in better understanding how to make the most of Padlet capabilities within the context of writing assignments. Despite this, P2 indicates that the Padlet is difficult to use.

“I didn't experience any difficulties on understanding Padlet, because the purpose of using Padlet for writing was already explained by the lecture who asks me to use Padlet.”

This improved comprehension emphasizes how important mentors are in assisting participants in navigating the initial phases of utilizing a new

platform. P2 may now begin to see how useful Padlet is for assisting with their writing assignments, and this might provide the groundwork for future advancements in proficiency and inventiveness when utilizing Padlet for English writing assignments.

Similarly, to P3, the experience of P3 emphasizes how important it is for educators to provide good advice and education in order to facilitate students' understanding of sophisticated platforms such as Padlet. For users such as P3, the educators's ability to explain things clearly and offer support is crucial to their ability to quickly understand the features and make the most of them. In addition to facilitating a more seamless onboarding process, this constructive contact between instructors and participants also builds a user base that is more self-assured and empowered. P3's quick understanding of Padlet following instruction highlights the significant influence that educational assistance can have on users' entire platform experience and skill level.

“I could understand the main functions of Padlet because our educators explained it is purpose when we were asked to use it.”

The simplicity and ease of use of the Padlet platform can be seen by P4's experience with it. Given that there are not any major obstacles, Padlet's interface and design appear to be part of what makes using the app easy and seamless. Padlet is more user-friendly and accessible to people with different degrees of technological ability because of the clear instructions that are supplied for utilizing it. For people who might not be as comfortable using digital platforms, Padlet's user-friendly feature is essential to creating a

welcoming and inclusive atmosphere. Given that Padlet is made with ease of use in mind, P4's impression of it as a simple tool can inspire other users to boldly explore its features.

“Not much; as I've already mentioned, It is really simple, which implies that using it isn't too difficult because the instructions for using Padlet media are also fairly easy to understand.”

P5 expresses a similar viewpoint as other participants, claiming that they had little trouble comprehending Padlet's primary features. The educators' instructions on how to use Padlet were credited with making the material easy to learn. P5's experience highlights how important it is to provide users with clear guidance and instructional help to enable them to understand Padlet's basic capabilities. It also highlights the importance of effective communication and education to overcome any obstacles.

“I didn't find any challenges, before we use it, our educators has explained about how to use the platform.”

The favourable experience of P5 emphasizes how important it is to have instructional support, especially from the educators, to ensure a seamless introduction to Padlet. P5 seems to find great assistance in confidently navigating the platform's capabilities thanks to the educators' clear instructions. In particular, for users who might not be familiar with the platform, this emphasizes how crucial instructional help is to improving the entire user experience.

When users are provided with comprehensive explanations and easy-to-follow instructions, there is a greater chance that they will easily comprehend and make use of Padlet. The individual instances of P2, P3, and P5 highlight the collaborative effort between educators and users, underscoring the significance of establishing a supportive learning environment to optimize the advantages of technological platforms such as Padlet. It also supports the idea that educational interventions can make a big difference in how proficient and at ease users are with using these technologies for language development and other educational goals.

c. The internet connection trouble while using Padlet as writing platform

Due Padlet is an online program that can be accessed by internet-connected devices, it periodically experiences accessibility issues because of insufficient signals or disturbances. Participants discuss their struggles and experiences with Padlet connectivity in this setting. It becomes imperative to have a reliable internet connection, and problems like poor signals or outages could make it difficult to use Padlet smoothly. When connectivity problems arise, participants could find it difficult to post content, give immediate feedback, or participate in cooperative activities. By exchanging these firsthand accounts, we may develop a shared awareness of the difficulties presented by connectivity problems and stimulate research into possible fixes or substitute tactics to reduce these interruptions when using Padlet.

P1 indicates that while implementing the platform, there are perceived problems with internet access. Padlet is a web-based application that requires

internet access alone. When P1 first started using Padlet, they were in a location with a spotty internet connection, which made it difficult to use the app efficiently. It becomes clear that a strong internet connection is necessary for uninterrupted access, and poor signal strength might prevent users from making the most of the platform, as P1 found out. This emphasizes how crucial a steady internet connection is to a seamless and uninterrupted Padlet experience.

“At that time I can’t easily access Padlet, because the internet connection in my place was really bad and I didn’t have any wifi network nearby.”

Since Padlet is an online platform, P2 concluded that having an internet signal is the primary challenge to using Padlet. It becomes challenging to access Padlet when there is no internet connection. This comprehension illustrates P2's awareness of the platform's reliance on internet connectivity and emphasizes how crucial a steady internet connection is to using Padlet efficiently. This realization also gives instructors and other participants important things to think about while utilizing Padlet for writing assignments, such as connectivity.

“Due it is online nature, I think the main challenges are usually related to data plan and network issues. Without these two, Padlet cannot be accessed.”

P3 did not run into any issues that would have made writing challenging when utilizing Padlet as a writing tool. P3, however, indicates that certain users can experience problems with insufficient internet access when utilizing Padlet. As opposed to P3, who lives in a place with strong internet access, they had no

trouble using Padlet. This distinction emphasizes how important environmental elements—including the quality of internet connectivity—have an impact on how users interact with online platforms like Padlet. Even though P3 was not directly faced with these difficulties, knowing that user conditions vary can help facilitators or course organizers create rules that can adapt to various user scenarios.

“Because my place of residence has a good internet connection, I did not face any issues related to that.”

P4 also does not encounter any complications when accessing Padlet. This is the result of a P4 lives in location with reliable internet access. This condition makes it possible for P4 to easily access Padlet and use it as a platform for English language writing.

“Actually, it depends on where we use it. Since I stay in a place with lots of internet access, I have no trouble with it.”

P5 emphasizes how using Padlet has not caused any problems for P5 in terms of internet connectivity. The fact that Padlet is accessed via Wi-Fi helps to understand this circumstance. P5 takes pleasure in the convenience and dependability of the Wi-Fi that is utilized, guaranteeing that no barriers or challenges arise when utilizing the platform. The consistent Wi-Fi connection enhances P5's Padlet experience by guaranteeing seamless access and adding more encouragement for the platform's use in English language writing assignments.

“Because I use Wi-Fi at home, so I got no trouble with internet connection.”

An internet connection is essential for using Padlet. Padlet's basic nature as an online program that requires an internet connection to access is the reason for this. As P1 found out, accessing Padlet can occasionally be difficult if there is a break in the internet connection. On the other hand, Padlet is incredibly simple to use and offers flexible, seamless access from any location at any time when the internet connection is strong. To get the most out of platforms like Padlet for online activities, a reliable internet connection is essential.

d. The concerns and worries towards Padlet privacy and security

Padlet has its advantages and disadvantages as a flexible platform that may be used whenever it is convenient. Padlet's privacy and security features will be one of the topics of discussion for participants. This section is for participants to discuss how they feel using Padlet, in terms of security and privacy.

“I didn't have any concerns or worries towards the privacy and security Padlet given to their user. As long as Padlet didn't ask to input my ID's number”

P1's good privacy and security experience with Padlet highlights how well the platform works to give consumers a safe environment. Padlet's strong security measures and privacy settings may be responsible for the smooth usage that does not raise any privacy issues. Users must trust that the information they give will remain private, especially when using collaborative platforms like Padlet for a variety of uses.

While P2 conveyed favourable opinions on the security and privacy aspects that Padlet provides to its users. P2 thinks that other users would read

and enjoy the uploaded content. This favourable opinion highlights Padlet's capacity to establish a safe and entertaining space for exchanging written content and shows faith in the platform's privacy protection mechanisms. P2's faith in Padlet's privacy features contributes to the platform's overall positive user experience by encouraging confidence and contentment with the use of Padlet for group writing projects.

“No I didn't have any concerns regarding the privacy and security, on the contrary I believe that writings upload on Padlet should be enjoyed by a wide audience”

P3 convinced that Padlet can be used safely if it receives requests that are challenging. In order to protect users' privacy, P3's explanation of Padlet security measures emphasizes users' trust in the platform, especially when there are no requests or concerns that could lead to a breach of privacy. While P3 appears to be a safe way to use Padlet, it is important to always understand and respect privacy policies as well as platform security measures and ensure that users feel comfortable exchanging content and interacting with others in the online community.

“No, because Padlet does not request suspicious information or permissions when using it.”

The majority of the writing practice results are fiction, meaning that P4 does not always need to be concerned about the privacy and security of the Padlet. On the other hand, P4 simply states that with the Padlet that everyone can use, they are able to develop their writing style based on the experiences of other

people. P4 regards this platform's development as beneficial since it gives users the opportunity to get ideas and feedback from many people, which can serve as a source of inspiration and fresh materials for developing their writing. Notwithstanding the foregoing, it is crucial to remember to respect and understand the Padlet's private policy and to ensure that confidential information is handled with care.

“My writing is mostly fiction, so I do not really worry about it. As for writing style issues, they are all entirely developmental, so it does not matter whether my writing is read by a large audience because that is the goal of writing in Padlet.”

P5 likewise remarks favourably, saying they have no problems with security or privacy on Padlet. P5 thinks It is actually beneficial. A wider audience is able to read and interact with the works on Padlet because of its high accessibility. This favourable experience serves as a reminder of how Padlet's intuitive interface not only makes use easier but also makes user-generated material more visible, promoting outreach and connectedness.

“I do not think so. Because Padlet is an educational platform, I think people around the world should can see our work and vice versa, so we can learn each other.”

The majority of participants' positive opinions on privacy and security on Padlet are indicative of their trust in the platform's ability to facilitate user access and, consequently, the wider sharing of written works among users. But as mentioned, there are possible concerns associated with this accessibility,

particularly with regard to plagiarism. The likelihood of someone utilizing or adopting written works without authorization increases as they become more widely accessible on Padlet. This emphasizes how crucial it is to be aware of the possibility of plagiarism while using group collaboration tools like Padlet. Users should think about taking self-defence precautions, like enforcing stringent copyright guidelines or making use of any security tools Padlet may offers.

e. Padlet features that less beneficial for writing process

Despite Padlet's extensive feature collection, there are probably some features that users find less helpful for writing on the platform. Participants will discuss aspects they believe to be less useful in this section. This conversation regarding less beneficial aspects can yield insightful information. The ease of use and efficacy of the features provided by collaborative platforms such as Padlet are frequently critical factors in their adoption. For example, certain participants could run across constraints with writing tools or layout elements that do not entirely satisfy their creative needs.

P1 gave their thoughts on the Maps function, saying that it was not as pertinent to their writing. P1 countered, stating that this capability can be useful when writing about a location or providing directions. The importance of identifying individual preferences and needs, as conveyed by P1, opens opportunities for course organizers or facilitators to provide more focused guidance or alternative uses of specific features.

“In my opinion, the maps feature on the Padlet is less useful when used in the context of the writing I am doing. Unless the writing project is related to directions or describing a place.”

P2 believes that there are no challenges that prevent the writing process while utilizing the range of functions that Padlet offers its customers. P2 discovers that the Maps tool is marginally less helpful for their writing, though. The reason for this is that P2 has not utilized this functionality in their work yet. However, this knowledge offers organizers and other users useful information to tailor the use of particular aspects to personal tastes and requirements. It also stresses how important it is to fully explore and comprehend all of the available capabilities so that users may get the most out of their writing experiences.

“I only use Padlet for writing, so I do not find any disruptions during the writing process.”

The Padlet Box or Wall observation made by P3 provides insight into how users interact with various display forms. Although P3 did not come across any features that were deemed ineffective, the comments on the design of the Padlet Box and Wall point to a possible usability issue. There may be readability issues due to the wall's vertical extension as the text gets longer, particularly when dealing with lengthy written material. This insightful comment from P3 emphasizes how crucial it is to take into account both the functionality and the design of the user interface in order to guarantee a seamless and user-friendly experience. It forces planners and programmers to

consider how best to restructure or display textual content in Padlet in order to maximize the platform's usefulness and user experience.

“The layout that display the writing to the bottom way too long. I think It is kind of hard to read when the text is long so the panel will also be very long.”

In the analysis provided by P4, one of the main issues raised is how other users' responses to the results of their writing are perceived. P4 believes that this aspect is crucial, perhaps because it is crucial for the user representative to stand in for the author in order to improve and enhance the work. In addition, P4 states that the only drawback that they are aware of is that the use of Padlet that are rigorously followed is close to basic or simple. Despite the ease of use that Padlet offers, P4 might look for a more complex feature or set of instructions to improve the efficiency of content creation.

“Since many media are comparable to Padlet, perhaps the only disadvantage is that the functions are still quite basic. Other than that, there are no features that are less helpful.”

P5 responds differently, suggesting that they have no problems using the Padlet features at all. This viewpoint brings a constructive element to the conversation by implying that, based on P5's experience, the capabilities offered by Padlet are useful and advantageous for their writing process. To get a whole picture of user experiences, It is important to take into account different points of view, such as P5's. Some participants could find certain elements less helpful, but others like P5 might find the current features enough

and helpful for their writing requirements. This range of opinions helps to create a more complex and fair assessment of Padlet's capabilities.

“No, since we just use it for writing, I got no trouble in using Padlet because it is simplicity.”

Although the topic of discussion is lively due to the varied viewpoints of each participant, most of them concur that the maps function is not as helpful for their writing process. When a place's description or instructions are written using the maps feature, there is an exception. Hence, aside from specialized uses like navigation or location description, it can be said that the maps feature's usefulness in writing contexts is generally restricted.

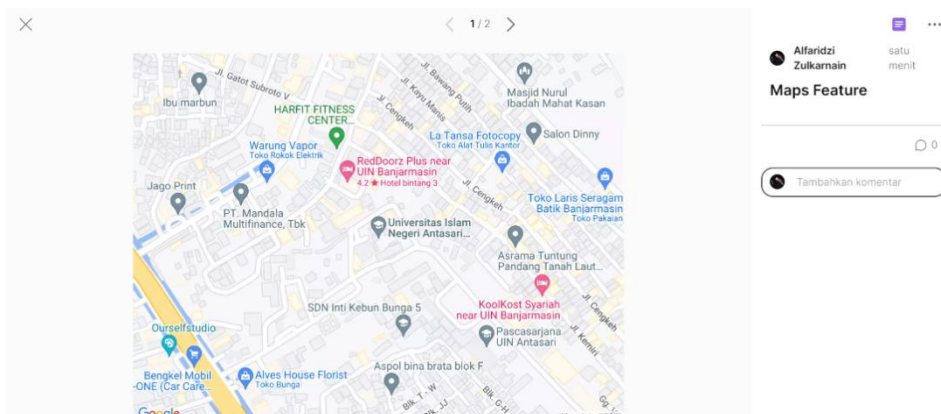


Figure 4. 7 Padlet's Maps Feature

From this point of view, Padlet developers may gain important insight on how to further optimize the maps feature so that it is more useful and relevant for users when writing. These kinds of ongoing conversations enable platform features to be developed and adjusted to better suit user needs.

B. Discussion

The information acquired through the findings will be utilized in this section to answer all of the research questions about the students' experiences of using Padlet as Platform for English writing and the students' challenges while using Padlet as Platform for English writing.

1. The students' experiences of using Padlet as Platform for English writing

a. The inaugural experience of employing Padlet within the realm of English writing.

All participants had a similar experience, where the educators played the role of a facilitator in introducing Padlet in the context of English writing to the participants. As explained by Fuchs (2014), while exposing students to educational tools like Padlet, teachers should take on a leadership role and behave as facilitators. This is in accordance with research results that show a regular pattern of teachers serving as facilitators when introducing students to Padlet. The learning experiences of students can be effectively supported by teachers who are proficient in the use of Padlet and other educational resources.

b. The motivation behind determining Padlet as a writing tool for assignments

Most of the participants chose Padlet as their writing tool not only because of the influence of their educators but also because Padlet provides features that can make writing easier. As delivered by Fransiska and Hertiki (2023) Because it offers so many engaging features for authors and students, the

Padlet application can be employed as a writing platform. Padlet's adaptability as a writing platform is demonstrated by its capacity to accommodate a wide range of writing requirements, including individual and group projects. This flexibility guarantees that users can use Padlet for various writing situations, increasing its usefulness in a variety of academic settings.

c. Padlet enhances collaboration and interaction among users through its platform features.

The participants hold the belief that the comment feature on Padlet enables effective collaboration and interaction among students. In addition to its role as a platform for English writing, Padlet also serves to facilitate interaction among students. As explained by Mahmud (2019) believe that using Padlet as a learning tool allows them to develop new ideas and knowledge through various activities, sharing ideas with friends, and engaging in collaborative interactions. This underscores the multifaceted benefit of Padlet in fostering collaborative learning experiences and encouraging the exchange of ideas among students.

d. Using the Padlet feature to help with English writing improvements

The participants express that the comment feature plays a crucial role in the writing process. This functionality allows students to offer feedback on each other's written works, fostering an environment where they can exchange ideas and recommendations to improve their writing projects. This aligns with the findings of Wulandari (2018), who noted a significant improvement in student motivation when using such interactive features. Students benefited

from interactions with peers and teachers, drawing motivation from positive comments and overcoming negative feelings associated with writing. The comment feature not only enhances the collaborative aspect of writing but also positively influences students' motivation and attitudes toward the writing process.

e. Padlet influenced in development of students' English writing skills.

Every participant has stated that their writing abilities have significantly improved, especially in the realms of grammar and vocabulary. The adoption of Padlet as a platform has made it easier for users to collaborate and share ideas and experiences. It is clear that through group learning and interactions with various writing styles and points of view on Padlet, language skills and sentence structures have increased. This conclusion is consistent with the research conducted by Algraini (2014), who highlighted the advantages that students experienced when using Padlet to improve their writing abilities. This includes improving general writing style, effectively adding new terminology, and fixing grammatical errors. It is clear that participants' combined language proficiency has improved as a result of Padlet's collaborative character.

2. The students' challenges while using Padlet as Platform for English writing

a. The Padlet platform uncomplicated to operate for first-time users

The varying experiences among the participants regarding the ease of using Padlet highlight the subjective nature of user perceptions. It is interesting

to note that while Student 1 and Student 2 initially faced challenges in navigating Padlet, their counterparts, Student 3, Student 4, and Student 5, perceived the platform as user-friendly from the start. This divergence in perspectives could be influenced by factors such as individual familiarity with similar tools, technological comfort, or personal preferences. As highlighted by Fransiska and Hertiki (2023), some students expressed the need for assistance in understanding the features of the application. This is a common occurrence, as the level of understanding varies among students, leading to differences in the speed of comprehension for each individual. It underscores the importance of providing additional support and guidance to students who may require assistance in acclimating to new technological tools, ensuring a smoother and more inclusive learning experience for all participants.

b. The challenges in understanding the main functions of Padlet for writing in English

Student 1 expressed confusion in understanding the primary functions of Padlet as a platform for English writing. In contrast, other students did not encounter difficulties in this regard because the explanation provided by the educators about Padlet was sufficient for them to comprehend its main functions. The online nature of Padlet may pose challenges for students in understanding its utility. As highlighted by Ramadhani et al. (2023), Padlet is comparable to a blackboard, enabling each student to actively contribute to writing outcomes within a framework prepared by the instructor. This comparison emphasizes Padlet's interactive and collaborative nature,

emphasizing its role as a tool for collective engagement in the learning process.

c. The internet connection trouble while using Padlet as writing platform

The challenges faced by Student 1 in accessing Padlet due to a lack of adequate internet signal highlight the significance of reliable connectivity in the digital learning environment. The modern educational landscape heavily relies on online platforms like Padlet to facilitate collaborative learning, information sharing, and engagement. However, the accessibility of such platforms can be hindered by external factors, such as varying internet speeds and connectivity issues. Susanti and Ayuni's (2018) observation that using Padlet with personal internet connections incurs additional costs adds another layer to the challenge. The financial aspect of accessing online platforms introduces considerations beyond mere technical issues. In addressing these challenges, educational institutions may need to explore strategies to ensure equal opportunities for all students, regardless of their internet connectivity or financial resources.

d. The concerns and worries towards Padlet privacy and security

The participants' acceptance of Padlet's security and privacy features highlight the platform's reliability in managing private data. Their trust in Padlet's security protocols is probably impacted by the platform's standing and the lack of any apparent concerns with its data gathering procedures. The demand for increased user knowledge, however, points to a larger issue with cybersecurity and digital literacy. Users need to be proactive in recognizing

potential hazards and implementing best practices to protect their data as collaborative writing platforms like Padlet grow more commonplace and technology plays an increasingly important role in education. Doraisamy et al.'s (2023) emphasis on educating students about privacy and security issues is timely and essential. Integrating digital literacy into educational curricula can empower students to navigate online platforms responsibly. Equipping them with the tools and knowledge needed to protect their personal information is a proactive step towards creating a safer online learning environment.

e. Padlet features that less beneficial for writing process

Padlet offers a number of tools that users can use as a writing platform. Certain components of Padlet, like the maps function, are perceived by participants as being less helpful in their writing process. On the other hand, this functionality would come in handy when writing about describing a location or a route. However, as a writing tool, Padlet is quite helpful for students. In accordance with Toti (2018), students' work is made easier by Padlet, a digital tool that has made organizing their ideas in writing easier and more structured.