STUDENTS' PERCEPTIONS OF *PADLET APPLICATION* AS LEARNING MEDIA TO IMPROVE STUDENTS' NARRATIVE WRITING SKILLS

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Abstract

Writing as a complex skill that combines creativity, organization of ideas, and adherence to language rules. However, many junior high school students still face difficulties writing narrative texts. This research aims to explore students' perceptions of Padlet as learning media to improve students narrative writing skills. A qualitative method with a case study approach was employed. The participants were 20 students in the 9th grade for the questionnaire and five students for the interviews. The findings revealed four main results: (1) Determining effectively the main idea or theme of the narrative story; (2) selecting appropriately characters and settings of the narrative story; (3) organizing effortlesly the content of the narrative story; (4) identifying simpler moral messages of the narrative story. Therefore, it is concluded that Padlet is an interactive, visual, and effective learning media to improve the narrative writing skills of junior high school students.

Keywords: Narrative text, padlet, students perceptions, writing skills

INTRODUCTION

Writing is the most difficult language skill because it requires complex thinking. In the process, one must combine thinking skills and creativity. In addition, writing skills must also follow correct language rules. According to Aliyu (2020), writing skills are very important in learning English as a Foreign Language (EFL) because they are needed to support students' academic success. According to Graham (2022), students must learn to write even though it is difficult if they want to get more benefits from their educational, professional, and social obligations. Supported by Purwanto (2020), writing skills allow students to convey their ideas, emotions, and thoughts to others in a relatively lasting and durable form. Many students struggle to write, especially when putting their ideas into writing. This difficulty is generally caused by their low ability to develop and organize ideas systematically in good paragraphs. This factor is one of the causes of students' low writing ability. Zahira et al. (2021) showed that students' writing skills are still relatively low.

In the context of EFL learning, students' writing skills are still relatively low. One of them is the ability to write narrative text. Suita (2018) stated that students' writing skills in narrative text are weak. The results of research conducted by Hasfira (2024) also showed narrative writing skills are in a very low category. This research is supported by Hudri (2015) found that students' ability to write narrative texts was in the sufficient category. Yulianti et al. (2024) revealed that the ability to write narrative text is still in the low category. Based on the preliminary observations conducted by the researcher, supported by information from the English subject teacher through discussions and learning records, it was found that students' narrative writing skills are still relatively low. This finding is also in line with previous studies that reported the low ability of students in writing narrative texts.

According to Lasmini (2018), narrative text is a type of text that contains a story or describes a particular event, object, or thing in a specific sequence of time and point of view. Narratives can also be referred to as essays that present a series of events in sequence by considering the aspects of time and the characters involved in it. Narrative is a form of writing that presents a story based on a series of events or events experienced by the character, taking into account the setting of place, time, and atmosphere (Hidayat, 2021).

Improving the ability to write narratives takes a way that can motivate writing such as strategies, methods or media. Strategies that can be used such as "here and now". The dynamic approach known as the "Here and

Now" writing strategy aims to foster self-reflection among students by asking them to write in the present tense, as if the action or experience is happening right in front of them. Research conducted by Jauharsyah (2023) proved that this strategy can improve students' writing skills. The use of appropriate methods can also be used to improve students' writing skills, such as the use of the "Beyond Centers and Circle Time" method. With this approach, students can more easily understand the concept of story because they experience firsthand the process of exploration, imagination, and social interaction that is the basis of narrative writing. The effectiveness of this method is proven through research conducted by Siregar & Hasibuan (2021), the research data showed that a significant improvement in narrative writing skills.

In addition to using strategies and methods, to improve students' writing skills, students can also use non-electronic and electronic media. Non-electronic media such as pictures. The use of picture media acts as a visual stimulus that helps students more easily understand narrative elements such as character, setting, and conflict, and organize the story in a more structured way. The use of picture media in improving writing skills can be proven by research conducted by Muchtar et al. (2020), which shows that the Picture and Picture Learning Model (PPLM) can improve students' ability to write narrative texts. Besides non-electronic media, teachers can also use electronic media, such as short videos, to improve students' narrative text writing skills. Through short videos, students can rewrite the story, create a synopsis, or develop the storyline from a different perspective. Manalu et al. (2021) have proven that the use of short videos can improve students' narrative text writing skills in high school.Using short animated stories can improve students' narrative text writing ability in junior high school (Nasution, 2020).

Improving students' narrative writing skills can also be done through the use of other electronic media, such as the Padlet application. Padlet is an application created by Nitesh Goel in 2008 in the United States. Padlet is a web-based application that functions as an interactive digital whiteboard, where users can create, share, and collaborate on various types of content in real-time. This application allows users to add text, images, videos, links, and various other files on a virtual canvas that can be accessed from multiple devices, such as computers, tablets, and cell phones. The Padlet application is a whiteboard that can attract students to enjoy pouring ideas in the form of writing with free expression on the Padlet wall (Fitriani, 2021). Lestari (2017) says Padlet, previously known as Wall Wisher, is a web-based application that can be used for free by teachers and students to create digital bulletin boards.

The use of the Padlet application can improve students' narrative writing skills. Research conducted by Firnanda et al. (2021), show that the use of Padlet application can improve narrative writing skills of eleventh grade at MAN 1 Pasuruan. In addition, Hertiki & Fransiska (2023) said that the results of this study indicate that using the Padlet application improves students' narrative text writing skills in grade 11 IPA 1 at SMAN 1 Wringinanom. Although many previous studies have been conducted, only a few studies have examined the use of Padlet application in writing narrative text in junior high school. There are some differences and also updates from previous studies, namely the place of research conducted, and the methods or instruments used, so that different results and new data will be obtained. Therefore, this research was conducted to answer the main question:"What are students' perceptions of utilizing the Padlet application to improve writing narrative skills?"

RESEARCH METHOD

A qualitative method with a case study approach was used in this research. According to Moleong (2019), "qualitative research is research that will produce descriptive data in the form of written or spoken words from objects observed during the research". While the same opinion is also expressed by Rukajat (2018), who argues that "Qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from the observed object". This research uses a qualitative case study approach for in-depth exploration of certain phenomena in real-life contexts (Yin, 2014).

The study participants were 9th-grade junior high school students in Medan during the 2024/2025 academic year. This study collected data using a questionnaire and interviews. The questionnaire was given to 20 students (12 males and 8 females). participants were collected based on their willingness to determine students' perceptions regarding using the Padlet application to improve students' narrative writing skills. The selection of 20 students as respondents was methodologically appropriate to the case study qualitative research approach.

Data were collected using questionnaires and interviews. The questionnaire was developed with 15 questions using a four-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree) distributed via Google Forms. Interviews were structured to dig deeper into students' perceptions based on the questionnaire results. Validity was maintained by using data triangulation: questionnaire data was corroborated by in-depth interviews from five students who were willing to participate. Data from the questionnaire was analyzed as a percentage of students' responses to each statement item. Interviews were conducted face to face with five respondents who had filled out the questionnaire. The interview technique was semi-structured were conducted to exploring in-depth the responses of students' perceptions about using the Padlet application as a learning medium to improve students' writing narrative skills.

Questionnaire results were analyzed using a thematic analysis approach. Thematic analysis is a technique for identifying and analyzing different patterns in data, mostly employed for the study of qualitative data (Braun & Clarke, 2006). The researcher used this approach to explore key themes from students' perceptions. Data analysis was conducted inductively, the analysis process focused on the meaning derived directly from students' perceptions

FINDINGS AND DISCUSSION

The results of the study were compiled based on data obtained through questionnaires and supported by findings from interviews. The data were then classified into four main aspects that represent students' perceptions of the use of the Padlet application in improving narrative writing skills.

Determining the Main Idea or Theme of the Narrative Story

One of the main findings from this study is the ease of identifying the main idea or theme of a narrative story using Padlet. Most students believed that Padlet's interactive capabilities made it easier for them to convey and organize their ideas, which made it easier for them to determine the main idea or theme they wanted to explore. The students' questionnaire responses for this perception can be viewed below.

Table 1. Students' Perceptions of Determining the Main Idea or Theme of the Narrative Story

No	Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
1.	Using Padlet helps me find the main idea to write a narrative text	25%	75%	0%	0%
2.	I find it easier to determine the theme of the story after using Padlet	20%	80%	0%	0%

The table above shows the students' perceptions of the effectiveness of using Padlet in determining the main idea and theme. In questionnaire 1, the students' responses reveal that students agreed that Padlet can assist them in deciding the main idea while writing a narrative story. For this case, 20 students agreed and strongly agreed with the statement. Meanwhile, the questionnaire 2 also indicated that 20 students agreed and strongly agreed that Padlet can guide them to identify the theme of a story in narrative writing. Furthermore, no one responded negatively to either questionnaire. The supporting interviews for those statements can be seen below:

> *"Using Padlet really helped me find my main idea. With its features, I can write down the ideas in my mind and organize them better. This makes me focus more on the core of the story I want to write." (MR)*

> *"Padlet makes the process of deciding on a theme simpler and more focused. I can jot down various ideas and see which one is most suitable to be the theme of the story." (DA)*

Participants' interviews support the previous result of questionnaires regarding the main idea and theme issue. MR emphasized that using the Padlet feature will help him write down ideas and structure them more perfectly. This makes him more focused on the main idea of the story he wants to tell. Meanwhile, DA felt that Padlet helped her jot down various ideas and then choose the most suitable theme for the story. Based on the results above, it can be said that the Padlet application can help students find and decide the main idea or theme of the narrative story.

Selecting Appropriate Characters and Setting of the Narrative Story

With Padlet, students can record ideas about characters and settings in a separate and organized way, which makes it easier for them to select characters and settings. The ease of selecting and describing characters and settings is very important in narrative texts because they are important elements that support the storyline. Below are the students' answers to the questionnaire regarding this perception.

Table 2. Students' Perceptions of Selecting Appropriately the Characters and Setting of the Narrative Story

No	Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
3.	I understand better how to introduce characters in narrative texts using Padlet	25%	75%	0%	0%
4.	With Padlet, I can develop the time and place setting more clearly in my narrative texts	25%	75%	0%	0%

The table above shows students' perceptions about the use of the *Padlet* application in helping to choose characters and settings. In questionnaires 3 and 4, it can be seen that most students agree that it is easy for them to choose characters and settings in narrative stories using the *Padlet* application. The data shows that there are 5 (25%) students who chose 'strongly agree', 15 (75%) students who chose 'agree', and there are no students who chose 'disagree' or 'strongly disagree'. The findings from the questionnaire above are supported by the results of the interview results below:

> "With Padlet, I can be more creative in designing my story characters. I use the drawing feature in Padlet to describe my characters, so the descriptions are more lively." (NP)

> "I feel more organized in describing the setting after using this app. With the visualization, I can more easily imagine the right place and time for the story." (ED)

NP said that Padlet's drawing feature allowed her to include more creative and vivid images of the story characters, making the character descriptions more interesting and real. On the other hand, ED thought that the visualization in *Padlet* makes her more organized in describing the setting because she can more clearly imagine the time and place in the story. According to the interview, *Padlet* makes it easier and more fun for students to choose and describe characters and situations using elements like pictures, colors, and a customizable board display.

Organizing Effortlessly the Content of the Narrative Story

This study found that the use of the Padlet application is effective in helping students organize and determine the content of narrative stories in a more structured manner. Students often have difficulty organizing important elements such as conflict and storyline, and they struggle to resolve conflicts when writing narratives. However, with the help of Padlet's visual and interactive features, they can divide story ideas into clear sections, such as columns for conflict, storyline, and resolving conflicts. This makes the writing process easier, more focused, and more fun. The following are the results of the students' questionnaire.

Table 3. Students' Perceptions of Organizing Effortlessly the Content of the Narrative Story

No	Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
5.	Padlet helps me organize conflicts in narrative stories in a more structured way	20%	80%	0%	0%
6.	I can develop a more coherent storyline after using Padlet	15%	85%	0%	0%
7.	With Padlet, it's easier for me to determine how conflict develops in a narrative text	25%	75%	0%	0%
8.	Padlet app helps me to organize resolutions in narrative texts	20%	80%	0%	0%
9.	It was easier for me to find a way to resolve the conflict of the story after using Padlet	20%	80%	0%	0%
10.	The use of Padlet helps me add details in the story to make it clearer and more interesting	20%	80%	0%	0%
11.	I find it easier to compose an interesting opening paragraph after using Padlet	20%	80%	0%	0%
12.	With Padlet, I can write longer and more detailed than before.	15%	85%	0%	0%

From the data above, most students agreed that the use of the Padlet application can help them in organizing and determining the content of narrative stories. In questionnaire 5, "Organize conflict" showed that 4

(20%) of students stated strongly agreed, while 16 (80%) of students stated agreed. In questionnaire 6, "Coherent storyline", 3 (15%) stated strongly agreed, 17(85%) stated agreed. In questionnaire 7, "Determine how conflict develops", 5 (25%) of students strongly agreed, and 15(75%) agreed. In questionnaire 8 "Organize resolution", 4 (20%) of students stated strongly agreed, 16 (80%) stated agreed. In questionnaire 9, "Resolving conflicts", 4 (20%) strongly agreed, 16 (80%) stated agreed. In questionnaire 10, "Adding details", 4 (20%) of students stated strongly agreed, 16 (80%) of students stated agreed. In questionnaire 11, "Composing the opening paragraph", 4 (20%) of students stated strongly agreed, while 16 (80%) of students stated agreed. In questionnaire 12, "helps to write longer" showed 3 (15%) students chose strongly agree, 17 (85%) chose agree. There were no students who disagreed or strongly disagreed with all of the above questionnaires. The findings from the questionnaire data above are reinforced by students' answers from interviews:

> I use the collaboration feature to ask friends for feedback on the conflicts I create, and organize the conflicts in an organized and logical manner. I can see how the conflict develops and how the characters are involved." (AZ)

> "I feel more structured in plotting my story after using Padlet. By recording the steps of the storyline that I will develop, I can know that my story is going well." (MR)

> "I feel more purposeful in finding ways to resolve conflicts with Padlet. Padlet helps me not to lose focus on the main point of the story." (DA)

Interviews with participants confirm the findings of questionnaires on the organization and determination of the content. AZ found it easier to organize conflicts and understand character roles thanks to the collaboration feature. MR felt that the storyline was more structured because he could record the stages of the plot clearly. Meanwhile, DA felt more directed in resolving conflicts by not losing focus on the main idea of the story.

Identifying Simpler Moral Messages of the Narrative Story

The findings of this study show that using Padlet helps students determine stories with moral messages more easily and purposefully. With the visual and collaborative features that Padlet offers, students find it more helpful to explore the meaning of the stories they create and assemble them into clear lessons or moral values. The students' questionnaire responses for this perception can be viewed below.

Table 4. Students' Perceptions of Identifying Simpler Moral Messages of the Narrative Story

No	Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
13.	With Padlet, I can better provide moral messages or lessons in narrative texts	20%	80%	0%	0%
14.	I find it more helpful in determining the ending of the story that is by the narrative flow after using Padlet	20%	80%	0%	0%
15.	Padlet helps me to enrich the vocabulary used in narrative texts	15%	85%	0%	0%

Based on the table above, in questionnaire 13, the data shows 4 (20%) students chose strongly agree, 16 (80%) students chose agree, and there were no students who showed a negative response. This finding is supported by the results of the interview, which stated:

> "I feel more confident in adding moral messages with the help of Padlet. The visual board feature helps me to ensure that the message feels relevant and strong." (DA)

The perspective above shows that visual board features support students in constructing relevant and meaningful moral messages in narrative storylines.

In questionnaire 14, students have no difficulty when they want to end the narrative story. This is evidenced by the questionnaire results showing that 4 (20%) students strongly agreed, 16 (80%) students agreed, and there were no students who disagreed or strongly disagreed. This statement is supported by the results of the interview below:

"By mind mapping on a visual board and by collaborating with other Padlet users, I can choose the most suitable ending for the reader. I feel more capable of planning a suitable ending after using Padlet." (MR)

The statement shows that through mind mapping and collaboration features, can explore various ending options and choose the most suitable one for the story ending.

In questionnaire 15, the Padlet application can help students in enriching vocabulary. This can be seen from the questionnaire results, which show 3 (15%) students stated strongly agree, 17 (85%) students stated agree, and there were no students stated disagree or strongly disagree. The supporting interviews for those statements can be seen below:

"With Padlet, I can take note of new vocabulary I encounter from other Padlet users' writing and use it in my stories. This makes my writing feel more lively and colorful." (NP)

By reading other users' writing, students can take notes and use new vocabulary in their stories, which makes their writing feel livelier and more varied. This proves that Padlet not only supports the writing process but also becomes a learning medium that can increase students' vocabulary.

DISCUSSION

The results of this study show that the use of the Padlet application as a learning medium in writing narrative texts can improve students' writing skills in junior high school. Based on the results obtained from questionnaires and interviews, the first finding determines the main idea or theme of the narrative text. This is in line with the research of Sari (2024), which states that Padlet significantly helps students formulate the main idea and develop themes in a more structured manner. Supported by Firnanda et al. (2021), which shows that Padlet can improve students' ability to organize main ideas in narrative writing.

The second is selecting appropriate characters and settings for the narrative story; many students agree that Padlet can help choose the characters and settings. This result supports that Padlet makes the learning process more efficient, easy, interesting, and fun, which allows students to determine the characters and settings of the story (Hertiki & Fransiska, 2023). This is in accordance with the results of research by Parida et al. (2024), who found that using Padlet significantly improved students' narrative writing skills. In the study, students who used Padlet showed improvement in composing a more organized story structure compared to the control group.

The third, organizing effortlessly the content of the narrative story; Padlet is also considered very effective in helping students organize the content of narrative stories, such as plot, conflict, resolution, and opening paragraphs. This is relevant to Sehuddin et al. (2021) shows that Padlet can help students organize story content, such as plot, conflict, and resolution, more effectively. In addition, students' ability to organize stories more systematically supports the results of Hertiki and Fransiska (2023), which shows that Padlet can improve narrative writing skills as a whole, including developing story content.

The fourth was identifying simpler moral messages of the narrative story; students also revealed that Padlet helped them construct stories with moral messages. The collaboration and visualization features support students in crafting messages that are relevant to the storyline. This finding is supported by the study of Isnaini et al. (2025) examined the use of picture story applications in improving student writing creativity by combining visual and narrative elements. this application helps students compose more creative and meaningful stories, including in conveying moral messages. In addition, Wattpad can play a role in improving students' writing skills, including channeling their creativity in creating stories that contain moral messages (Nadya, 2023).

The results show that Padlet effectively improves junior high school students' narrative writing skills. With its interactive and visual features, Padlet helps students construct stories in a structured way, from determining themes, choosing characters and settings, to organizing plots and moral messages. The application facilitates students in understanding and connecting story elements more easily and enjoyably. The collaboration feature on Padlet also allows students to share ideas, which enriches their creative process. Thus, Padlet not only improves technical writing skills, but also encourages students' creativity and critical thinking, resulting in more meaningful and structured writing.

CONCLUSION

Based on the results of the study, it can be concluded that students' perceptions of the use of Padlet application as a learning media can improve junior high school students' narrative writing skills.Through Padlet's interactive, visual, and collaborative features, students found it easier to determine the main ideas and themes of

their stories, organize the structure and content of their narratives, select appropriate characters and settings, and effectively convey moral messages. The use of Padlet not only enhanced the students' ability to structure their writing more coherently but also fostered their creativity and encouraged a deeper engagement with the writing process.

Furthermore, the study demonstrated that Padlet supports the development of key elements in narrative writing, such as the identification of conflict, the sequencing of plot, and the construction of meaningful resolutions. Students reported that Padlet's visual and mind-mapping tools allowed them to plan their stories more clearly, while collaborative features offered peer feedback, idea exchange, and vocabulary enrichment opportunities. This collaborative learning environment contributed to greater student motivation and confidence in writing, making the overall learning process more enjoyable and effective.

The application not only improves students' technical writing skills, but also fosters creativity, collaboration, and critical thinking. Therefore, the researcher suggests integrating Padlet as a student tool in language learning as it not only improves accessibility but also enriches students' writing skills. However, this study still has limitations, it only focuses on narrative text types. Therefore, the findings in this study cannot be generalized to other text types, such as descriptive, narrative, or argumentative and others. For future research, it is suggested that researchers can examine the use of other Padlets on different text types to find out whether similar effectiveness can also be found.

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