

**IMPROVING STUDENTS' WRITING SKILL ACHIEVEMENT  
THROUGH COLLABORATIVE WRITING USING PADLET AT THE  
TENTH GRADE OF SMA NEGERI 11 PALEMBANG**

**A Thesis by**

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**Students' Number 2104410016**

**English Education Study Program**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF TRIDINANTI**

**2025**

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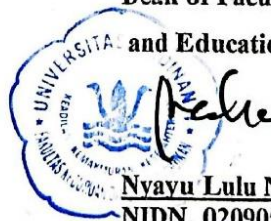
  
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## **DEDICATION**

This thesis is dedicated to:

- Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW always guides me to be a good muslim
- My beloved parents, Aditia Markos, Marlinda, and Hasia. Thank you for your love, support, and prayers. You always believe in me, even when I doubt myself.
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- My beloved almamater.

## **“MOTTOS”**

**“From a house without peace, I built a heart full of courage. This thesis is not just for my degree, it’s for the child inside me who never gave up”**

**“I come from pain, but I walk with purpose. I carry the weight of the past, but I still rise with hope”**

### **PERNYATAAN**

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan, serta pemikiran Saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang telah Saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 ayat 2 dan pasal 70.

Palembang, 23 Juli 2025

Mahasiswa



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2104410016

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## ABSTRACT

This research aimed to: (1) to find out whether or not it was effective to improve students' writing skill achievement through collaborative writing using Padlet at the tenth grade of SMA Negeri 11 Palembang, and (2) to find out whether or not there was any significant difference in students' writing skill achievement between students who were taught through collaborative writing using Padlet and those who were not at the tenth grade of SMA Negeri 11 Palembang. This research used a quasi-experimental method. The population consisted of all tenth-grade students at SMA Negeri 11 Palembang during the 2024–2025 academic year. The sample was selected through purposive sampling, with 35 students in the experimental group and 35 in the control group. The data were collected through writing tests, given before and after the treatment as pre-tests and post-tests. The data were analyzed using paired sample t-tests and independent sample t-tests. The result of paired sample t-test, revealed that  $t$ -obtained (19.210) was higher than  $t$ -table (2.0322). Then, the result of independent sample t-test found that  $t$ -obtained (6.956) was higher than  $t$ -table (1.995). In other words, the results showed that it was effective to improve students' writing skill achievement through collaborative writing using Padlet at the tenth grade of SMA Negeri 11 Palembang. Another finding revealed that, there was any significant difference on students' writing skill achievement between students' who were taught through collaborative writing using Padlet and those who were not at the tenth grade of SMA Negeri 11 Palembang.

**Keywords:** *Writing Skill, Collaborative Writing, Padlet*

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# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher presents: (1) background, (2) the limitation of the problem, (3) the formulation of the research problems, (4) the objectives of the study, (5) the significances of the study.

### **1.1Background**

Among the commonly used languages in the world, English ranks as the key global means of communication worldwide. This results from English serving as an international medium for interaction, linking people across various nations (Utami et al., 2022, p. 1). In English language learning, there are four essential language skills that must be mastered: speaking, writing, listening, and reading. Among these, writing in English is a crucial tool for expressing ideas (Kusuma, 2021, p. 1). In addition, Tanjung (2014, p. 8) argues that writing is an activity through which a writer expresses thoughts by organizing words into sentences, sentences into paragraphs, and paragraphs into a complete essay.

In context, writing essentially involves transforming spoken language into written form. It is an active process that requires organizing, formulating, and developing ideas in a structured manner in order for the meaning to become easily grasped by the audience. Moreover, proficient writing skills demand precise application of grammar, spelling, punctuation, capitalization, and appropriate vocabulary. (Sakkir & Salija, 2016). According to Harmer (2004), writing is a skill that emphasizes the production of language to express one's thoughts and emotions, requiring a certain level of intellectual ability to transform these ideas and feelings into written form. Similarly, Carrol et al. (2001) define writing as a powerful

communication tool used to express or share thoughts and ideas throughout life. It means that writing serves as both a tool and a skill for writers to convey information or ideas to readers in written form. Further, writing is an essential component of language acquisition and ranks among the highly challenging abilities compared to the others. Writing plays a critical role in students' academic success because it allows them to reinforce grammatical structures, expands vocabulary, develops academic structures in both spoken and written contexts, and improves other language skills, such as listening, speaking, and reading (Javed et al., 2013).

Furthermore, Writing involves the use of written symbols to convey language and is typically classified as one of the productive language skills. Experts express their thoughts and creative concepts through written language, and writing provides learners with opportunities to explore contemporary methods of articulating their notions and concepts using another language (Rao, 2017). English language skills are interrelated and hold equal value in language acquisition. Of the four main language skills, writing is particularly important for allowing students to share their thoughts, interpretations, and personal experiences effectively. This can be achieved through diverse formats, including essays, paragraphs, letters, short stories, and more (Masdianti et al., 2021). In addition, Hossain (2015) explains that writing functions as a way for writers to connect with readers and explore topics in depth. Through writing, authors can share their thoughts and emotions without the pressures of direct communication.

In writing, there are important aspects involved in producing well-structured sentences. According to Heaton as cited in Asni (2018), writing components consist

of five elements: 1) content refers to the completeness and integrity of a paragraph, which allows the reader to understand the message, 2) organization refers to coherence, which is attained when sentences are logically connected within a well-structured paragraph. Coherence means that each sentence leads to the next in a logical manner, carrying the overall meaning, since ideas are systematically arranged, 3) grammar refers to the structure of a sentence, while a complete sentence must include a subject and a verb, and may contain adjectives and adverbs. It should also use the appropriate tense, such as the simple present. In this way, the clarity of a text's meaning can be enhanced through the use of correct grammar, 4) mechanics involves punctuation, spelling, and capitalization. An error in any of these elements disrupts the meaning of the sentence, and 5) vocabulary refers to word choice, and using the appropriate words is important for communicating ideas. Unusual word choices make the sentences unclear.

Despite these established components, students continue to encounter various challenges in the writing process. According to Jacob and L (1981), and Hall (1988) as cited in Fareed et al. (2016), learning and applying English grammar can be difficult for students because verb forms must agree with the subject and tense, which often follow different patterns. In addition to this, many students also struggle with mastering the correct use of articles, prepositions, pronouns, and connectors. From a syntactic point of view, writing grammatically correct sentences can be challenging due to the variety of sentence structures in English, which often require strict rules for using conjunctions and subordinate clauses. In terms of vocabulary, students need to have a wide enough range to express ideas appropriately in different writing topics. However, they often face problems

choosing the right words in the right context. Moreover, writing requires students to logically organize and develop their ideas, which is another common difficulty they encounter.

Furthermore, Msanjila as cited in Sari (2017) states that students have common writing problems, which can be classified into some categories. They are: 1) students either do not capitalize the beginning of sentences or capitalize words inappropriately within a sentence, 2) mistakes in punctuation greatly affect clarity and correctness in writing. Students use and misuse commas, sometimes leaving them out completely, and this often leads to confusion as commas play an essential role in sentence meaning while periods demarcate complete thoughts, 3) students fail to organize their ideas logically and coherently, which manifests in jumbled up writing that is confusing and lacks clarity, 4) students struggle with misspelling due to the fact that English rules while spelling may differ a lot from Indonesian, and students need to read regularly to improve, and 5) grammatical mistakes are one of the enormous obstacles, such as students struggling to apply suitable tenses, and it becomes important for them because if they write less precisely, it will be painful.

To address these problems, teachers can employ various writing strategies aimed at enhancing written expression. In teaching writing, collaborative writing is considered an effective strategy, as it encourages students to share ideas by working together in small groups or pairs, give feedback, and collaboratively produce a written product. This strategy guides students through stages such as composing, refining, and polishing their work. Collaborative writing improves both learners' writing skills and their motivation and creativity (Soraya, 2016). Similarly, Lowry et al. (2004) state that collaborative writing involves social interaction, where



members of a group concentrate on a mutual goal and engage in negotiation, discussion, and cooperation to create a collective document.

According to Rosdiana (2016), collaborative writing offers several advantages. One of the main benefits is the broader knowledge base that a group of writers brings compared to a single writer. This collaboration supports a greater variety of skill sets and experiences. The different perspectives within the collaborative group also help the writing process by raising more questions and revealing many more issues that might be latent or unknown to the single writer. This allows for a more thorough investigation into the text. Another important advantage is that it raises the level of responsibility and respect towards each other among the group members. This happens because the collaboration enables several individuals to read and correct the written material, which makes it more likely for the mistakes to be identified and the text improved. Further, the dynamics between the writers often evoke creativity. One writer can give an idea, which another writer might develop and expand.

With the rise of technology, the use of digital tools in writing instruction become more popular. One platform that supports collaborative writing is Padlet. Padlet is a free digital tool that serves as a virtual notice board, allowing both teachers and students to post notes and share content. These notes can include hyperlinks, videos, images, or files (Dollah et al., 2021). Additionally, Padlet offers students the chance to express their thoughts for various tasks, exercises, both during lessons and outside school hours. This is a flexible learning platform which enables educators to collect student responses and can be accessed through multiple devices, including smartphones and computers, provided there is an internet

connection(Jong & Tan, 2021). Moreover, according to Mahmud (2019) through the use of Padlet, students have the ability to enhance their writing skills and also organize their ideas. Similarly, Setiawati (2020) in her demonstrates that students perceive the application of Padlet in English writing classes positively.

The tenth grade students of SMA Negeri 11 Palembang faced various problems in developing their writing skills. Based on initial interviews, many students struggled to create coherent paragraphs, managed their time during the writing process, had limited vocabulary, had difficulty in organizing ideas, and had issues with punctuation. Additionally, some students felt low confidence in writing in English, which ultimately impacted their overall performance in writing tasks. Considering those problems above, this research aims to investigate the effectiveness of collaborative writing using padlet in improving students' writing skill achievement. To overcome the students' problems, collaborative writing using Padlet can be applied to develop students' writing skill.

Therefore, the researcher is interested in conducting a research entitled "Improving Students' Writing Skill Achievement Through Collaborative Writing Using Padlet at the Tenth Grade of SMA Negeri 11 Palembang".

## **1.2 The Limitation of the Problem**

Based on the explanation above, the researcher limited the scope of the research to investigate the effectiveness of collaborative writing using Padlet to

improve the writing skill achievement of the tenth grade students at SMA Negeri 11 Palembang.

### **1.3 The Formulation of the Research Problems**

The problems of this research were formulated in the following questions:

1. Was it effective to improve students' writing skill achievement through collaborative writing using Padlet at the tenth grade of SMA Negeri 11 Palembang?
2. Was there any significant difference on students' writing skill achievement between students' who were taught through collaborative writing using Padlet and those who were not at the tenth grade of SMA Negeri 11 Palembang?

### **1.4 The Objectives of the Research**

Based on the problems above, the objectives of the research were:

1. To find out whether or not it was effective to improve students' writing skill achievement through collaborative writing using Padlet at the tenth grade of SMA Negeri 11 Palembang.
2. To find out whether or not there was a significant difference in students' writing skill achievement between students who were taught through collaborative writing using Padlet and those who were not at the tenth grade of SMA Negeri 11 Palembang.

### **1.5 The Significances of the Research**

The results of this research can hopefully contribute positive significance to the students, the teachers, and the researcher himself.

1. For the Students

This research is intended to support students in enhancing their writing skill through collaborative writing using Padlet as an effective learning strategy.

2. For the Teachers

This research offers meaningful insights for teachers in implementing Padlet as a teaching tool, especially in integrating collaborative writing strategies into their instructional practices.

3. For the Researchers

The researcher offers this research as a means of supporting their professional development by deepening their understanding of English language instruction and enriching their experience in conducting scientific research, ultimately providing valuable insights for future academic pursuits.