

Analyzing Feedback Activities on Padlet in Recount Text Writing Based on Socio-Constructivism

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Abstract

This study explores how digital feedback activities foster reflective and collaborative learning in a foreign language writing classroom. Using a qualitative case study approach, the research involved 17 high school students who actively engaged in writing and feedback exchanges through the Padlet platform. To get more in-depth information, data were collected through documentation of students' written work and their interactions on Padlet, supported by semi-structured interviews to gain insights into their experiences. The findings reveal that students provided comments addressing both technical and content-related aspects, including sentence structure, verb tense usage, and coherence. These interactions created opportunities for meaning negotiation and peer support. Interviews confirmed that feedback engagement enhanced linguistic awareness and learning motivation, although some students experienced anxiety when giving or receiving critical responses. The results emphasize the teacher's role in facilitating constructive and supportive feedback practices. This study suggests that digital platforms can serve as effective tools for implementing socially interactive, collaborative writing instruction.

Keywords: Feedback; Padlet; Writing; EFL Students; Social Constructivism

INTRODUCTION

Writing is a fundamental skill that plays a crucial role in the educational process, impacting students' ability to communicate effectively, think critically, and engage with academic content. According to Aditya Dhananjaya et al., (2024) Writing skills represent a critical component of language acquisition, encompassing the capacity to articulate ideas, experiences, and information in a clear and organized format (Aditya Dhananjaya et al., 2024). Writing encompasses more than the mere transcription of words, but it is also a multifaceted cognitive process that entails planning, organizing, and assessing the resultant text. The primary aim of writing instruction for students is to develop effective and creative communication skills that facilitate academic achievement and address the requirements of contemporary life (Dwi Lia Rakhmasari, 2021). Writing skills are crucial for students, particularly in the context of learning English as a foreign language (EFL), as writing serves as a fundamental skill frequently utilized to assess language proficiency. The current condition of EFL students reveals several obstacles, including limited vocabulary, inconsistent grammar, and insufficient understanding of text structure, which adversely affect motivation and writing learning outcomes (Fernando et al., 2024). The primary issue in writing instruction for EFL students pertains to insufficient comprehension of text types, particularly recount texts. The challenges faced involve the chronological organization of the narrative, selection of appropriate vocabulary, and maintaining grammatical consistency, especially regarding tense usage (Adam et al., 2021; Fernando et al., 2024). Beyond linguistic elements like vocabulary and grammar, students

encounter difficulties in logically constructing narratives and cohesively linking ideas (Priyatmojo, 2021). Bulqiyah et al. (2021) highlight that insufficient comprehension of text structure constitutes a significant barrier to the creation of effective and engaging writing. Consequently, strategies aimed at enhancing text organization and coherence skills are crucial for students to write effectively and attain optimal outcomes. The implementation of peer and teacher feedback has been shown to effectively enhance the quality of students' writing. Feedback functions not only as an assessment tool but also as a mechanism for learning, enabling students to critically assess and refine their work through constructive social engagement (Anuyahong, 2024). Adam et al. (2021) demonstrated that constructive and systematic feedback promotes meaningful revision and improves students' metacognitive awareness regarding the quality of their writing. The process of social interaction enhances students' critical and reflective thinking, which directly contributes to the enhancement of their writing skills (Anderson & Soden, 2001). A learning model that incorporates dialogue and feedback interaction produces more optimal and sustainable outcomes. Digital technology, specifically the Padlet application, serves as an innovative educational tool that aids educators in fostering an interactive and collaborative learning environment for students. Padlet enables students to share their writing and provide and receive feedback in real-time, free from spatial or temporal limitations, thereby enhancing the writing learning experience (Sugiarni & Masagus Firdaus, 2024). Furthermore, Padlet's functionalities enhance teachers' ability to effectively monitor students' progress and development (Mega & Aprilliandari, 2025). Nonetheless, challenges such as restricted internet access continue to pose significant barriers to the implementation of this technology (Wang Y, 2021). The incorporation of technology in education enhances student motivation and engagement while providing essential 21st-century skills, including collaboration, communication, and digital literacy (Lustiyantie & Murtdaho, 2024).

Previous studies have demonstrated that the integration of digital technology in writing instruction positively impacts both students' writing quality and their engagement in the learning process. Aisyah et al. (2024) found that the use of Padlet in peer assessment activities encouraged students to critically review texts, enhanced their awareness of text structure, and fostered a greater sense of responsibility for their written work. Fan and Xu (2020) emphasized the importance of students' cognitive, affective, and behavioral engagement in peer feedback practices, all of which can be effectively facilitated through online platforms. Similarly, research by Sugiarni and Firdaus (2024) confirmed that Padlet enhances student participation in feedback activities and enriches the overall writing learning process. However, most of the existing studies tend to focus on students' perceptions or final writing outcomes, without thoroughly examining how feedback interactions within digital platforms contribute to reflective and collaborative learning based on a social constructivist framework. This gap indicates the need for research that goes beyond describing the benefits of technology and instead empirically investigates how digital feedback, specifically through Padlet supports the social processes of learning to write in EFL classrooms. Therefore, this study aims to address this gap by exploring the dynamics of peer and teacher feedback through digital platforms, while contributing both theoretically and practically to the development of socially interactive writing instruction.

METHOD

This study employed a qualitative approach with a case study design. A case study was chosen because it allows researchers to understand a phenomenon contextually and in detail within its real-life setting. According to Creswell (2014), a case study is an in-depth exploration of a bounded system, which may involve individuals, groups, or specific contexts. This approach is

particularly suitable for examining the dynamic interactions that occur as students give and receive feedback through the Padlet digital platform, and how these interactions support collaborative learning processes. The research location was at Slamet Riyadi High School, Karawang, with 17 tenth-grade students actively involved in the writing learning process and providing feedback. The research methodology consisted of two main stages. First, data collection on students' writing activities and feedback was conducted using document analysis of the writings and comments collected through Padlet. Second, the researcher purposively selected six students to participate in semi-structured interviews aimed at exploring their experiences and perceptions of peer and teacher feedback during the learning process. With this approach, the study aims to provide a comprehensive picture of the dynamics of interaction that occur and the contribution of Padlet in supporting the process of improving students' writing skills.

RESULTS AND DISCUSSION

Results

The participants engaged in writing activities and provided feedback on Padlet. The students' text writing screenshots are presented below:

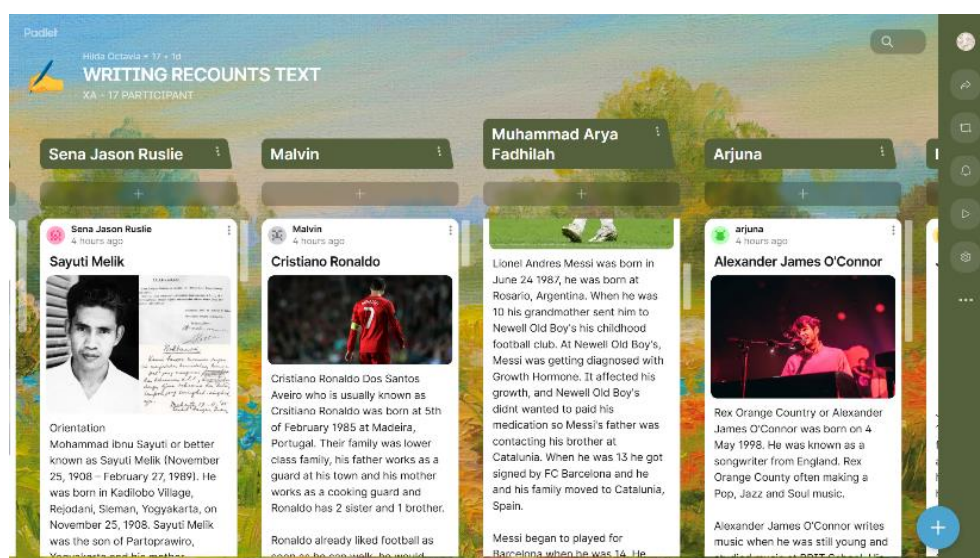


Figure 1. Students' Activity in Writing

The recount text writing activities undertaken by the students demonstrate a consistent pattern in topic selection and writing structure. Most students opted to compose biographical texts regarding notable individuals, including international figures such as Cristiano Ronaldo and Lionel Messi, alongside national figures like Sayuti Melik and Jerom Polin, among others. Their writings include essential components of recount text, namely orientation, a series of events, and reorientation. This indicates that students comprehend the theoretical structure of recount texts and can effectively implement it in their writing practice.

Students employ the Padlet platform during the writing process to publish their texts and obtain feedback from teachers and peers. The observation of activities on Padlet indicates that interactions are both active and productive. The feedback from the students is both corrective and constructive, primarily addressing technical elements including grammar, tense usage, and

sentence structure. Additionally, certain students offer feedback on the clarity of ideas, completeness of information, and logical coherence of the text. This activity demonstrates significant cognitive engagement, as students engage in reading, critical analysis, and evaluation of their peers' writing. The feedback process facilitated by Padlet is characterized by dialogue. The written comments elicit responses and clarifications, fostering a discussion environment conducive to the negotiation of meaning. This interaction exemplifies the principles of social constructivism, positing that learning arises from social collaboration and meaningful interaction. Students offer scaffolding through constructive feedback, facilitating the expansion of their understanding and enabling reflective text revision.

The interview results corroborate the findings from the Padlet document analysis, particularly in illustrating how students engage with peer and teacher feedback activities in a reflective and collaborative manner. Students recognized that feedback activities facilitated the identification of previously overlooked mistakes related to grammar, sentence structure, and content clarity. Jaselin stated, "I also did not recognize the errors in my writing." It is essential to recognize our mistakes and to accept criticism constructively in order to facilitate personal development. This signifies a rise in linguistic awareness and metacognitive involvement.

Several students indicated that the feedback they received was specific and beneficial. Jolin noted, "I still had a few grammars wrong... and a few words mixed up, like I was supposed to say 'was', but I said 'had'." Arjuna remarked, "Mr. Dany noted my typographical error and indicated that the text's orientation was insufficiently brief." The comments offer corrective information and motivate students to enhance and modify their writing in subsequent efforts. Jaselin remarked that in future writing, greater attention should be paid to tenses and grammar to avoid carelessness. From a socio-emotional perspective, certain students demonstrated that this process impacts their confidence. Jolin stated, "I'm kind of confident because I don't need to give the person face-to-face a comment, so I don't feel bad about it." Nonetheless, student opinions vary significantly. Nadia stated, "Not really, miss, because I fear that the friends whose texts I comment on may assign me a negative stigma." This statement highlights the necessity of teacher guidance in establishing a safe and supportive environment during the open feedback process. Several students indicated that this activity enhanced their motivation to write. Jolin stated, "It definitely affected my motivation, because we know that people are looking at our work and they are reading it carefully." Reshi expressed a comparable viewpoint, "I don't really improve my writing but I just learned how to correct the mistakes, I learn about it a lot." Students perceive that the engagement of peers and teachers enhances the writing process, as they feel acknowledged by both the instructor and their classmates. The findings indicate that writing activities and feedback via Padlet enhance students' cognitive, affective, and social engagement in learning to write recount texts in high school EFL classes. Feedback interactions demonstrate that students can actively assume roles as both learners and scaffolding providers for their peers. This practice is consistent with the social constructivism framework, highlighting the significance of collaboration and interaction in fostering a deeper understanding.

Discussion

Through document analysis and interviews, this study found that writing recount texts facilitated through Padlet not only supports mastery of text structure and linguistic aspects but also strengthens the collaborative and reflective learning process. Feedback activities, both from teachers and peers, create an interactive space that allows students to identify mistakes, consciously revise their writing, and develop responsibility for the quality of their own work. Comments on Padlet indicate that students provide more feedback on aspects of grammar, tense usage, and sentence structure. This indicates that they are able to recognize technical errors

while also providing constructive solutions. Not a few students also provided comments on the content and flow, as seen in Jaselin and Jolin's comments highlighting the clarity of the visual content and the accuracy of the orientation in the text. This interaction reflects that the feedback process not only serves as linguistic correction but also as a collaborative means to build a shared understanding of the structure and quality of the text. This is in line with the socio-constructivism theory, which emphasizes that learning occurs through meaningful social interactions, where students exchange ideas, provide support, and collectively build knowledge (Vygotsky in Hayden et al., 2020).

Furthermore, the interview results revealed that most students felt encouraged to correct mistakes and be more careful in writing after receiving comments from friends or teachers. They demonstrated engagement in three main dimensions: affective (motivated to improve the quality of writing), cognitive (aware of mistakes and understanding aspects of the text that need to be corrected), and behavioral (making concrete revisions). This is in line with the findings of Fan and Xu (2020), which emphasize the importance of student engagement in responding to feedback as a key to improving writing skills.

However, psychological barriers also emerged in the implementation of peer feedback. Some students, such as Nadia and Phinel, expressed anxiety when giving comments because they were afraid of hurting their friends' feelings or providing inaccurate assessments. This discomfort indicates that although digital platforms like Padlet are open and easily accessible, the success of their implementation still heavily relies on the role of the teacher as a facilitator. Teachers need to create a safe and supportive classroom climate so that students feel comfortable sharing, receiving feedback, and learning from mistakes.

Thus, Padlet has proven to be not only a technological medium but also an effective social learning platform for the context of EFL writing instruction at the high school level. Writing activities and feedback on Padlet reflect learning as an active social process, in line with the main principles of social constructivist theory. When students are directly involved in the assessment and improvement of texts, they not only acquire new knowledge but also learn to become independent and collaborative learners.

CONCLUSION

This study demonstrates that feedback activities implemented via Padlet effectively enhance the teaching of recount text writing in high school EFL classrooms. The initial challenges of low student engagement in the revision process and insufficient interaction space in writing instruction were effectively resolved through the adoption of collaboration-based technology. Padlet serves as both a platform for publishing writing and a dialogue space that facilitates reflective feedback exchange among students. The analysis results indicate that students actively participate in offering corrective and constructive feedback, especially regarding grammar, sentence structure, and content clarity. This interaction exemplifies the establishment of a learning process consistent with social constructivist principles, specifically through collaboration, meaning negotiation, and peer scaffolding. Conversely, psychological challenges like the fear of giving or receiving criticism underscore the significance of the teacher's role in fostering a supportive and safe classroom environment conducive to learning. The implementation of Padlet as a feedback tool in writing instruction enhances students' technical writing abilities while also reinforcing the social and cognitive aspects of the learning process. The findings significantly contribute to the advancement of participatory technology-based pedagogical practices, especially regarding learning to write in English as a foreign language.

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