

Developing Padlet-Based Module for Teaching Recount Text in Senior High School

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Abstract

Writing recount texts remains a challenge for senior high school students in learning English as a Foreign Language (EFL), due to limited ability in organizing ideas logically, inaccurate use of past tense, and inappropriate use of cohesive devices, while the available teaching materials remain conventional. This study aims to develop a Padlet-based module grounded in the Genre-Based Approach (GBA) for teaching recount text writing to tenth-grade students, examining its development process, feasibility, and students' responses to its usage. It employed a Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The participant were tenth-grade students, involving 15 students in the limited trial and 40 students in the field trial. It also included three expert validators: two supervising lecturers and one English teacher. Data were collected through semi-structured interviews, questionnaire, and observation. The developed module underwent a series of revisions based on feedback from the limited trial. The findings showed that the module was rated "Very Feasible" by experts, with an average feasibility score of 87.72% covering content, language, and graphic aspects. Student responses fell within the "Very Positive" category, with an average of 81.50% in the limited trial and 83.88% in the field trial. These findings suggest that the Padlet-based module with a GBA approach can serve as a feasible and potential alternative learning medium to support recount text writing instruction in EFL classroom.

Keywords: Padlet-based Module; Genre-Based Approach; Recount Text

INTRODUCTION

Writing is one of the four basic language skills that demands a high level of thinking compared to other skills. Through writing, students are expected not only to produce clear and meaningful texts, but also to demonstrate mastery of grammar, vocabulary, and text structure simultaneously. In the teaching of English as a Foreign Language (EFL), writing remains one of the most challenging skills for students to master, especially at the secondary school level, as it requires navigating complex linguistic and cognitive demands that go beyond the use of simple language (Arifin, 2020). Difficulties are further compounded by the nature of writing as a productive and multi-stage process that includes planning, composing, revising, and editing, each of which demands sustained cognitive engagement from learners (Arias-Gundín & Robledo, 2023).

Among the different types of texts taught in Indonesian secondary schools, recount texts hold a significant place in the national curriculum. As a genre, recount texts aim to recount past events or personal experiences in chronological order and are assessed in formal exams. Its generic structure consists of three main components: orientation, series of events, and

reorientation (Maryam et al., 2020). Although the structure seems straightforward, many senior high school students continue to have difficulty writing recount texts. This difficulty is evident in three areas. Students' ability to organize ideas logically remains low (Fidianingsih & Muhtadi, 2021), their application of past tense is often inaccurate (Mustafa, 2021), and their use of cohesive devices is frequently inappropriate (Rachman, 2022). These challenges show that the conventional teaching methods currently used in the classroom are not optimal in supporting students to develop their recount writing skills effectively.

In response to these challenges, the use of learning modules in schools has been widely recognized as a pedagogical tool that can support the learning process more effectively, especially when students are engaged in independent learning. Well-designed learning modules guide students through structured material presentations, systematic exercises, and self-assessment components, allowing for a more focused and autonomous learning experience that complements face-to-face classroom teaching (Sesnawati et al., 2024). In the context of English language teaching, modules serve as structured learning resources that guide students from the presentation of language material, through practice activities, to reflective tasks. This coherent and systematic structure makes the learning process more accessible and understandable (Nilawati et al., 2023). By presenting clear learning objectives and organizing the content step-by-step, learning modules can help students develop a stronger sense of belonging in their learning process. This is especially important in teaching writing, as writing skills require self-regulation and self-practice play an important role.

However, the various limitations of print modules including conventional static content, lack of interactivity, and limited visual appeal have motivated researchers and educators to develop technology-enabled alternatives that are more engaging and more in line with students' current digital learning habits. This shift from print to digital modules reflects a broader transformation in the world of education. Digital technology has the potential to revolutionize English learning by providing access to quality language materials and promoting interactive and engaging learning experiences.

In line with these developments, various studies have shown that digital modules incorporating interactive multimedia components, such as audio and video, increase student motivation and improve learning outcomes in EFL contexts (Saepulloh et al., 2021). However, this positive effect depends on whether the modules are designed with clear learning objectives, authentic materials, and engaging multimedia elements that meet the diverse needs of language learners.

In recent years, the integration of digital platforms into language learning has gained considerable momentum, especially after the rapid shift towards online and hybrid learning during and after the global pandemic. Educators are increasingly leveraging digital platforms to promote an interactive, collaborative, and learner-centered environment in EFL teaching (Kerimbayev et al., 2023; Fadhilawati et al., 2020). One of the platforms that is gaining more attention in educational settings is Padlet, a web-based program that allows users to collaborate through virtual bulletin boards where they can share text, images, links, audio, and video in real time (Nadeem, 2021). As a diverse and engaging platform, Padlet provides features that align with the basic principles of contemporary language education, namely learner autonomy, cooperation, and multimodal communication. Its intuitive interface and accessibility across a variety of devices also make it particularly suitable for secondary school contexts where

technological infrastructure can vary (Ramadhani et al., 2023). Research confirms that students find Padlet accessible, easy to use, and motivating in writing activities, with a positive impact on increased attention to grammar and vocabulary, accuracy, content organization, and writing mechanisms (Sesnawati et al., 2024; Mulyadi et al., 2021; Fadhilawati et al., 2020)

Despite the growing literature on the use of Padlet in language learning, research that specifically addresses the development of Padlet-based instructional modules for teaching recount text writing at the secondary school level is still limited. Most of the existing research has focused on Padlet as a secondary activity, or on module development using other media platforms. This leaves a clear need for a systematic instructional design that integrates a structured module approach with Padlet's interactive features. Furthermore, some research has explored how Genre-Based Approaches (GBA) can be embedded in technology-based modules to scaffold students' writing skills. This approach guides learners through the Teaching-Learning Cycle (TLC), which includes Building Field Knowledge, Text Modeling, Joint Construction, and Independent Construction (Emilia, 2011; Zhai & Razali, 2023). Within this cycle, the integration of ICT tools such as Padlet into the GBA stage has been found to make the learning process more interactive, particularly at the Field Knowledge Building and Modelling stage (Williyan et al., 2024). However, research that systematically integrates GBA into specialized Padlet-based modules to teach recount texts is still very limited. This gap is further supported by an initial interview conducted with tenth-graders at MA Az-Zahra Parongpong, which confirms the persistent difficulties in writing recount texts and the absence of interactive teaching materials in the classroom. These findings point to the need to develop instructional modules that not only make use of Padlet's interactive features but are also designed based on a clear pedagogical framework such as the GBA.

Therefore, this study aims to develop a Padlet-based module based on the Genre-Based Approach to teach recount text writing to tenth grade students. It specifically aims to answer the following research questions:

1. How is the process of developing a Padlet-Based Module for teaching writing recount text?
2. How is the feasibility of the developed Padlet-Based Module for teaching writing recount text?
3. What are the students' responses toward the developed Padlet-Based Module for teaching writing recount text?

This research is expected to produce a feasible and positively accepted instructional product, serving as a meaningful resource for EFL teachers and students in improving recount writing skills.

METHOD

This research used a Research and Development (R&D) approach, with development procedures following the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) (Branch, 2009), a systematic and flexible framework that has proven to be effective in developing technology based teaching materials (Spatioti et al., 2022; Srinawati et al., 2021). By applying this model, this study produced a Padlet based learning module to teach

10th-grade high school students the skill of writing recount texts. This study was limited to the product feasibility testing phase and did not include experimental effectiveness testing.

The research was conducted at MA Az-Zahra Parongpong during the even semester of the 2025/2026 academic year. This school was selected based on the researcher's direct access to the research site. It was also based on the findings of the initial interview and needs analysis, which revealed that students experienced difficulties in writing recount texts and lack of interactive teaching materials.

The participants in this study were tenth-grade high school students at MA Az-Zahra Parongpong. Fifteen students participated in a limited trial and 40 students in a field trial following the phased testing procedure proposed by Sugiyono (2022). In addition, three experts were involved in the product feasibility evaluation: two lecturers with more than ten years of teaching experience and one English teacher. In terms of research ethics, the study obtained official permission from the relevant institution and school. All participant were informed of research objectives and were assured that their identities would remain confidential.

Three types of research instruments were used: interview, questionnaire, and observation sheet. The questionnaire included a need analysis questionnaire, an expert validation questionnaire, and students' response questionnaire. Each instrument served a different purpose and was used at a different stage of the ADDIE model, as described below.

Analysis

In the Analysis phase, two instruments were used: (1) a semi-structured interview guide and (2) a needs analysis questionnaire adapted from Triandari (2015) and Wahyudi and Fadhilah (2025). The interviews were conducted to explore students' difficulties in learning and writing recount texts, whereas the questionnaire was administered to identify students' learning needs and preferences regarding digital learning media. The interview data were analyzed qualitatively through data reduction, data display, and conclusion drawing following Miles et al. (2020), while the questionnaire data were analyzed descriptively using percentages to identify students' needs and preferences, which served as the basis for designing the instructional module.

Design

Based on the findings from the Analysis stage, the researcher designed the initial structure and content of the module, including formulating learning objectives aligned with the recount text competence in the tenth-grade curriculum, and selecting Padlet as the main platform for its collaboration and accessibility features. No research instrument was employed at this stage, as it focused on module development based on Analysis stage findings.

Development

In the Development phase, the initial prototype of the Padlet-based module was evaluated by expert validators using an expert validation sheet adapted from Amara (2022). The validation sheet employed a four-point Likert scale to assess the appropriateness of the module in the term of content, language, and graphics. The validation result were analyzed using the following formula:

$$p=f/n \times 100\%$$

Where (p) represents the percentage score, (f) represents the total score obtained from the validator or respondent, and (n) represents the maximum (ideal) score. The results were then interpreted based on the acceptability criteria proposed by Sugiyono (2022), as presented in Table 1.

Table 1. Eligibility Criteria for Product Validation (Sugiyono, 2022)

Percentage Range (%)	Category
81 – 100	Very Feasible (Sangat Layak)
61 – 80	Feasible (Layak)
41 – 60	Fairly Feasible (Cukup Layak)
21 – 40	Less Feasible (Kurang Layak)
0 – 20	Not Feasible (Tidak Layak)

Implementation

Following the revision based on expert suggestion, the revised product was implemented in two stages: a limited trial involving 15 students and a field trial involving 40 students. During both trials, an observation sheet was used to record students' participation, the implementation of learning activities, and technical difficulties encountered using Padlet. Second, a students' response questionnaire consisting of ten statements on a four-point Likert scale adapted from Amara (2022) was administered to measure students' perception of the developed product. The information obtained from both instruments were used as the bases for revising the product before next stage.

Evaluation

In the evaluation stage, the data collected through the students' response questionnaire was analyzed to determine the quality of the developed module. Questionnaire from both the limited and field trials were analyzed quantitatively using percentage formula:

$$p=f/n \times 100\%$$

The results were interpreted using the same percentage-based criteria proposed by Sugiyono (2022). A comparison between the limited and field trial results was used to examine changes in students' responses after the revision made following the implementation.

RESULTS AND DISCUSSION

Results

This section presents the findings of the development of a Padlet-based module using the Genre Based Approach (GBA) for teaching writing recount texts. The findings cover the development process based on the ADDIE model, the feasibility of the developed module based on expert validation, and students' responses obtained during the implementation stages.

1. The Process of Developing Padlet-Based Module Using GBA for Teaching Writing Recount Text

The result of the researcher's product, namely a Padlet-based module with a Genre Based Approach (GBA), was developed through the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) method.

Analysis

At this stage, the results showed that most students struggled with writing recount texts and that no interactive teaching materials were available to support their learning. Interviews were conducted with a random sample of some of the 40 tenth-grade students involved in this stage. The results showed that most students struggled with writing recount texts and that no interactive teaching materials were available to support their learning. The students also revealed that writing activities so far had been one-sided and did not involve discussion or feedback among students.

To determine whether this difficulty was also experienced more broadly, a needs assessment questionnaire was then distributed to the remaining students in the total sample. The results reinforced the interview findings: 93.3% of students stated that writing was the most difficult English language skill, and 96.7% had difficulty organizing sentences into paragraphs in recount texts. One student explained that writing difficulties stemmed from limited vocabulary and a lack of understanding of grammar, forcing them to write in Indonesian first before translating it into English. Additionally, all students indicated that they needed practical learning modules accessible via smartphone or laptop, along with step-by-step tutorials on using Padlet, even though only 33.3% of students had previously used the app.

Overall, the results of the interviews and questionnaires consistently showed that students struggled with writing recount texts, lacked access to interactive and collaborative learning materials, and needed practical, guided support to use digital platforms. These findings served as the basis for developing a preliminary product design during the Design phase, which **was** expected to address students' writing difficulties while providing a space for discussion and collaboration through the Padlet platform.

Design

Based on the results of the needs analysis, the Design stage was carried out to compile the structure and initial content of the module. The learning objectives (Learning Outcomes) were aligned with the competence of writing recount texts in the tenth-grade curriculum.



Figure 1. Mind Map of the Initial Product Design

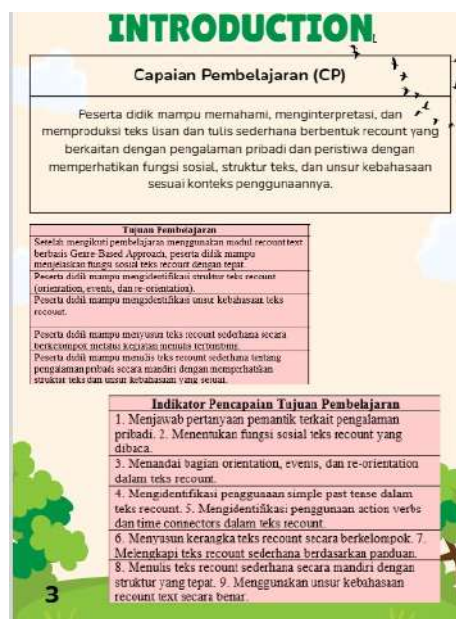


Figure 2. Learning Objectives for the Initial Product Module

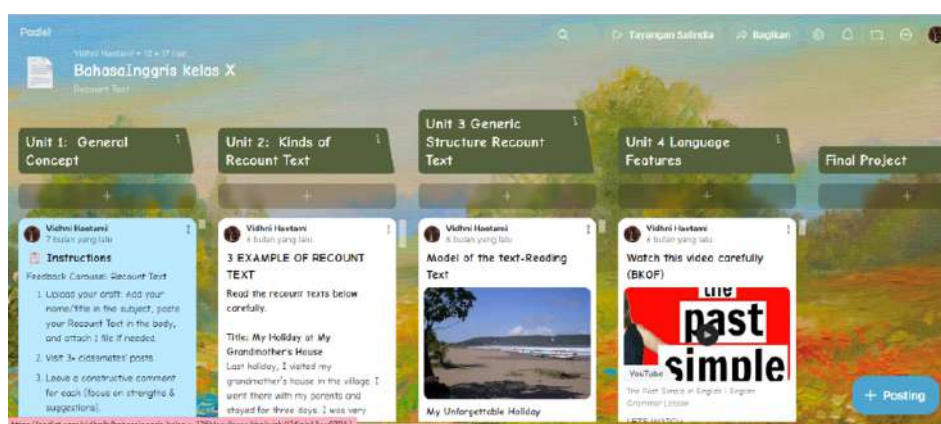


Figure 3. Initial Padlet Platform Layout

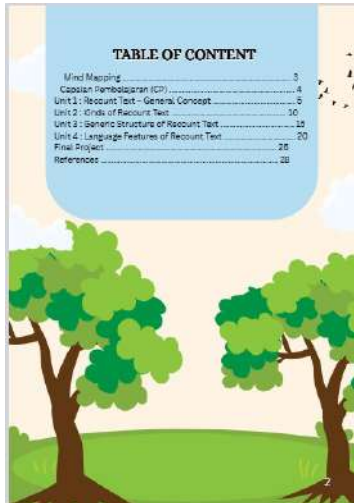
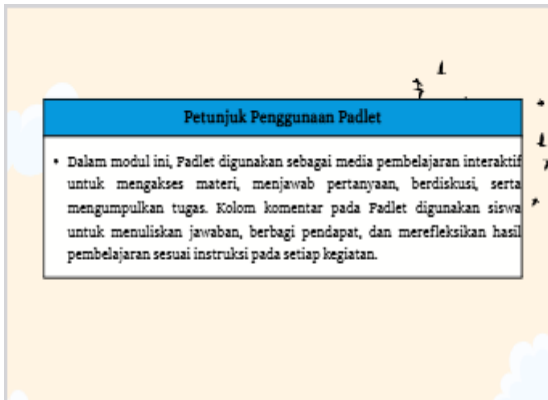
In this initial design, the product consisted of a single unit covering the entire scope of the recount text material: social function, generic structure, and language features. Padlet was applied as a media facility for students in writing recount text, and was chosen for its ability to support student collaboration in writing recount text.

Development

The Development stage in the ADDIE model the final version of the Padlet-based module can be accessed at <https://bit.ly/4xk8W6Q> is essentially the process of translating the initial design into a concrete product and refining it through expert feedback before it is tested on real users. At this stage, the researcher revised the initial design by dividing the single unit into four units, based on recommendations from the supervisors during the consultation process. Each of the four units focuses on a specific part of the material: Unit 1 (General Concept of Recount Text), Unit 2 (Types of Recount Text), Unit 3 (Generic Structure), and Unit 4 (Recount Text Language

Feature). This division was carried out to allow the scope of material in each unit to be elaborated in more detail than the previous structure, which combined all the material into a single unit. A comparison of the module's table of contents before and after this revision is presented in Table 3.

Table 3. Comparison of Module Table of Contents Structure Before and After Revision

Before Revision	After Revision
 TABLE OF CONTENT 1. Mind Mapping 2 2. Capaian Pembelajaran (CP) 3 3. Introduction 3 4. Unit 1: Getting Started – Personal Experience 4 - o A. Building Knowledge of the Field (BKOF) 4 ■ Watching Video & Discussion ■ Vocabulary and Time Expressions ■ Practice Activities - o B. Modeling of the Text (MOT) 6 ■ Model Text: My Weekend at the Beach ■ Social Function of Recount Text ■ Generic Structure of Recount Text - o C. Joint Construction of the Text (JCOT) 12 ■ Group Writing Activity ■ Writing Framework - o D. Independent Construction of the Text (ICOT) 15 ■ Task 1: Writing a Recount Text ■ Task 2: Making a Short Video 5. Language Features of Recount Text 10 - o Simple Past Tense - o Action Verbs - o Time Expressions and Connectors 6. Activities and Exercises 9 - o Identifying Generic Structure - o Sentence Pattern Exercises - o Writing Practice 7. Padlet Links 4, 14, 17 8. References 18	 TABLE OF CONTENT - Mind Mapping 3 - Capaian Pembelajaran (CP) 4 - Unit 1: Recount Text – Generic Concept 5 - Unit 2: Kinds of Recount Text 10 - Unit 3: Generic Structure of Recount Text 15 - Unit 4: Language Features of Recount Text 20 - Final Project 28 - References 28
Not included in the initial design	 Petunjuk Penggunaan Padlet • Dalam modul ini, Padlet digunakan sebagai media pembelajaran interaktif untuk mengakses materi, menjawab pertanyaan, berdiskusi, serta mengumpulkan tugas. Kolom komentar pada Padlet digunakan siswa untuk menuliskan jawaban, berbagi pendapat, dan merefleksikan hasil pembelajaran sesuai instruksi pada setiap kegiatan.

The revised product was then evaluated, with the results showing that the module had been arranged with a clear, concise, and consistent flow, applying the stages of the Genre Based Approach Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT) in a systematic manner. The scope of the module's content was also considered complete, covering the introduction of concepts, types of texts, generic structures, and linguistic elements, and ending with a final project. Several improvement notes were given at this stage, including the addition of a brief explanation of Padlet usage instructions, which had not previously been available, to support

students' independent learning, as well as improvements to technical aspects such as the consistency of terms and the clarity of table and task functions. All of these notes were followed up before the product proceeded to official validation. After the revisions were made, the product was officially validated by three validators, consisting of two supervisors and one English teacher. The results of this validation, which determine the feasibility of the product, are presented in detail in point 2

Implementation

At the Implementation stage, the revised product was tested through two phases of trial: a limited trial and a field trial. The limited trial was conducted on a small scale involving 15 students, aimed at identifying practical issues in the product before it was tested more widely. During this trial, observation sheets and students' response questionnaires were used to document the process and gather students' feedback. Observation during the limited trial revealed that most students were unfamiliar with Padlet, as they had never used the platform before and were initially confused about basic functions such as adding tasks or posting comments. Technical constraints were also observed: several students experienced difficulty logging in through their email accounts, which led some students to share a single mobile phone in pairs, while the projector used to display the module also experienced intermittent malfunctions. Despite these challenges, students actively participated by posting comments and emoticons, although they still required considerable teacher assistance to complete the tasks independently. In addition to these observation findings, the results of the students' response questionnaire showed that most students still experienced confusion regarding the instructions for using Padlet, as the level of English used was considered too difficult for tenth-grade students. Based on these findings, the product was revised by simplifying the instruction language in the Building Knowledge of the Field (BKOF) section. Instructions that originally used complex language were simplified to be more concise and easier for students to understand, without losing the essence of the learning objective. A comparison of the instructions before and after this revision is presented below:



Figure 7. Unit 1 Instructions Before Revision



Figure 8. Unit 1 After Revisions (Simple Instructions)

In addition, the Padlet platform before the revision still looked less organized, as there was no specific column available for the collection of individual and group tasks. Therefore, the researchers also revised the Padlet platform by adding a column for the collection of individual and group tasks, as presented in Figure 10. With the addition of this assignment collection column, it became easier for students and teachers to monitor the flow of individual and group assignments on the platform.

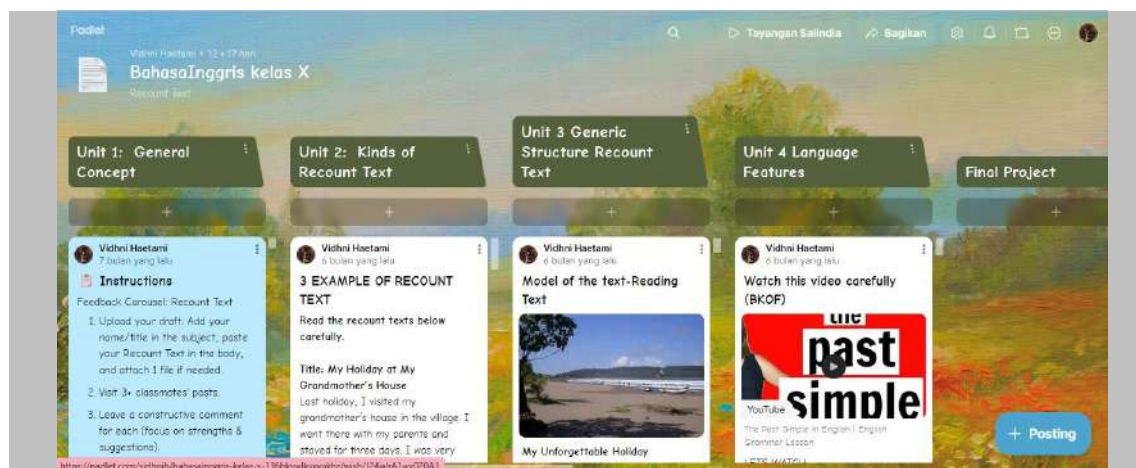


Figure 9. Before Revision (Limited Trial)

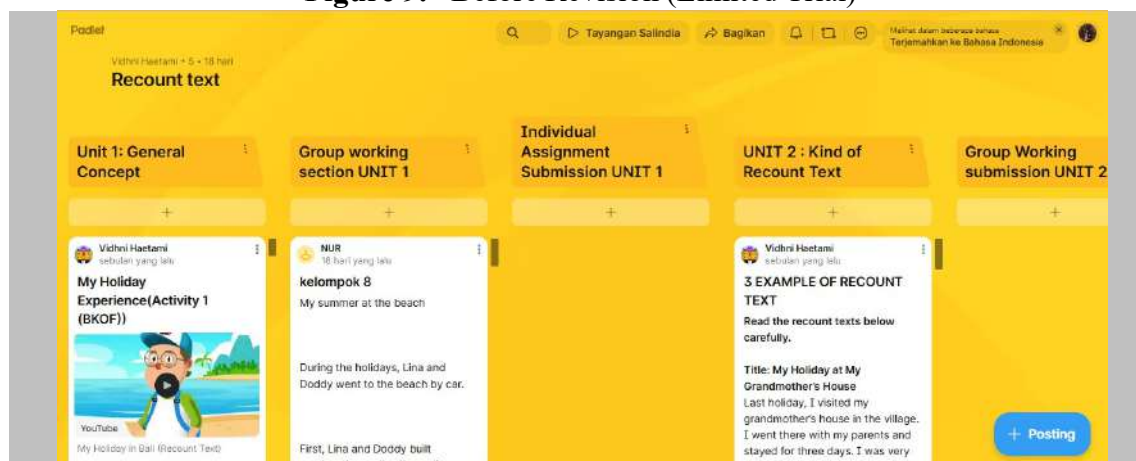


Figure 10. After Revision (Field Trial)

After these revisions, the product was tested again at the field trial stage, involving 40 students, to examine the revised product and collect students' responses to the improvements made following the limited trial. Observation during the field trial showed that students were noticeably more familiar with using Padlet compared to the limited trial. Due to the recurring projector malfunction, the module was presented in printed form for this stage, allowing students who were unable to access the digital link to scan a QR code or refer directly to the printed material. Students demonstrated greater engagement during this stage, and although they still required teacher assistance, their level of dependency was lower than in the limited trial.

Evaluation

The evaluation phase examined students' response of the developed module through a response questionnaire. The questionnaire administered during the limited and field trials. It evaluated students' response of the module's design, instructional clarity, accessibility, and perceived contribution to learning. The detailed result is presented in point 3.

2. The Feasibility of the Developed Padlet-Based Module Using GBA for Teaching Writing Recount Text

The feasibility of the product was assessed by three validators, namely two supervisors and one English teacher, using a 4-point Likert scale validation sheet that included three aspects: content feasibility, language feasibility, and graphic feasibility. The validation results are presented in Table 4.

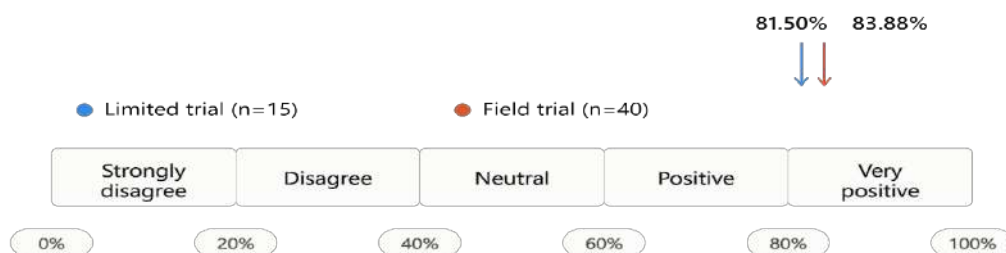
Table 4. Expert Product Validation Results

No	Validator		Content Eligibility (%)	Language Proficiency (%)	Graphics Eligibility (%)	Total Percentage (%)	Categories
1	Validator (Supervisor 1)	1	83.33	80.00	81.25	81.58	Very Feasible
2	Validator (Supervisor 2)	2	87.50	90.00	93.75	90.79	Very Feasible
3	Validator (English Teacher)	3	91.67	95.00	87.50	90.79	Very Feasible
Average			87.50	88.33	87.50	87.72	Very Feasible

Based on Table 4, the average assessment from the three validators falls within the Very Feasible category for all three aspects, with an average overall percentage of 87.72%. In detail, the average scores were 87.50% for content feasibility, 88.33% for language feasibility, and 87.50% for graphic feasibility. This result exceeds the minimum eligibility threshold of 61% established in the Methods section, indicating that the product is classified as Very Feasible.

3. Students' Response to the Developed Padlet-Based Module Using GBA for Teaching Writing Recount

Students' responses to the product were collected during two implementation stages: a limited trial involving 15 students and a field trial involving 40 students. Data were obtained using a 10-items students' response questionnaire on a four-point Likert scale that evaluated students' perception of the module. A summary of the results of both stages is presented on the rating scale below.



The results on the rating scale showed that the students' response to the product was in the Very Positive category both at the limited trial stage (81.50%) and the field trial stage (83.88%). indicates that students responded very well to the display, ease of use, and clarity of instruction on the module. A percentage comparison of each statement item between the two trial stages is presented in Table 5.

Table 5. Percentage Comparison per Item in Limited Trial and Field Trial

Item	Statement	Limited Tests (n=15) (%)	Field Test (n=40) (%)
B1	Module view	91,67	91,88
B2	Task variety	88,33	89,38
B3	Preference over regular learning methods	76,67	78,13
B4	Clarity of writing	86,67	86,25
B5	Clarity of instructions	71,67	74,38
B6	Clarity of learning steps	85,00	83,75
B7	Padlet Accessibility	73,33	81,88
B8	Understanding of recount text	78,33	85,00
B9	Understanding the structure of the text	78,33	80,63
B10	Helps learn better	85,00	87,50

Table 5 shows that eight of the ten statement items increased from the limited trial stage to the field trial stage, while two items (B4: clarity of writing, and B6: clarity of learning steps) showed a slight decrease. The most notable increase occurred in item B7 (ease of access to Padlet), which rose from 73.33% to 81.88%, and item B8 (comprehension of recount text), which rose from 78.33% to 85.00%. Overall, the findings indicate that students responded positively to the developed module across all evaluated aspects. The highest ratings were consistently obtained for the module appearance (B1) and task variety (B2), suggesting that the visual presentation and learning activities were well accepted by students. Meanwhile, although the clarity of instructions (B5) received the lowest percentage among all items, its score increased in the field trial, indicating that revisions made after the limited trial contributed to improving students' understanding of how to use the module. This substantial improvement also suggests that students became more familiar with the Padlet platform after the revisions and implementation process. The improvement across most questionnaire items indicates that the revisions made after the limited trial successfully enhanced the quality and usability of the module before it was implemented in the field trial.

Discussion

The findings of this study indicate that the Padlet-based module developed with the Genre Based Approach (GBA) was feasible and usable for teaching recount text writing. This conclusion was supported by two main findings. First, expert validation from three validators rated the module as "Very Feasible" across all three evaluated aspects content, language, and graphics with an average score of 87.72%, indicating that the module met the required quality standards before being tested on actual users. Second, the student response results reinforced this feasibility, as students' perceptions of the module fell into the "Very Positive" category in both the limited trial (81.50%) and the field trial (83.88%), showing that the module was not only theoretically sound but also well received in actual classroom use. Overall, these results confirm that the Padlet-based module is a feasible and usable learning product. The following sections discuss three interrelated reasons that explain this feasibility: the module's structure, its content, and its implementation through the Padlet platform.

The value of this product lies in its structure, which was developed in accordance with the principles of the Genre Based Approach. During the Development stage, the module was revised from a single unit into four units covering the general concept, types, generic structure, and language features of recount text reflecting the principle that structured, tiered modules facilitate more effective learning (Sesnawati et al., 2024; Nilawati et al., 2023). This structure aligns with the stages of the Teaching and Learning Cycle in GBA (Emilia, 2011), namely Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT), which allowed students to build foundational knowledge before progressing to text modeling, joint construction, and independent writing (Aprilia & Farida, 2025). This was reflected in the students' response results, where the score for understanding text structure showed a slight increase from the limited trial to the field trial and the clarity of learning steps was consistently rated positively in both trials. These results suggest that the module's tiered, unit-based structure helped students understand recount text more systematically.

In addition to structure, the product's suitability is also supported by visually appealing content. Aesthetic elements in instructional design such as visual balance and a coherent layout have been shown to foster students' emotional and cognitive connection to learning materials (Saborío-Taylor, 2025). This is consistent with the expert validation results in Table 5, where the content feasibility and graphic feasibility aspects each obtained a score of 87.50%, and the language aspect obtained the highest score (88.33%), indicating that the module was written using communicative language appropriate for senior high school students (Nilawati et al., 2023). This was further reinforced by the students' response results, where the module's appearance received the highest score among all items in both trials, and task variation was also rated highly. These findings suggest that, beyond its structural organization, visual design and task variation played an important role in making the content appealing to students, which in turn supported their motivation to complete the writing activities.

Finally, the feasibility and acceptance of this product are also reflected in how the modules were implemented using Padlet as the primary platform for discussion, writing, and assignment submission. This is in line with the principle that collaborative platforms need to

be actively functioned to support learning (Ramadhani et al., 2023), and confirms Willliyan et al.'s (2024) view that integrating technology into GBA makes the writing learning process more interactive, with students actively engaging in online discussions and providing feedback to one another. This finding is also consistent with previous research showing that Padlet is accessible, easy to use, and motivates students in writing (Lestari, 2025; Mulyadi et al., 2021; Fadhilawati et al., 2020). Padlet's role in supporting collaboration was reflected in the increased accessibility score from the limited trial to the field trial, accompanied by an increase in students' perceived understanding of recount text, suggesting that as students became more familiar with using Padlet their self-perceived understanding of the material also appeared to improve. Nevertheless, instruction clarity remained the lowest-scoring aspect in both trials, although still within the positive range, indicating that the clarity of instructions delivered through Padlet requires further attention, as students' engagement in digital platform-based learning is strongly influenced by the clarity of instruction (Nadeem, 2021).

In short, the findings suggest that the feasibility of the developed Padlet-based module was not determined by the use of technology alone, but by the integration of a well-structured Genre Based Approach, engaging instructional content, and the collaborative features of Padlet. The combination of these elements contributed to students' positive perceptions of the module and supported its implementation in the classroom. Therefore, this study indicates that integrating digital technology with a pedagogically grounded instructional approach can provide potential alternative for supporting the teaching of recount text writing at the senior high school level. Despite these positive findings, several limitations of this research need to be acknowledged. First, the field test was only at one school with 40 students, so the results could not necessarily be generalized. Second, this study did not measure improvements in students' writing achievement through a pre- and post- test design; therefore, the findings were limited to students' perceptions of the developed module. Third, despite the positive students' response, classroom observation during the field trial revealed that some students still required teacher assistance with several activity instruction. This issue is recommended as an area for future improvement due to the time constraints of this study. Fourth, the projector's technical constraints caused the modules to be presented in print format, which could potentially affect students' digital interaction experience. Nonetheless, students' responses remain positive, indicating the modules work in both formats.

CONCLUSION

This research developed a Padlet-based module with a Genre-Based Approach to teach recount text writing to tenth grade students, using ADDIE's research and development model. The development process involved iterative revisions within the Development stage rather than a single linear pass, as the product underwent ongoing revisions based on expert feedback and user testing. This resulted in a change from a single material-intensive unit into four separate units aligned with the stages of the Genre-Based Approach's Teaching-Learning Cycle (Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text), before the module was declared ready for wider implementation. The expert validation results confirm that the developed module is feasible and appropriate for classroom implementation in terms of content, language, and graphics. Students' responses also confirmed good acceptance of the module across both trial stages, particularly in terms of its appearance, task variety, writing clarity, learning steps, and perceived support for learning recount text. Overall, these findings indicate that a structured, technology-integrated module

has the potential to support the learning of recount texts while also being well received by students. This research contributes both theoretically and practically. Theoretically, it enriches the literature on the integration of digital collaborative platforms with the Genre-Based Approach in writing instruction, while practically, it provides teachers with a ready-to-use, structured module that can be adopted or adapted for teaching recount texts in similar classroom contexts. However, the consistently lower scores on the aspect of instructional clarity indicate that language accessibility in digital teaching still requires further attention in future module development, for example through simplifying instructional language or adding visual examples for each step of the task. In addition, further research is recommended to directly measure improvements in students' writing ability through pre- and post-tests before and after using the module, to expand implementation to various schools in order to strengthen the generalizability of the findings, and to carry out further revision cycles based on evaluation results, in line with the iterative nature of the ADDIE Model.

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