

Integrating Padlet as a Digital Learning Platform in Teaching Analytical Exposition Writing to Tenth Graders

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Abstract : *The integration of digital platforms in EFL writing instruction requires effective implementation to support students' writing processes. This study aimed to investigate the implementation of Padlet in teaching Analytical Exposition writing to tenth-grade EFL students and to explore students' perceptions of its use. The study employed a descriptive qualitative approach, using classroom observation as the primary data source and a questionnaire to triangulate the data. The observations revealed that Padlet was implemented through structured instructional design, scaffolded writing stages, and collaborative peer feedback activities. The platform supported a process-based writing approach by enabling students to develop ideas gradually, revise drafts in response to feedback, and engage actively in collaborative learning. The questionnaire results confirmed that students perceived Padlet positively in terms of ease of use, learning support, collaboration and interaction, motivation and interest, perceived impact on writing ability, and overall satisfaction. The findings indicate that Padlet effectively supports the teaching of Analytical Exposition writing when integrated with clear guidance and collaborative practices. This study concludes that Padlet is a suitable digital learning platform for EFL writing instruction at the senior high school level.*

Keywords : *Padlet; analytical exposition; writing; classroom implementation.*

INTRODUCTION

Writing is an essential skill in English language learning because it requires learners to generate ideas, construct meaningful sentences, and communicate thoughts clearly. Beyond its role as a productive skill, writing also supports the development of other language abilities, including reading, speaking, and listening, making it a central component of comprehensive language proficiency (Novia et al., 2024). Despite its significance, many students still encounter difficulties when writing, particularly in organizing ideas, constructing grammatically correct sentences, and maintaining a logical flow (Sari et al., 2024). Research further suggests that these challenges are often linked to low motivation, limited vocabulary, and minimal writing practice. As a result, students frequently feel confused at the beginning of the writing process, experience anxiety, and make recurring grammatical errors (Khofifa et al., 2024).

To address these challenges, the integration of technology in teaching has increasingly been recommended to enhance students' learning across various language

skills, including Writing (Islami & Shofi, 2025). Technology has become an integral part of writing instruction by providing students with a more supportive, meaningful, and comfortable learning environment (Wardani et al., 2025). Therefore, the use of technology-based media has become a promising alternative for creating learning experiences that are more engaging, interactive, and student-centered.

One technological tool that has gained increasing attention in education is Padlet. It is a collaborative online platform that allows both teachers and students to post text, images, audio, video, and web links on a shared digital board accessible anytime and anywhere (Holovina, 2021). Padlet serves as a versatile digital learning platform that can be effectively applied in both traditional classroom settings and alternative learning environments (Zainuddin et al., 2020). Due to these features, Padlet has the potential to support meaningful learning interactions and enhance students' performance, particularly in writing activities.

Some previous studies have reported positive impacts of Padlet on students' writing performance and motivation. Studies by Nurramdaeni (2021) and Wahyuni (2021) revealed that Padlet encouraged students' participation, creativity, and confidence in writing activities through peer interaction and real-time feedback. More recently, Sonia (2025) demonstrated that collaborative writing on Padlet improved students' analytical exposition writing skills, particularly in argument development and organization. These findings indicate that Padlet is an effective digital tool for supporting writing instruction in EFL classrooms.

Despite the positive findings reported in previous studies, most research on the use of Padlet in writing instruction has primarily focused on descriptive texts, while studies examining its implementation in teaching analytical exposition writing at the senior high school level remain limited. In the Indonesian senior high school curriculum, analytical exposition and hortatory exposition are two genres that students are required to learn as part of expository writing instruction. Although both genres aim to develop students' critical thinking and reasoning skills, they serve different communicative purposes. Analytical exposition emphasizes the presentation and clarification of ideas or viewpoints on an issue without directly persuading readers to take action, whereas hortatory exposition focuses on persuading readers that something should or should not be done (Badriyah et al., 2022; Wardani et al., 2026). Due to these differences, analytical exposition is commonly introduced at the earlier stage of senior high school as it allows students to practice developing arguments and organizing ideas before engaging in more persuasive writing tasks. However, limited research has explored how digital learning platforms such as Padlet support the teaching and learning of this genre, particularly in real classroom contexts. Unlike previous studies that emphasize learning outcomes, this study focuses on the instructional process and students' responses to Padlet use in analytical exposition writing.

Given the cognitive demands of analytical exposition writing, which involve critical reasoning, further investigation is needed to understand how Padlet is implemented to

facilitate this complex writing process and how students respond to its use. Addressing this gap, the present study aims to investigate the implementation of Padlet as a digital learning platform in teaching analytical exposition writing to tenth-grade students at SMAN 1 Sidayu. Specifically, this study seeks to describe how Padlet is utilized during the writing process and to explore students' responses toward its implementation in the classroom.

METHOD

This study employed a descriptive qualitative research design to explore the implementation of Padlet as a digital learning platform in teaching analytical exposition writing. The research focused on describing the teaching and learning process, including classroom activities and students' responses to the use of Padlet. The study was conducted at SMAN 1 Sidayu, Gresik, Indonesia, during the 2025/2026 academic year through several classroom meetings. The participants were 36 tenth-grade students from one selected class (X-10) in which Padlet was implemented, and all students in the class were involved as research participants. The class was selected purposively because Padlet was integrated into the writing instruction for analytical exposition text in this class.

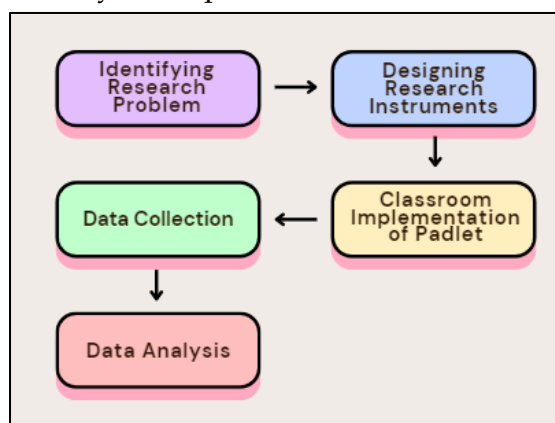


Figure 1. Research Procedure Flowchart

Data were collected through classroom observation and open-ended questionnaires. Classroom observations were conducted during several instructional meetings as Padlet was implemented to teach analytical exposition writing. An observation checklist was used to record: (1) lesson stages (opening, main, and closing activities); (2) the integration of Padlet within the writing process (idea development, drafting, peer feedback, and revision); (3) students' participation and engagement; and (4) classroom interaction patterns. Field notes were employed to complement the checklist by documenting contextual details and classroom dynamics. Following the instructional meetings, a 24-item open-ended questionnaire was administered via Google Forms to explore students' perceptions of Padlet. The questionnaire addressed six key indicators: (1) the Padlet's ease of use; (2) Padlet as learning support; (3) collaboration and interaction; (4) motivation and interest; (5) impact on writing ability; and (6) students' satisfaction.

The data were analyzed using the qualitative analysis framework of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing and verification (Asipi et al., 2022). Relevant data from observations and questionnaires were selected and categorized (data reduction), organized into narrative descriptions and summary tables (data display), and interpreted to identify recurring patterns. Triangulation between observation and questionnaire data was conducted to enhance the credibility and trustworthiness of the findings.

RESULT AND DISCUSSION

Results

This section presents the results of the study obtained from classroom observations and students' questionnaire responses. Classroom observation was conducted over four instructional meetings to document the teaching and learning process of Analytical Exposition writing using Padlet. Meanwhile, the questionnaire was administered at the end of the fourth meeting to capture students' responses after they had experienced the complete instructional cycle. The results are organized into two main sections: (1) the teaching and learning process using Padlet and (2) students' responses to the implementation of Padlet in Analytical Exposition writing.

1. The Teaching and Learning Process of Analytical Exposition Writing Using Padlet

This subsection describes how Padlet was implemented during the teaching and learning process of Analytical Exposition writing based on classroom observations conducted across four meetings. The teaching process is presented in three stages: opening activity, main activity, and closing activity.

Opening Activity

Based on classroom observations, the teacher began each lesson by greeting the students and checking attendance. In the first observation meeting, the teacher introduced the learning topic by providing a model text for an Analytical Exposition. Students were instructed to read the model text and answer guiding questions related to its content, social function, and generic structure. These questions were used to help students identify the key components of an Analytical Exposition text and activate their prior knowledge.

During this activity, the teacher provided positive reinforcement in the form of points and verbal encouragement to increase students' confidence in using English. The teacher also corrected students' pronunciation and oral production when necessary as they expressed their ideas. These activities introduced students to expressing opinions and providing reasons orally at the beginning of the lesson.

Main Activity

The main activity focused on the Padlet implementation during the observation of the second and third meetings. During these meetings, the teacher used Padlet as the primary learning platform to guide students in writing Analytical Exposition texts step by

step. The Padlet page contained an “Explanation” section that included the definition, social function, generic structure, language features, and a model text as reference material.

Before starting the writing activity, the teacher asked the students to develop an outline. The outline included the title, thesis statement, supporting arguments, and conclusion. After completing the outline, the students worked through the writing stages on Padlet in a fixed sequence, including: “Write your title here,” “Write the thesis paragraph here,” “Write the argument here,” “Write the reiteration paragraph here,” and “Revise your Analytical Exposition based on your peers’ and teacher’s feedback.”

The teacher guided students to write their Analytical Exposition texts sequentially. Students were required to provide peer feedback at each writing stage by commenting on their classmates’ work on Padlet. After peer feedback, the teacher reviewed each student’s work and provided written feedback in the form of comments, corrections, and suggestions. Only after receiving feedback from the teacher were students allowed to proceed to the next writing stage. This process continued until students completed all sections of the Analytical Exposition text. Throughout the main activity, the teacher monitored students’ progress through Padlet. Students were observed actively engaging in writing, commenting on peers’ work, and revising their draft based on the peer and teacher feedback.

Closing Activity

The closing activity was conducted during the fourth observation meeting. At this stage, the teacher provided students with the opportunity to complete and refine their final draft of the Analytical Exposition texts on Padlet. Students were instructed to revise their writing based on the peer and teacher feedback. Before final submission, students were given time to review the completeness and organization of their texts, including the title, thesis statement, arguments, and reiteration. The teacher then reminded students that the revised texts submitted on Padlet would be assessed as the final product.

At the end of the lesson, the teacher conducted a reflection session by asking students to recall what they had learned about Analytical Exposition Text. Students responded by mentioning the definition, generic structure, and social function discussed during the lesson. The teacher then provided reinforcement, points, and motivational feedback as appreciation for students’ participation. The lesson ended with a closing greeting. The whole implementation process was documented through photographs, as presented in Figure 2 below.



Figure 2. Classroom Implementation of Padlet

2. The Students' Responses to the Implementation of Padlet in Analytical Exposition Writing

This subsection presents students' responses to the use of Padlet in learning Analytical Exposition writing. The data were collected through a questionnaire administered at the end of the fourth meeting. Students' responses are categorized into several aspects: ease of use, learning support, collaboration and interaction, motivation and interest, perceived impact on writing ability, and overall satisfaction.

Ease of Use of Padlet

Students' perceptions of the ease of use of Padlet in supporting the writing of Analytical Exposition texts are summarized in Table 1. The data were obtained from seven questionnaire items focusing on students' understanding, accessibility, and flexibility in using Padlet during the writing process.

Table 1. Students' Perceptions of the Ease of Use of Padlet

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
I understand how to use Padlet to organize ideas before writing an Analytical Exposition text.	26.5%	70.6%	2.9%	-
I know how to upload my writing to Padlet without difficulty.	32.4%	61.8%	5.9%	-
I understand Padlet features that support writing Analytical Exposition texts.	20.6%	76.5%	2.9%	-
Padlet is easy to access and makes writing and editing more interesting.	23.5%	76.5%	-	-
I know how to use Padlet to store and organize writing ideas.	23.5%	76.5%	-	-
I can adjust Padlet use according to my writing needs.	23.5%	76.5%	-	-
Padlet makes it easy to share writing with teachers and classmates.	29.4%	70.6%	-	-

Table 1 shows that the majority of students perceived Padlet as easy to use in supporting Analytical Exposition writing. More than 90% of respondents agreed or strongly agreed that they understood how to use Padlet to organize ideas, upload writing, store materials, and share their work with teachers and classmates. Only a very small proportion of students expressed disagreement, indicating minimal difficulty in using Padlet during the learning process. Additionally, regarding sharing writing, all respondents perceived that Padlet makes it easy to share writing with teachers and classmates.

Padlet as Learning Support

This subsection describes students' perceptions of Padlet as a learning support tool in writing Analytical Exposition texts. The statements focus on how Padlet assists students in understanding learning materials, completing writing tasks, and recalling previously written ideas. The results are summarized in Table 2.

Table 2. Students' Perceptions of Padlet as Learning Support

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Teacher-uploaded example texts on Padlet help me understand the topic.	29.4%	64.7%	5.9%	-
Padlet makes it easier to learn how to write Analytical Exposition texts.	26.5%	73.5%	-	-
Padlet helps me complete writing tasks more efficiently.	26.5%	73.5%	-	-
Padlet helps me recall ideas or materials written previously.	23.5%	76.5%	-	-

As shown in Table 2, most students agreed or strongly agreed that teacher-uploaded example texts on Padlet helped them understand the topic of Analytical Exposition writing.

In addition, students reported that Padlet made the writing process easier, supported task completion, and helped them recall ideas or materials written previously. These results indicate that Padlet functioned as a supportive learning medium throughout the writing activities.

Collaboration and Interaction

This subsection reports students' perceptions of collaboration and interaction facilitated by Padlet during writing activities. The questionnaire items examine students' experiences in discussing, commenting, and collaboratively developing Analytical Exposition texts using Padlet. The results are presented in Table 3.

Table 3. Students' Perceptions of Collaboration and Interaction through Padlet

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Padlet supports collaborative learning between students and teachers.	23.5%	73.5%	2.9%	-
I can use Padlet to discuss my Analytical Exposition text with peers.	29.4%	70.6%	-	-
I understand how to view and comment on classmates' writing on Padlet.	23.5%	76.5%	-	-
Padlet supports collaboration with peers in writing Analytical Exposition texts.	29.6%	79.4%	-	-

Based on Table 3, most students reported positive experiences related to collaboration and interaction through Padlet. The majority of respondents agreed or strongly agreed that Padlet supported collaboration between students and teachers, enabled peer discussion, and allowed them to view and comment on classmates' writing. Only a small number of students indicated difficulties in collaborative interaction.

Motivation and Interest

This subsection presents the results related to students' motivation and interest in writing Analytical Exposition texts using Padlet. The statements focus on students' enjoyment, engagement, and willingness to continue using Padlet in future writing activities. The detailed results are shown in Table 4.

Table 4. Students' Perceptions of Motivation and Interest in Writing Using Padlet

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Using Padlet makes me more interested in writing Analytical Exposition texts.	20.6%	79.4%	-	-
I enjoy the writing process using Padlet.	26.5%	73.5%	-	-
Writing using Padlet is more enjoyable than traditional methods.	26.5%	70.6%	2.9%	-

Padlet motivates me to write more actively.	23.5%	73.5%	2.9%	-
Padlet increases my interest in writing Analytical Exposition texts.	26.5%	67.6%	5.9%	-
I intend to continue using Padlet for future writing activities.	23.5%	67.6%	8.8%	-

The data in Table 4 indicate that students generally demonstrated positive motivation and interest in writing using Padlet. Most respondents agreed or strongly agreed that Padlet increased their interest in writing, made the writing process more enjoyable, and motivated them to write more actively. In addition, a large proportion of students expressed their intention to continue using Padlet in future writing activities.

Impact on Writing Ability

This subsection explains students' perceptions of the impact of Padlet on their Analytical Exposition writing ability. The questionnaire items address students' views on skill improvement and creativity in writing. The results are presented in Table 5.

Table 5. Students' Perceptions of the Impact of Padlet on Writing Ability

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Padlet encourages me to improve my Analytical Exposition writing ability.	20.6%	76.5%	2.9%	-
Using Padlet increases my creativity in writing.	20.6%	73.5%	5.9%	-

Table 5 presents students' perceptions of the impact of Padlet on writing ability. Regarding improvement in Analytical Exposition writing skills, 76.5% of respondents agreed and 20.6% strongly agreed that Padlet encouraged them to improve their writing ability, while 2.9% disagreed. In terms of creativity, 73.5% of students agreed and 20.6% strongly agreed that using Padlet increased their creativity in writing, although 5.9% expressed disagreement.

Students' Satisfaction

This subsection presents students' overall satisfaction with the implementation of Padlet in teaching Analytical Exposition writing. Students' responses reflect their general evaluation of Padlet as a learning medium. The results are summarized in Table 6.

Table 6. Students' Overall Satisfaction with Padlet Implementation

Statement	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Overall, I am satisfied with the implementation of Padlet in teaching Analytical Exposition writing.	26.5%	73.5%	-	-

Based on Table 6, all respondents expressed satisfaction with the use of Padlet in writing instruction. The majority of students agreed or strongly agreed that they were

satisfied with the implementation of Padlet as a learning medium in teaching Analytical Exposition writing.

Discussion

This study investigated the implementation of Padlet as a digital learning platform in teaching Analytical Exposition writing to tenth-grade students. The discussion interprets the findings by integrating classroom observation data as the primary source of evidence, supported by students' questionnaire responses as triangulating data. The discussion is organized around key themes emerging from both data sources, including the ease of use, learning support, collaboration and interaction, motivation and interest, impact on writing ability, and students' overall satisfaction.

Classroom observations indicate that Padlet was implemented as an accessible and manageable platform for writing instruction. Students were able to access learning materials, submit writing drafts, and provide comments with minimal technical guidance from the teacher. Throughout the lessons, students independently navigated Padlet to write titles, thesis statements, arguments, and reiteration paragraphs. The smooth progression of activities suggests that the platform did not disrupt instructional flow due to technical difficulties. These observed practices are consistent with students' questionnaire responses, which show that Padlet was perceived as easy to use, flexible, and supportive of idea organization and sharing. This alignment indicates that Padlet's ease of use allowed students to concentrate on the writing process rather than on operational challenges (Wahyuni, 2021). Therefore, the usability of a digital platform with limited technical barriers, such as Padlet, is crucial in digital writing instruction.

Observation data also reveal that Padlet functioned as an effective learning support tool through structured instructional design and teacher scaffolding. During the first meeting, the teacher uploaded a model Analytical Exposition text and guided students through comprehension and analysis questions related to its structure and language features. In subsequent meetings, Padlet enabled continuous access to learning materials, instructions, and feedback, allowing students to revisit examples and revise their drafts independently. Students' questionnaire responses confirm that teacher-uploaded examples and stored materials helped them understand the text type and complete writing tasks more efficiently. This suggests that Padlet functioned not merely as a submission platform but also as a learning resource that supported students' cognitive processes during writing (Nurramdaeni et al., 2021). This strength indicates that Padlet is preferable to the other digital platforms used merely as submission platforms.

Classroom observation further demonstrates that Padlet facilitated collaborative learning during the writing process. During the second and third meetings, students were required to provide peer feedback at each stage of writing before progressing to the next step. Feedback was delivered through comments on Padlet, creating visible interaction among students and between students and the teacher. The teacher's formative feedback,

delivered through guiding questions rather than direct correction, promoted reflection and revision. These observed interaction patterns are supported by questionnaire findings indicating that students perceived Padlet as facilitating collaboration and communication. This confirms that Padlet promoted collaborative writing and peer-supported learning (Gunawan & Pambayun, 2025). Such interaction is particularly important in writing instruction, as feedback and peer support contribute to the development of writing skills.

Observation data also show that students demonstrated higher engagement during Padlet-based writing activities, particularly during feedback and revision stages. Students actively responded to comments on peers and the teacher and appeared more willing to revise their work. The interactive and visual features of Padlet contributed to a more dynamic classroom atmosphere and reduced students' reluctance to participate in writing activities (Selvia et al., 2025). It also indicates that a dynamic classroom atmosphere is a crucial factor in sustaining engagement in writing instruction.

Furthermore, classroom observation highlights that Padlet supported a process-based approach to writing. Students were guided step by step – from determining titles and thesis statements to developing arguments and writing reiteration paragraphs – with progression contingent on receiving feedback. This iterative drafting and revising process enabled students to focus on idea development and organization. Questionnaire data reinforce this observation, as most students perceived improvement in their writing ability and creativity. Although this study does not quantitatively measure writing achievement, the alignment between observed writing processes and students' perceptions indicates that Padlet's potential to support writing development in EFL classrooms. The visibility of feedback and revisions on Padlet also enabled students to reflect on their writing and learn from peers' work (Lestari, 2025).

Finally, observation during the final meeting showed that students actively revised and finalized their drafts on Padlet before submission, demonstrating ownership and responsibility for their writing. This finding aligns with questionnaire results indicating high levels of student satisfaction with the implementation of Padlet. It indicates students' positive attitude towards the use of Padlet in raising their confidence while collaborating with their peers in writing performance (Novitaningrum et al., 2025). Overall, the results of observation and questionnaire data suggest that Padlet was integrated into the teaching of Analytical Exposition writing through scaffolded instruction, collaborative feedback, and process-based writing practices. These findings show that Padlet is a suitable digital learning platform in supporting the teaching of Analytical Exposition writing at the senior high school level.

CONCLUSION

This study investigated the implementation of Padlet in teaching Analytical Exposition writing and explored students' perceptions of its use in an EFL classroom. The findings show that Padlet was implemented through structured instructional stages that facilitated idea development, drafting, peer feedback, and revision, reflecting a process-based writing approach supported by collaborative learning. Students' responses indicate positive perceptions of Padlet regarding ease of use, engagement, collaboration, and support for writing development. Overall, the integration of Padlet with clear instructional guidance effectively supports Analytical Exposition writing at the senior high school level, suggesting its suitability as a digital platform for EFL writing instruction.

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