



## The Use of Padlet Application for The Integration of Reading and Writing of The Students at A Private University in Pathum Thani Province

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### Abstract

**Background and Aims:** The study on ‘the use of the Padlet application for the integration of reading and writing of the students at a private university in Pathum Thani Province is important as it investigates new methods to boost student involvement, enhance literacy abilities, encourage teamwork, and utilize technology in education. These results have an impact on both theoretical comprehension and practical implementation in educational environments. The objectives of this study were 1) to examine the English writing achievement of the students after using the Padlet application for the integration of reading and writing of the students at a Private university in Pathum Thani province. 2) To investigate the level of student satisfaction with the use of the Padlet application for the integration of reading and writing of the students at a Private university in Pathum Thani province.

**Methodology:** The participants in this study were 50 students from a private university in Pathum Thani province who enrolled in Basic Writing in English in the third semester of the academic year 2023, selected through stratified random sampling and simple random sampling methods. The research instrument consisted of 10 sets of English achievement tests and a questionnaire. The data was analyzed by mean and Standard Deviation, t-test.

**Results:** The research results found that 1) the English writing achievement of the students after using the Padlet application was statistically significantly higher than before taught by using the Padlet application at the .01 level. 2) The level of student satisfaction with the use of the Padlet application for the integration of reading and writing was at a very high level.

**Conclusion:** The research indicates that the use of the Padlet application significantly improved students' English writing achievement and was met with very high satisfaction for integrating reading and writing.

**Keywords:** Padlet Application; Integration of Reading and Writing; Private University

### Introduction

Mastering writing skills is a challenging and diverse task. Quality writing goes beyond simply putting thoughts down on paper or typing them out and requires a deep grasp of different linguistic elements. These elements include detailed factors like word choice, sentence structure, flow, and planning techniques. Furthermore, it is essential to have a strong grasp of basic language mechanics such as grammar, punctuation, and spelling to create clear and refined texts. According to Richard & Renandya (2002), becoming proficient in writing requires a lot of time, consistent practice, and strong commitment. Additionally, skilled writers can turn complex ideas into clear and convincing stories or arguments that deeply connect with their target audience. The crucial importance of developing strong writing skills is highlighted by the transformative process of turning rough ideas into polished written works.

Proficient writing skills are important for students as they play a crucial role in academic success, effective communication, and career advancement. As a result, dedicating time and resources to improving writing skills is a worthy pursuit that brings many benefits. It is essential to fully understand students' learning accomplishments to customize instructional materials to meet their educational needs effectively. By identifying students' achievements, teaching materials can be improved in a structured manner to help improve performance in teaching, leading to improved student success and academic results. Lim et al. (2019) claim that English language learners face obstacles when it comes to mastering writing skills, pointing out the struggles they have in expressing their thoughts clearly to an audience. Significant obstacles are presented in the process of sorting, revising, and perfecting their ideas.

Additionally, it is important to mention that students often make basic mistakes like spelling errors and lack of detail in their explanations, which can hinder the flow and clarity of their writing. Similarly, Mulyadi et al. (2020) emphasize the significance of educational technology in supporting the teaching and learning process. In particular, using the Padlet app, along with other tech tools, has a



significant impact on teachers and students. The use of the Padlet application improves students' academic achievements and results. Atasoy (2021) asserted that writing serves as a fundamental means of communication and is extensively utilized as a global language for written communication. Having strong English writing abilities allows people to communicate effectively and accurately with a wider range of people by sharing their ideas, thoughts, and information. Furthermore, English writing abilities are crucial in academia for creating research papers, essays, reports, emails, and other written tasks. Precise and thorough writing enables students to clearly articulate their viewpoints and effectively engage in critical examination. It also helps improve critical thinking, data interpretation, and the communication of organized and logical concepts. Acquiring English writing abilities also helps students effectively engage in professional environments, leading to their overall achievement.

In the 21st century, classroom circumstances have led to a shift in teaching methodologies. Information and communication technologies play a crucial role in altering the dynamics of teaching and learning within the classroom. The potential of technology to change education is in how and where learning occurs. Furthermore, the roles of teachers and students evolve in the learning process. There is growth in the number of focused students. By utilizing cognitive tools, students can access information sources, work together with peers, seek advice from professionals, exchange knowledge, and tackle challenging issues. Utilizing technology in the educational setting is a crucial factor in enhancing and advancing the learners' skills (Naqsheema et al., 2019). Using technology to teach can enhance students' writing skills. Hancock (1977) argued that technology could lead to positive changes in education through different methods. For example, technology can be used to: 1. Customize instruction: Technology enables the creation of individualized learning experiences tailored to the unique needs of each student. 2. Expand access to diverse resources: Technology grants students access to an extensive range of information and materials from around the globe. 3. Enhance engagement and interactivity: Technology can be harnessed to craft captivating and interactive learning opportunities that inspire student motivation. 4. Offer feedback and assessment: Technology can furnish students with immediate feedback on their work and facilitate the assessment of their learning progress. However, Hancock also acknowledged the existence of challenges related to the integration of technology in education. These challenges encompass the potential high costs of implementation and maintenance, as well as the imperative for teachers to receive effective training in its utilization. Nevertheless, Hancock maintained that the benefits of incorporating technology into education outweigh these challenges. Related to Van et al. (2021) mentioned that technology plays a more significant role, as the learners can process the skills and knowledge to independently acquire knowledge using technology throughout their lives. This educational reform places a strong emphasis on learners, and a learner-centric teaching approach is essential to allow students to progress at their own pace and according to their potential, taking into account individual differences.

Furthermore, decentralization of syllabus design, inclusion of local cultural elements, and encouragement of critical thinking skills are some of the changes in English language teaching brought about by The National Education Act. Individual learning needs are addressed, diverse educational approaches are embraced, language education is provided, and communicative language teaching methods are promoted. As per the existing National Education Act, students are entitled to enhance their technical skills for educational use, making sure they possess the required expertise to self-sufficiently gain knowledge throughout their continuous learning process (National Education Act, section 66). Therefore, technology has taken on a more significant position in education. In the current age of information, technology plays a crucial role in the lives of individuals, acting as a way to create a society based on knowledge. The internet makes new information globally available, with ICT playing a crucial role. In recent years, there have been substantial changes in the way technology is used in the English reading and writing classroom to improve reading and writing skills. As technological advancements continue to emerge, teaching and learning techniques within classrooms have also evolved. Teachers are increasingly leveraging these technological advances to seamlessly integrate them into their teaching practices. This article outlines teaching strategies for reading and writing, the integration of technology, and the use of web-based electronic materials. These are the technological language instruction tools: 1. Text-reading software: This software integrates word prediction at the letter, word, and sentence levels. It highlights and scans words as text is read, provides auditory feedback and speech synthesis, and offers support such as definitions, spell-check, and thesaurus for



highlighted words. It can also expand abbreviations for commonly used words, phrases, or large text blocks. 2. Word-prediction software: This tool provides dictionaries for beginner, intermediate, and advanced users. It predicts words at the letter, word, and sentence levels, highlights and scans words as text is read, offers auditory feedback and speech synthesis and is often compatible with a switch or alternative keyboard access. 3. Visual concept-organization software: This software offers graphic templates and character webs, providing a visual structure for understanding events, cause and effect, and writing outlines. It allows for individual user templates and supports brainstorming. 4. Graphic-based writing software: This tool offers features like storyboarding and framing. It works with various media types, including pictures, sound, music, voice recording, and text for representing stories. It also includes features such as spell-check and speech feedback and can integrate pictures from the internet into writing projects. 5. Writing templates: These templates offer structural frameworks for various types of writing, such as letters, resumes, outlines, checklists, and reports. 6. Fundamental-skills software: This category includes software designed for word attack, sentence mastery, symbol recognition, switch-activated communication, phonics, electronic storybooks, and simulation. 7. Alternative input devices: the devices encompass switch access, Morse code input, alternative keyboards, touch screens, voice recognition, and on-screen keyboards. Integrating reading and writing activities with available technology tools can be achieved through numerous methods. When teaching children with disabilities to read and write, teachers can adapt their approach based on the chosen authentic materials and select the best method for working with each student on specific text passages. Offering repeated opportunities for students to develop their reading and writing skills using available technology tools begins with allowing students to choose the materials they want to read and adapting those materials to support independent work. Teaching by utilizing technology to facilitate writing instruction is unquestionably crucial in the modern digital era. It also represents a well-supported approach for assisting students who struggle with writing, as indicated by research (Grham & Perin, 2007). Using technology to improve writing skills provides significant advantages for language learners and educators. Technological support can simplify the writing process by helping with organization, transcription, and revision. For people learning a language and facing difficulties in writing, technology acts as a useful tool, allowing them the liberty to communicate their thoughts. It also allows them to make use of different applications for checking grammar and spelling, as well as assessing content. Teachers can offer feedback on students' writing as they are working on it. Additionally, technology promotes cooperation and exchange among language learners, instructors, and classmates. At the same time, people who use language can also find examples of sentence structures on the internet, search engines, blogs, and websites. Contemporary electronic formats combine various media elements such as text, hyperlinks, images, video, and audio. Essentially, integrating technology into writing teaching improves writing abilities and also develops important technological skills for the 21st century. Peterson-Karian and Parette (2007) conducted research centered on specific types of technology tools designed to assist with various aspects of writing. These strategies outline how technology can be effectively used to support writing skills: 1. Planning and Organization: Technology can be employed to offer opportunities for practicing reflection and organization, thereby enhancing writing abilities. Language learners and educators can utilize electronic tools such as mapping, outlining, and drafting templates, which come with built-in content and prompts. Additionally, portable and internet-based reference tools like electronic dictionaries, spell checkers, reading pens, and translators aid students in acquiring and utilizing appropriate vocabulary in their writing. 2. Transcribing: Transcription involves several sub-skills, including (a) planning what to convey and how to convey it, (b) selecting words, sentences, and discourse structures, (c) generating text, and (d) monitoring what has been written and what is yet to be written while making revisions. Limitations in handwriting and spelling skills can impede the ability of beginner, intermediate, and struggling writers to translate spoken language in memory into written language on paper. Technology tools can provide support for learners in developing these skills. 3. Editing and Revising: The final phase of the writing process encompasses several additional skills. Editing involves identifying and rectifying errors in spelling, punctuation, capitalization, and grammar to enhance written accuracy. Revising involves improving the organization of ideas, the clarity of the composition, the inclusion of supporting details, and considering the target audience. Two types of technologies address the challenges posed by the editing and revising process: a) Spell-checker usage should be taught strategically, helping users understand the reasons for potential



errors and teaching strategies to select the correct word from the provided list. These programs can also feature text-to-speech output and phonemic prediction to enhance word suggestions. b) Text-to-speech technology allows learners to have their compositions read aloud, allowing them to focus on the language's sound to identify wording, phrasing, punctuation, and grammatical errors, much like the language experience approach.

Therefore, the researcher examines the significance of studying the English writing achievement of the students at a private university in Pathum Thani province using the Padlet application. The results will acknowledge the significance of academic performance in English courses, which serves as a crucial tool for communication, education, and pursuing professions. In addition, the research findings will show an alternative technological tool in English writing classrooms that can be used to improve the student's English writing abilities to enhance the student's learning achievement in English writing courses in the future.

### Objectives of the Study

1) To examine the English writing achievement of the students after using the Padlet application for the integration of reading and writing of the students at a Private university in Pathum Thani province.

2) To investigate the level of student satisfaction with the use of the Padlet application for the integration of reading and writing of the students at a Private university in Pathum Thani province.

### Literature review

The three main points of the literature review in this study are reading skills, writing skills, and technology and innovation in education. Reading skills are closely linked to writing skills, as good reading affects good writing.

#### Theoretical background of reading skills

##### Definitions of Reading Skills

Reading skills are essential for several reasons because language users can access the information they need, as English is widely used as the language of communication in various domains such as academics, science, technology, business, and the internet.

Bacon (1876) had a famous quote that "Reading makes a full man; conference a ready man; and writing an exact man." Proficient English reading skills allow individuals to access a vast amount of information, research, and literature available in English. In academic and professional advancement, English reading proficiency is crucial for academic success, especially in higher education. Many academic journals, textbooks, and reference materials are written in English. Additionally, in today's globalized world, English language proficiency is often a requirement for employment and career advancement in many industries and organizations. Moreover, for personal growth and lifelong learning, reading in English exposes individuals to different cultures, perspectives, and ideas, broadening their horizons and helping language users develop critical thinking skills. English reading provides opportunities for personal growth, intellectual stimulation, and lifelong learning.

The roles of reading as follows:

1. Having good reading abilities is crucial for doing well in academics. Students must possess the capability to read and comprehend their textbooks, assignments, and tests. They must also possess the ability to utilize reading strategies to take part in class conversations and finish research assignments. Students who engage in regular reading have a leg up on students who don't. They have access to a greater amount of information and ideas, which aids in the growth of their knowledge base and critical thinking abilities. Moreover, proficient readers can select suitable reading materials for their requirements and relate the content to their personal experiences. Moreover, consistent reading aids students in cultivating their critical thinking abilities. They can assess and differentiate various kinds of data and spot biases and fallacies. To sum up, students who possess strong reading skills have a higher chance of achieving success in both their education and future professions.

2. Reading is crucial for success in one's career as it enables professionals to stay informed about the most recent trends and advancements in their industry, acquire new expertise, and effectively interact with coworkers and customers.







3. Having strong reading skills is essential for achieving success in one's profession because it allows individuals to stay up-to-date on the latest developments in their field, gain new knowledge, and communicate effectively with colleagues and clients.

4. Engaging in reading is an excellent method to unwind and alleviate anxiety, while also acquiring knowledge and enjoying entertainment. It is a flexible pastime that can be appreciated by individuals of any age and background.

5. Reading is a key skill that enables people to develop the knowledge and skills they need to contribute to their communities and country.

The above definitions indicate that reading skills are concerned with communicative language use, which can benefit learners in many ways.

The reading skills enable global connections by enhancing communication abilities. English is frequently utilized as a form of communication among individuals with diverse language backgrounds. English reading enables individuals to effectively interact with people from various cultures and nations, broadening their social and professional connections. Moreover, individuals with reading skills can improve their cognitive abilities. Reading in any language, including English, enhances cognitive skills like broadening vocabulary, understanding, critical thinking, and finding solutions. It also improves memory, focus, and overall language skills. Engaging in reading contributes to one's cultural growth. English literature boasts a wide array of celebrated writers and literary compositions spanning different eras and types. Engaging with English literary works introduces people to various writing techniques, topics, and cultural viewpoints, promoting cultural admiration and comprehension. By studying literature, one can gain an understanding of the viewpoints of writers from different historical eras.

In summary, reading skills not only facilitate knowledge acquisition but also contribute significantly to cognitive development, critical thinking abilities, language proficiency, and overall personal enrichment. Moreover, they serve as a foundational skill that supports and enhances writing abilities, making reading a fundamental aspect of lifelong learning and growth.

### **Theoretical background of writing skills**

#### **Definitions of Writing Skills**

Writing, is a productive skill and a creative process for articulating ideas. It aids students in delving into their thoughts and emotions. Productive skills empower learners to convey language through written words or sentences, facilitating communication and expression of ideas through text. Writing plays a crucial role in cognitive advancement, reflecting one's mental growth. It serves as a means of self-expression and critical analysis, with written pieces displaying creativity and the process illustrating comprehension (Atasoy, 2021).

Proficiency in English writing is essential for academic and career success, as is the ability to read in English. Writing serves as a primary form of communication and is commonly employed as a global written language. Proficient English writing skills facilitate effective communication of ideas, thoughts, and information to a broad audience. Within academia, a strong command of English is essential for producing research papers, essays, reports, emails, and various written assignments. Writing accurately and comprehensively empowers learners to confidently articulate their thoughts, perform critical analysis effectively, and cultivate analytical thinking, data interpretation, and the articulation of structured ideas. Mastering English writing skills helps students effectively communicate and interact in professional settings, leading to their overall success.

Proficiency in English is crucial for effective communication in business. It is the primary language used for business correspondence, including emails, reports, proposals, and other official documents. Employers appreciate clear and effective written communication skills in English, as it enhances career opportunities and advancement prospects (Rao, 2019). Writing in English enables language users to showcase their creativity, imagination, and emotions. It acts as a platform for storytelling, poetry, literature, and personal introspection.

Proficiency in English writing empowers people to express thoughts and ideas effectively, enhancing personal development and self-expression. Writing also encourages critical thinking, information analysis, and logical organization of thoughts. Practicing English writing helps individuals improve analytical skills, coherence in presenting arguments and ideas, and problem-solving abilities. It also fosters research and information gathering, enriching knowledge and understanding. Furthermore,



English writing is crucial for connecting people from diverse cultures, allowing the sharing of ideas and perspectives, and facilitating communication between individuals who speak different languages. It offers a platform for individuals to actively participate in global discussions and engage in meaningful intercultural dialogues. Mastering English writing is essential for effective communication, academic and professional success, business opportunities, creative expression, critical thinking, and cultural exchange. It enables individuals to express their ideas with precision, clarity, and impact, opening up a world of diverse possibilities and prospects.

In summary, reading and writing skills are interconnected. This means that they all support each other. For example, students who do not read well may have difficulty writing well, because they may not have enough knowledge to write about. Writing is based on knowledge, which is acquired through reading. A student with good reading skills can easily transfer the knowledge and ideas they learn from reading to their writing. This allows them to share their ideas effectively.

### **Theoretical background of technology and innovation in education**

#### **Definitions of technology and innovation in education**

The definitions of technology and innovation in education encompass a wide range of interpretations among various researchers. In general, technology may be characterized as the utilization of scientific knowledge for pragmatic objectives, whereas innovation can be described as the introduction of new things, particularly enhanced products or methodologies. Within the field of education, the utilization of technology and innovation has the potential to enhance the process of learning through several means. These include the establishment of targeted learning experiences, granting students access to a wide range of materials, and making the act of learning more interesting and interactive.

According to Andrade et al (2018), technology and innovation in education refers to the use of technology to support pedagogical instructional practices. Technology and innovation in education are how concepts, theories, techniques, methodologies, and instruments can be applied in the classroom to increase efficiency and productivity. Innovation in education is the application of novel ideas and techniques in the classroom. These methods will be beneficial to the students and will quickly improve their knowledge efficacy. The following are examples of educational applications of technology or innovation: Computer-assisted instruction (CAI) is the use of computers to provide instruction, practice, and assessment to students. Inter Interactive video combines video with other elements such as audio, visuals, and activities to create a more engaging learning environment for students. Multimedia uses various media, including images, audio, videos, and text, to create an immersive and interactive experience. Technology possesses the capability to actively engage students both within and beyond the classroom setting. Using technology in education can enhance the learning experience by fostering a more active and student-centered environment. Students show a preference for incorporating educational technology into their classroom activities. Gagne et al. (2007) mentioned that technology and innovation education are the systematic application of scientific knowledge and research to the design, implementation, and evaluation of learning and teaching processes, intending to improve student learning outcomes.

Hancock, Bray & Nason (2002) expressed that educational technology involves combining concepts and comprehension in the interaction between people and various tools and resources, with the deliberate goal of enhancing the effectiveness of the teaching and learning procedures while keeping specific objectives in focus.

Good (1973) defined educational technology as the application of scientific knowledge about learning and teaching to the design, implementation, and evaluation of educational systems and processes. This definition is broad and encompasses a wide range of activities, including developing and implementing new instructional methods and materials; Using technology to support learning and teaching; evaluating the effectiveness of educational programs and interventions; and conducting research on learning and teaching.

These definitions covered a broad spectrum of activities related to the use of technology in education and continue to be relevant in the field of educational technology today. It highlights the importance of applying scientific knowledge to enhance the design, implementation, and evaluation of educational systems and processes, which can lead to more effective and efficient teaching and learning experiences. This study employed the Padlet application in the classroom to improve English writing



proficiency. The Padlet application offered a virtual wall where students could submit their summary writings, exchange comments, and provide peer feedback. This teaching approach followed a cyclical pattern of learning, fostering an environment where students felt comfortable sharing their ideas positively. Simultaneously, it allowed the teacher to identify students' writing challenges and provide necessary assistance in resolving them. Padlet can be used to create a virtual wall and has some important advantages. Padlet is a free platform that is enabled on all kinds of devices such as smartphones, PCs, laptops, or tablets. In addition, no need to install software. It is user-friendly and simply used by anyone with internet access. Haris et al. (2017) stated that Padlet is a very convenient web tool that promotes collaborative learning among learners. The Padlet wall can add text, pictures, videos, or links to clarify the writing. The wall can be exported into a poster, PDF file, or embedded into a class blog.

### **The importance of technology and innovation in education**

World Bank (2020) stated that "Education is at its heart, about human connections." Educational technology (EdTech) is the use of hardware, software, digital content, data, and information systems in education. It plays a vital role in improving teaching and learning, as well as the overall management and delivery of education. EdTech can help to create new connections between educators, students, parents, and the wider community, fostering the creation of learning networks. Investments in EdTech can make education systems more resilient to future challenges and promote innovative and transformative approaches to teaching and learning. In other words, EdTech is a powerful tool that can be used to improve education for everyone. It can help to make teaching and learning more engaging and effective, and it can help schools to operate more efficiently and effectively.

Raja and Nagasubramani (2018) presented the positive impact of technology and innovation technology in 3 aspects as follows:

1. Enhanced Teaching and Learning: Teac Technological developments like digital cameras, projectors, mind training software, computers, PowerPoint presentations, and 3D visualization tools; all have become great sources for teachers to help students grasp a concept easily. It has to be understood that visual explanation of concepts makes learning fun for students. They're able to participate more in the classroom and even teachers get a chance to make their classes more interactive and interesting.

2. Globalization: When schools in different parts of the state, students can "Meet" their counterparts through video conferencing without leaving the classroom. Some sites, such as [www.glovisco.com](http://www.glovisco.com) are used to help students learn foreign languages online by pairing a group of students with a teacher from another country.

3. No Geographical Limitations: With the introduction of online degree programs there is hardly any need to be present physically in the classroom. Even several foreign universities have started online degree courses that students can join. Distance learning and online education have become very important parts of the education system nowadays.

Furthermore, technology and innovation in education hold the capacity to enhance the effectiveness of the educational process and enhance the pertinence and excellence of education. This aligns with Tinio (2002), who pointed out that technology and innovative approaches in education significantly influence the acquisition and assimilation of knowledge for both educators and students through interactive learning methods as follows:

1. Active learning: Technology and innovation allow students to engage in real-world problem-solving and self-paced learning, instead of just memorizing facts. They can also use technology to analyze and compute information, and to receive feedback on their work.

2. Collaborative learning: Technology makes it easy for students and teachers to interact and collaborate, regardless of where they are in the world. This allows students to work with peers from different backgrounds and cultures, which can enhance their communication skills and global awareness.

3. Creative learning: Technology allows students to manipulate existing information and create their knowledge, which is in line with creative learning approaches.

4. Integrative learning: Technology can be used to support an integrative approach to teaching and learning, which bridges the gap between theory and practice. This can be more difficult to achieve in traditional classrooms, where teaching is often fragmented.



5. Evaluative learning: Technology-driven learning is student-centered and offers valuable feedback through interactive features. This aligns with constructivist learning theories, which emphasize discovery and new ways of learning.

It can be concluded that technology and innovation have made education more effective and engaging by promoting active, collaborative, creative, integrative, and evaluative learning experiences.

The technology and innovation in education are essential for the following reasons:

1. Enhancing the Management of Diverse Learning Experiences: Educational technology can play a pivotal role in enhancing the management of diverse learning experiences, even for learners facing constraints such as distance and time limitations. It can help teachers deliver a wider range of learning opportunities to students, provide more personalized instruction, and track student progress more effectively.

2. Expanding the Utilization of Human Resources: Educational technology can help to expand the utilization of human resources in education by providing teachers with tools to automate administrative tasks and collaborate with colleagues more easily. It can also help to connect students with experts from around the world, providing them with access to a wider range of knowledge and perspectives.

3. Cultivating Varied Learning Environments: Educational technology can facilitate the creation of varied learning environments, including problem-solving, large-group interaction, small-group collaboration, and individualized learning environments. This can help to meet the diverse needs of learners and create more engaging and effective learning experiences.

4. Ensuring Educational Equality: Educational technology can help to ensure educational equality by providing all students with access to high-quality learning opportunities, regardless of their location, socioeconomic background, or ability. This can help to close the achievement gap and create a more just and equitable education system.

5. Promoting Multifaceted Learning Outcomes: Educational technology can play a significant role in facilitating the attainment of multifaceted learning outcomes, including changes in attitudes, cognitive abilities, and practical skills. For example, educational technology can be used to create immersive learning experiences that allow students to practice real-world skills, or to provide students with feedback and support on their social-emotional development.

6. Promoting Self-Directed Learning with Ease: Educational technology can help to promote self-directed learning by giving students more control over their learning and providing them with tools to explore their interests and goals. For example, students can use educational technology to create their learning portfolios, design their learning projects, or connect with other learners who share their interests.

7. Facilitating Crucial Teaching Moments for Effective Learning: Educational technology can help teachers facilitate crucial teaching moments for effective learning by providing them with tools to capture attention, communicate learning objectives, trigger the recollection of prior knowledge, present learning materials, offer guidance on learning strategies, elicit learner engagement and performance, provide constructive feedback, evaluate performance, and nurture the continuation of learning and its transfer. For example, educational technology can be used to create interactive simulations, provide students with immediate feedback on their work, or track student progress over time.

Overall, technology and innovation in education are essential resources that can be used to enhance education the learners' abilities. It is essential to conduct research on technology and innovation in education and assist instructors and learners in their effective application.

### **Related Studies**

#### **The Integration of Reading and Writing in the English Language Classroom**

English reading and writing skills play a crucial role in transmitting and receiving information in academic and professional contexts. Reading skills enable language users to access information effectively, and those with good reading abilities have the opportunity to expand their knowledge and enhance their thinking and analytical skills. Similarly, writing skills contribute to clear and effective communication, ensuring that information is understood by the intended recipients. Accurate and concise communication leads to more efficient learning and work processes. Both skills ultimately lead to the development of systematic and efficient thinking processes. These skills collectively contribute to the development of English language proficiency, which is beneficial for both education and career.





According to Vygotsky (1978), knowledge is not static but rather dynamic, constantly evolving. Various communities play a role in the learning process, and learners acquire knowledge by participating in these social communities. With the continuous progress of science and technology, the emergence of technologies has helped collaboration and interaction between teachers and students. This collaboration is not limited to the traditional classroom setting but extends beyond it, offering opportunities for engagement outside the classroom as well (Abbasi et al., 2022). Moreover, with the advancement of technology in education, pedagogies have undergone significant changes, and various applications are now used to enhance the language skills of English as a Foreign Language (EFL) students. Among the various applications, the Padlet application stands out as a user-friendly tool widely used in classrooms.

Ipek and Ustunbas (2021) mentioned that the Padlet application is helpful with the student's writing skills. This application resulted in effective assistance in learning and practicing both for language teachers and students and teaching and learning processes. Moreover, the Padlet application is a simple and free application that promotes active learning by providing a virtual "wall" where both learners and teachers can share ideas, images, web pages, videos, and documents. This platform encourages students to freely express their thoughts and engage in interactive discussions. Furthermore, students can provide feedback through praise or symbols to show agreement with other posts. Recognizing the advantages of this platform, the current study focuses on the use of the Padlet application for the integration of reading and writing in the classroom to improve writing ability.

According to Colpitts et al. (2020), when teachers integrate online applications into their language classes to enhance language skills, these tools become a prevalent resource for both teaching and practicing language skills inside and outside the classroom by merging these digital tools with English as a Foreign Language (EFL) learners, who are often considered digital natives, their motivation is boosted, and classrooms are transformed into dynamic and engaging environments.

Integrating technology in the classroom further enhances the development of language skills. Technology offers a wide range of interactive tools and resources that can make the learning process more engaging and effective. For example, using educational applications, online platforms, and digital content allows students to access a wealth of information and practice their reading and writing in diverse contexts.

Lee, Cheung & Chen (2005) emphasized the significance of technology as a vital component in English Language Teaching (ELT). It plays a major role in boosting motivation, promoting students' success, offering authentic materials, simplifying extensive communication, and enabling independent learning beyond the boundaries of the conventional curriculum. As a result, it contributes to a more profound comprehension of the global world.

Furthermore, technology enables personalized learning experiences, catering to individual students' needs and interests. With the aid of technology, teachers can design interactive reading activities, provide immediate feedback on writing assignments, and offer tailored resources for each learner. This individualized approach fosters active participation and motivation, leading to more significant progress in language skills. Incorporating technology also expands learning beyond the classroom walls. Students can access authentic materials, such as articles, videos, and podcasts in English, allowing them to immerse themselves in real-life language use. Technology facilitates global communication and collaboration, enabling students to connect with peers from different cultures, share ideas, and engage in meaningful discussions in English.

It can be said that prioritizing English reading and writing skills in the learning process and embracing technology in the classroom are essential for empowering students to improve their language abilities. These skills serve as the foundation for academic and professional success, while technology provides innovative and immersive learning opportunities that prepare students for the demands of the 21st-century globalized world.

Jong and Tan (2021) expressed that instructing the English language may be relatively straightforward, but effectively teaching writing skills is challenging. While conventional approaches tend to emphasize the final written outcomes, modern methodologies have started to revolutionize writing practices in second language (L2) classrooms. These new approaches focus on the writing process itself, offering students the opportunity to experience writing as authors and highlighting their growth as writers.



YouTube, Facebook, blogs, Quizlet, and Kahoot were employed as tools in teaching various fields. The use of technology in ESL or EFL classrooms is well-known as CALL, Computer Assisted Language Learning. Algraini (2016) mentions that traditional teaching methods have changed due to technology. The revolution of technology influences teaching and learning methods, which are rapidly developed. Technology integrates education as a new way of active learning. New teaching methods encourage learners to develop self-learning skills and have a positive effect on achievement.

Furthermore, the integration of technology in the language classroom has contributed to positive responses to language learning among students. They become motivated and interested in language classrooms (Azmi, 2017). The incorporation of the Padlet application in the classroom is part of Computer-Assisted Language Learning (CALL), aligning with the use of technology and a learner-centered approach. Within the context of reading and writing classes, utilizing the Padlet application promotes collaborative learning. This method ensures that all students have equal opportunities to engage, share their ideas, and interact with others in authentic situations, fostering a conducive learning environment with reduced anxiety.

### **Using Technology to Support Writing Ability**

Hancock (1977) contended that technology has the potential to bring about positive transformations in education through various means. For instance, technology can be employed to:

1. Customize instruction: Technology enables the creation of individualized learning experiences tailored to the unique needs of each student.
2. Expand access to diverse resources: Technology grants students access to an extensive range of information and materials from around the globe.
3. Enhance engagement and interactivity: Technology can be harnessed to craft captivating and interactive learning opportunities that inspire student motivation.
4. Offer feedback and assessment: Technology can furnish students with immediate feedback on their work and facilitate the assessment of their learning progress.

However, Hancock also acknowledged the existence of challenges related to the integration of technology in education. These challenges encompass the potential high costs of implementation and maintenance, as well as the imperative for teachers to receive effective training in its utilization. Nevertheless, Hancock maintained that the benefits of incorporating technology into education outweigh these challenges.

Van et al. (2021) mentioned that technology plays a more significant role, as the learners can process the skills and knowledge to independently acquire knowledge using technology throughout their lives. This educational reform places a strong emphasis on learners, and a learner-centric teaching approach is essential to allow students to progress at their own pace and according to their potential, taking into account individual differences.

The National Education Act has brought about changes in the English language by decentralizing syllabus design, incorporating local cultural elements, fostering critical thinking skills, addressing individual learning needs, embracing diverse educational approaches, offering language education, and promoting communicative language teaching methods. According to the current National Education Act, students have the right to develop their technological capabilities for educational purposes, ensuring they have the necessary knowledge and skills to independently acquire knowledge throughout their lifelong learning journey (National Education Act, section 66). Consequently, technology has assumed a more prominent role in education. In this era of information, technology has become an integral part of people's lives, serving as a tool for building a knowledge-based society. New knowledge, accessible worldwide through the internet, relies on information and communication technology (ICT) as an essential tool.

Over the recent years, using technology in the English reading and writing classroom aimed at enhancing reading and writing ability has undergone significant changes.

As technological advancements continue to emerge, teaching and learning techniques within classrooms have also evolved. Teachers are increasingly leveraging these technological advances to seamlessly integrate them into their teaching practices. This article outlines teaching strategies for reading and writing, the integration of technology, and the use of web-based electronic materials. These are the technological language instruction tools:



1. Text-reading software: This software integrates word prediction at the letter, word, and sentence levels. It highlights and scans words as text is read, provides auditory feedback and speech synthesis, and offers support such as definitions, spell-check, and thesaurus for highlighted words. It can also expand abbreviations for commonly used words, phrases, or large text blocks.

2. Word-prediction software: This tool provides dictionaries for beginner, intermediate, and advanced users. It predicts words at the letter, word, and sentence levels, highlights and scans words as text is read, offers auditory feedback and speech synthesis and is often compatible with a switch or alternative keyboard access.

3. Visual concept-organization software: This software offers graphic templates and character webs, providing a visual structure for understanding events, cause and effect, and writing outlines. It allows for individual user templates and supports brainstorming.

4. Graphic-based writing software: This tool offers features like storyboarding and framing. It works with various media types, including pictures, sound, music, voice recording, and text for representing stories. It also includes features such as spell-check and speech feedback and can integrate pictures from the internet into writing projects.

5. Writing templates: These templates offer structural frameworks for various types of writing, such as letters, resumes, outlines, checklists, and reports.

6. Fundamental-skills software: This category includes software designed for word attack, sentence mastery, symbol recognition, switch-activated communication, phonics, electronic storybooks, and simulation.

9. Alternative input devices: These devices encompass switch access, Morse code input, alternative keyboards, touch screens, voice recognition, and on-screen keyboards.

Integrating reading and writing activities with available technology tools can be achieved through numerous methods. When teaching children with disabilities to read and write, teachers can adapt their approach based on the chosen authentic materials and select the best method for working with each student on specific text passages. Offering repeated opportunities for students to develop their reading and writing skills using available technology tools begins with allowing students to choose the materials they want to read and adapting those materials to support independent work.

Utilizing technology to facilitate writing instruction is unquestionably crucial in the modern digital era. It also represents a well-supported approach for assisting students who struggle with writing, as indicated by research (Graham & Perin, 2007). Employing technology to enhance writing skills offers substantial benefits to both language learners and teachers. Technological assistance can streamline the writing process by aiding in organization, transcription, and revision. For individuals learning a language who encounter challenges in writing, technology serves as a valuable tool, providing them with the freedom to express their ideas. It also enables them to utilize various applications for grammar and spelling checks, as well as content evaluation. Teachers can provide suggestions on learners' writing in real-time.

Furthermore, technology fosters collaboration and sharing among language learners, teachers, and peers. Simultaneously, language users can access sentence structure examples from the internet, search engines, blogs, and websites. Modern electronic formats encompass a fusion of media elements, including text, hyperlinks, images, video, and audio. In essence, incorporating technology into writing instruction not only enhances writing skills but also cultivates essential technological competencies for the 21st century.

Peterson-Karian and Parette (2007) conducted research centered on specific types of technology tools designed to assist with various aspects of writing. These strategies outline how technology can be effectively used to support writing skills:

1. Planning and Organization: Technology can be employed to offer opportunities for practicing reflection and organization, thereby enhancing writing abilities. Language learners and educators can utilize electronic tools such as mapping, outlining, and drafting templates, which come with built-in content and prompts. Additionally, portable and internet-based reference tools like electronic dictionaries, spell checkers, reading pens, and translators aid students in acquiring and utilizing appropriate vocabulary in their writing.

2. Transcribing: Transcription involves several sub-skills, including (a) planning what to convey and how to convey it, (b) selecting words, sentences, and discourse structures, (c) generating text, and

(d) monitoring what has been written and what is yet to be written while making revisions. Limitations in handwriting and spelling skills can impede the ability of beginner, intermediate, and struggling writers to translate spoken language in memory into written language on paper. Technology tools can provide support for learners in developing these skills.

3. Editing and Revising: The final phase of the writing process encompasses several additional skills. Editing involves identifying and rectifying errors in spelling, punctuation, capitalization, and grammar to enhance written accuracy. Revising involves improving the organization of ideas, the clarity of the composition, the inclusion of supporting details, and considering the target audience. Two types of technologies address the challenges posed by the editing and revising process: (a) Spell-checker usage should be taught strategically, helping users understand the reasons for potential errors and teaching strategies to select the correct word from the provided list. These programs can also feature text-to-speech output and phonemic prediction to enhance word suggestions. (b) Text-to-speech technology allows learners to have their compositions read aloud to them, allowing them to focus on the language's sound to identify wording, phrasing, punctuation, and grammatical errors, much like the language experience approach.

#### Related Literature Concerning the Padlet Application

In conducting this research, the researcher has gathered various experiments on using the Padlet application in English language classrooms. The research is categorized into experiments conducted by both foreign and Thai researchers.

#### Foreign studies.

Rashid, Yanus & Wahi (2019) conducted a study on the utilization of Padlet for collaborative writing among ESL learners, involving 87 participants in a Malaysian public university. The research aimed to enhance language and communication skills, boost motivation, reduce anxiety, and promote student autonomy. Various tasks were designed using Padlet throughout the semester, and student posts and questionnaire feedback were analyzed. The findings indicated that Padlet motivated students to engage in class activities, reduced anxiety, encouraged interaction among classmates and instructors, and improved language accuracy through peer learning. It was deemed effective for facilitating collaborative writing among lower proficiency ESL learners in an undergraduate course.

Haris, Melor & Jamaludin (2017) investigated the effectiveness of Padlet in improving students' learning of English grammar. The study included 30 students at the University Sains Islam Malaysia and employed pre-post-tests and a questionnaire survey for data collection. The results from pre-post tests showed a significant improvement in student performance, and the survey revealed a high preference and positive attitude toward using Padlet for learning grammar. This suggested that Padlet effectively enhanced students' performance in language learning.

Algraini (2016) explored the effect of using Padlet on enhancing the writing performance of female Saudi EFL learners. The research involved 24 students at Al-Muzahimiyah College of Education and used both a control group and an experimental group. The experimental group received intensive training and writing exercises using Padlet, while the control group followed traditional lecture-discussion instruction. The findings demonstrated statistically significant differences in favor of the experimental group, which achieved better post-test results. The study concluded that Padlet was highly effective in improving participants' writing skills.

Alfaqeh (2022) investigated the effectiveness of using the Padlet application to improve EFL writing skills and attitudes toward writing among secondary-stage students. The study involved 60 first-year students from Sandoub Secondary School in Mansoura city and utilized a quasi-experimental design with experimental and control groups. The research incorporated various instruments, including pre-post writing tests, writing skills rubrics, and a writing attitude scale. The experimental group, which underwent a Padlet-based program for two and a half months, outperformed the control group in writing skills and exhibited a more positive attitude toward writing.

Fadhilawati et al (2020) researched to enhance students' procedure text writing achievement in an English Conversation Club (ECC) at MAN Kota Blitar by implementing Padlet. The study employed classroom action research (CAR) and involved 50 X-grade students. Data collection methods included tests and questionnaires. The results showed a substantial improvement in students' procedure text writing achievement, with scores increasing from the preliminary action to cycle 2. The students at





ECC MAN Kota Blitar also demonstrated a positive attitude toward the use of Padlet for teaching and learning procedure text writing.

### **Using the Padlet Application in Language Classroom**

The integration of technology in the classroom offers advantages for both teachers and students. For instance, in teaching methods, technology serves as a valuable support in achieving teaching goals and improving the students' learning abilities (Unal & Cakir, 2021). Using technology in language classrooms offers teachers and learners the ability to create, collaborate, edit, and generate content in online environments, the Padlet application, is an example of technology that is designed to be highly user-friendly, making it easily accessible even for beginners who can quickly become proficient in its use.

In the language classroom, the Padlet application can be used as an interactive tool. It is like paper on a screen. It starts with an empty page, and then users can add details to it. Users can upload videos, record interviews, snap selfies, write text posts, upload documents, and read summarizing details on the Padlet application. Once others add information, the page will update in real time (Fuchs, 2014). It is useful for teachers, students, professionals, and individuals of all ages. The Padlet application is the easiest way to create and collaborate wherever you are. The Padlet application supports various file types, from Spotify playlists to Excel spreadsheets, The users can upload a link and watch a detailed preview appear. The content can be organized in any format, such as adding a grid of images or a chronological scroll. The Padlet application makes it easy to collaborate in any setting. With views tailored for smaller devices and easy-to-use editor buttons, users can change how their Padlet looks with a quick double tap. The users can add photos from their camera roll or take a video and upload it instantly. The Padlet application also includes a QR reader to access shared details in the application.

### **Research Hypotheses**

The hypothesis of this study, the English writing achievement of the students after using the Padlet application for the integration of reading and writing is higher than the English writing achievement of the students before using the Padlet application, with statistical significance at the .05 level.

### **Method**

#### **Population and sample group**

The research design of this study took the form of a quantitative approach. This research applied 50 sampling to determine the population samples. This study applied a quasi-experimental method which involved one group pretest posttest design. The participants in this study used the Padlet application to enhance their English writing skills. The writing in this study was focused on summary writing skills.

#### **Participants**

The stratified random sampling and simple random sampling methods were used to recruit participants in this study. The private universities in Pathum Thani province offer courses in English Foundation. These courses are a requirement for Bachelor's degrees. North Bangkok University was selected as a sample because this university is in Pathum Thani and offers the same courses as other universities in Pathum Thani province. This sampling can be generalized to other universities. Then, the researcher used a simple random sampling method, selecting class as the sampling frame. Fifty Thai students enrolled in the English writing part of the course were selected.

#### **Research Instrument**

1) There were 10 sets of IELTS reading passages for summary writing in pretests and posttests, and 10 sets of exercises in this study. The rubric for the assessment and evaluation of both pretests and posttests was adapted from Heaton (1990). The objective of this rubric was to assess and evaluate students' writing skills across four criteria: (1) Fluency; (2) Grammar; (3) Vocabulary; and (4) Spelling. Each criterion was scored on a scale of 6 to 10, with 10 being the highest score. The rubric for the 5 sets of exercises in the classroom was scored on a scale of 1 to 5, with 5 being the highest score.



2) For the attitude questionnaire, the data was obtained from the mean ( $\bar{x}$ ) and the standard deviation (S.D.). The means scores revealed the level of student satisfaction with the use of the Padlet application for the integration of reading and writing in the classroom. Regarding the students' satisfaction questionnaire, the data analysis involved calculating the mean and standard deviation of the responses from the participants in this study. The mean scores provided insights into the students' overall satisfaction with using the Padlet application as an instructional tool.

### Data Collection

The data collection for this study involved gathering scores from 50 students, encompassing both pretest and posttest assessments of the English writing test. These assessments were conducted weekly to evaluate the students' English writing proficiency at the commencement and conclusion of each English class. After using the Padlet application for integration of reading and writing ability, the student shared their opinion towards the use of the Padlet application. The data was collected by questionnaire. The questionnaire consisted of 2 parts, part 1 Questionnaire on personal factors, and part 2 the satisfaction with the use of the Padlet application for the integration of reading and writing. The questionnaire on the students' satisfaction was a five-point Likert scale, comprising 4 major parts. Part 1 contained the items investigating the level of students' satisfaction in lessons (5 items). Part 2 is related to the teaching model. Part 3 related to the items examining the level of satisfaction in Using the Padlet application (5 items). Part 4 related to the assessment and evaluation. The total was 20 items.

### Data analysis

To examine the hypothesis, the data was analyzed and interpreted using quantitative analysis. The quantitative data included scores from the pretest and posttest of the English writing test. The t-test (Independent Sample Test) was used to compare the mean ( $\bar{x}$ ) scores of writing competency between the pretest and the post-test. To determine statistical significance in all the tests, Standard Deviation (S.D.) .05 was established, to indicate if relationships were statistically significant for all statistical tests. The data analysis for the students' satisfaction is as follows:

The rating scales of students' satisfaction with the use of the Padlet application were as follows:

5 meant strongly agree

4 meant agree

3 meant uncertain

2 meant disagree

1 meant strongly disagree

Score ranges used for interpretations were as follows:

4.51 – 5.00 meant the learners' agreement was at a "very high" level.

3.51 – 4.50 meant the learners' agreement was at a "high" level.

2.51 – 3.50 meant the learners' agreement was at a "moderate" level.

1.51 – 2.50 meant the learners' agreement was at a "low" level.

1.00 – 1.50 meant the learners' agreement was at a "very low" level.

## Results

Table 1 The Mean Scores of the English Writing Pretest and Posttest from Passage Number 1 to 10 (N = 50)

Passage No.	Pretest Score		Posttest score			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	t	Sig.
1.	2.34	1.364	8.40	.606	-28.240**	.000
2.	2.70	.994	7.90	1.265	-26.547**	.000
3.	2.92	1.046	8.38	.666	-27.523**	.000
4.	2.98	.552	8.40	.670	-42.323**	.000
5.	2.92	.665	8.42	.641	-41.759**	.000
6.	2.86	.639	8.22	.581	-37.701**	.000
7.	3.08	.986	8.22	.648	-31.797**	.000
8.	2.86	.639	8.22	.648	-38.487**	.000



Passage No.	Pretest Score		Posttest score			
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	t	Sig.
9.	3.02	.820	8.10	.952	-28.169**	.000
10.	3.30	.863	8.40	.571	-34.840**	.000
Total	2.89	.341	8.26	.259	-83.818**	.000

p < 0.01

Table 1 shows the mean scores for the English writing pretest and posttest from passage number 1 to 10. The overall pretest mean score was ( $\bar{x}$  = 2.89, S.D. = .341) while the posttest mean score was ( $\bar{x}$  = 8.26, S.D. = .259). It is noteworthy that the posttest score was higher than the pretest score significantly (t = -83.818). The results of the experiment demonstrated a significant difference at the 0.01 level. The results indicated that the learner had an improvement in English writing.

Table 2 The level of the student's satisfaction with the use of the Padlet application for the integration of reading and writing

Satisfaction Aspect	$\bar{x}$	S.D.	Interpretation
1. Lesson	4.84	.228	Very high
2. Teaching Model	4.44	.371	high
3. Using Padlet Application	4.78	.321	Very high
4. Assessment and Evaluation	4.63	.393	Very high
<b>Total</b>	<b>4.67</b>	<b>.155</b>	<b>Very high</b>

The students' satisfaction with the use of the Padlet application for the integration of reading and writing overall was at a very high level ( $\bar{x}$  = 4.67, S.D. = .155). When considering each aspect, it is found that the aspects with the very high satisfaction levels encompass all three dimensions: Lesson ( $\bar{x}$  = 4.84, S.D. = .228), Using Padlet Application ( $\bar{x}$  = 4.78, S.D. = .321), and Assessment and Evaluation ( $\bar{x}$  = 4.63, S.D. = .393), respectively. The aspect with a high level of satisfaction is the Teaching Model ( $\bar{x}$  = 4.44, S.D. = .371). The findings regarding the students' satisfaction levels with the use of the Padlet application for the integration of reading and writing activities indicate an overall very high level of satisfaction. This suggests that the technology is effective and meets the students' needs, thereby producing a positive response from using the technology to motivate the students.

## Discussion

The research results described the English writing achievement of the students at a private university in Pathum Thani Province using the Padlet Application, including the mean scores of the pretest and posttest, and the average score of exercises in the classroom. Positive results were observed after integrating technology in the classroom. The English writing achievement of the students in the posttest score was higher than the pretest score, demonstrating a significant difference at the 0.01 level. Furthermore, the average score of the exercise showed a continuous improvement in the student's abilities. According to the results, the collaboration of technology in the classroom can motivate students to enhance their performance. Using technology is beneficial for both students and teachers. Students can engage in creative thinking, share their ideas, and participate in discussions in positive ways. After completing this study, students can apply their learning to acquire new skills in the future that are related to the learning methods of the 21st century. On the other hand, teachers can utilize technology to improve students' understanding and abilities. Additionally, the teacher needs to find the appropriate way to improve students' skills for the 21st century, and the students' performance related to Kawissara's (2024) teaching by using technology can be applied before, during, and after teaching, depending on the teacher's classroom management. These methods can motivate students' learning. Moreover, Wipawee et al. (2014) mentioned that using technology fosters active learning that increases



the efficiency of studying related to the changes of the new era, social diversity, situations, attitudes, races, and education. Students need to be flexible and have a positive outlook in both the present and the future. This was in line with Algraini (2016) who studied on the effect of using Padlet on enhancing EFL writing performance. The study found that the use of technology in the classroom, particularly the use of the Padlet application has the effectiveness in improving students' writing abilities. The students gained the benefit from using Padlet to develop their writing skills, such as learning new vocabulary, correcting ungrammatical sentences, and improving their writing methods. After implementation, the average score was higher.

Therefore, the results of this study presented the use of technology for English writing classrooms that could elevate students' English writing skills, thereby amplifying their learning outcomes in English writing courses in the future.

## Recommendations

According to the conclusion and discussion, this study suggested as follows:

According to the conclusion and discussion, this study suggested as following:

1. English teachers should be creative and use various techniques in teaching English, especially in teaching writing to motivate the creative writing classroom and adjust the needs to make an effective learning outcome for them.
2. English teachers should give more opportunities to share their ideas via exercises for better writing ability.

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