Improving Students' Report Text Writing through Project-Based Learning with Padlet

Shanti Rachmawati Afrilya¹, Mashuri², Heni Oktavianti³
1,2,3Universitas Tadulako, Indonesia
E-mail: shantirachmawatiafrilya@gmail.com, mashuri.djalil@gmail.com, henitamanampo@gmail.com

Article Info	Abstract
	This Classroom Action Research aims to improve students' ability in writing report texts by implementing Project-Based Learning (PjBL) integrated with Padlet in a tenth-grade English class. The problem identified was students' limited ability to organize and express ideas in report texts. In line with Kurikulum Merdeka's emphasis on student-centered learning and the development of Profil Pelajar Pancasila, the researcher designed a contextual learning activity where students explored and wrote about traditional dances using Padlet as a collaborative platform. Conducted over two cycles, data were gathered from students' written products, observations, and reflection journals. Results showed significant improvement in students' writing structure, vocabulary, and engagement. The study concludes that PjBL supported by Padlet is an effective approach to enhance writing competence, foster digital literacy, and align with the principles of Kurikulum Merdeka.
Artikel Info	Abstrak
	Penelitian Classroom Action ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks laporan dengan menerapkan Project Based Learning (PjBL) yang terintegrasi dengan Padlet pada kelas bahasa Inggris kelas sepuluh. Masalah yang teridentifikasi adalah keterbatasan kemampuan siswa dalam mengorganisasikan dan mengungkapkan gagasan dalam teks laporan. Sejalan dengan penekanan Kurikulum Merdeka pada pembelajaran yang berpusat pada siswa dan pengembangan Profil Pelajar Pancasila, peneliti merancang kegiatan pembelajaran kontekstual dimana siswa mengeksplorasi dan menulis tentang tarian adat dengan menggunakan Padlet sebagai wadah kolaboratif. Dilakukan selama dua siklus, data dikumpulkan dari hasil tulis siswa, observasi, dan jurnal refleksi. Hasil penelitian menunjukkan peningkatan yang signifikan pada struktur penulisan, kosa kata, dan keterlibatan siswa. Kajian menyimpulkan bahwa PjBL yang didukung Padlet merupakan pendekatan yang efektif untuk meningkatkan kompetensi menulis, menumbuhkan literasi digital, dan selaras dengan prinsip Kurikulum Merdeka.

I. INTRODUCTION

Writing is a fundamental skill in English language learning, yet it remains one of the most challenging for students, particularly in the EFL context. In Indonesian senior high schools, students are required to master various text types, including report texts, which present factual information about a general class of objects or phenomena.

In a tenth-grade English class at SMAN 4 Palu, students demonstrated difficulties in constructing report texts. Their work showed weaknesses in organization, grammar, vocabulary, and clarity. They were often disengaged and unsure how to begin or structure their ideas. Recognizing this issue, the researcher implemented a learning innovation by using Project-Based Learning (PjBL) and Padlet as a digital learning tool to enhance writing outcomes.

This initiative is aligned with the Kurikulum Merdeka, which encourages student autonomy, active participation, contextual learning, and differentiated instruction. The curriculum promotes the development of Profil Pelajar Pancasila, emphasizing values such as independence, critical thinking, collaboration, and cultural awareness. By integrating PjBL and Padlet into the classroom, the researcher aimed to improve students' report writing while cultivating these competencies.

II. METHOD

1. Research Design

This study used a Classroom Action Research (CAR) design based on Kemmis and McTaggart's (1988) model, consisting of two cycles, each involving planning, action, observation, and reflection.

2. Participants and Setting

The participants were 36 Grade X students in a public senior high school in Palu, Sulawesi Tengah. Students had diverse language proficiency and limited experience with genre-based writing.

3. Instruments and Data Collection
   a) Pre-test and post-test writing scores
   b) Student writings uploaded to Padlet
   c) Classroom observation checklists
   d) Student reflections and teacher notes

4. Procedure
   Cycle 1:
   a) Topic: Traditional dances of Sulawesi Tengah
   b) Students were grouped and introduced to report text structure
   c) Students researched a traditional dance and wrote collaboratively
   d) Writing was uploaded to Padlet
   e) Challenges: some groups were passive, vocabulary limitations, unclear structure
   f) Cycle 2:
   g) Vocabulary lists and example texts were provided
   h) Peer review and group discussion using Padlet comment features
   i) Students revised and reposted improved texts
   j) Result: More organized writing, active collaboration, increased motivation

III. RESULT AND DISCUSSION

The findings from this Classroom Action Research indicate a noteworthy improvement in students' writing performance after the implementation of Project-Based Learning (PjBL) integrated with Padlet. This section discusses the implications of these findings in relation to existing theories, literature, and pedagogical practices in English as a Foreign Language (EFL) classrooms, particularly within the framework of Kurikulum Merdeka.

1. Student Writing Performance

There was a significant improvement in students' report writing performance:

Tabel 1.

Score Range	Pre-Test (%)	Post-Test (%)
80-100	5.5%	47.2%
60-79	27.7%	38.8%
40-59	44.4%	13.8%
<40	22.2%	0%

The students' significant progress in the structure, vocabulary, and coherence of their report texts highlights the efficacy of PjBL in supporting genre-based writing. Before the intervention, many students produced texts with minimal description and lacked basic grammatical accuracy. The shift toward well-organized paragraphs and the appropriate use of present tense and technical vocabulary, as seen in the writing samples, supports Hyland's (2003) claim that writing instruction should be contextual, scaffolded, and genre-sensitive.

This finding is also supported by Emilia (2011), who emphasizes the importance of explicitly teaching the schematic structure and linguistic features of specific genres such as report texts. The structured support given during Cycle 2 (e.g., vocabulary lists, model texts, peer feedback) contributed to bridging the gap between students' initial ability and the desired learning outcomes.

2. Writing Examples

Before the project, a typical paragraph read:

"Dance from Palu. The dancer wear dress. The dance is happy."

After the intervention:

"The Dero Dance is a traditional circle dance from Central Sulawesi. It is performed during festivals and symbolizes togetherness among villagers."

3. Engagement and Motivation Enhanced through Padlet

The use of Padlet significantly contributed to learner engagement. Over 80% of students found Padlet enjoyable, and 75% appreciated working in groups. This aligns with Dewitt et al. (2015), who found that collaborative digital platforms enhance participation and foster student-centered interaction.

The interactive features of Padlet—such as real-time posting, commenting, and multimedia integration—provided students with a sense of audience and ownership over their work. According to Bell (2010), PjBL supports autonomy and motivation, both of which are critical for writing development. The digital space enabled them to express their ideas more confidently and learn from peer contributions, thus fostering a more inclusive and dialogic learning environment.

Furthermore, the visual and public nature of Padlet walls may have contributed to students' increased accountability and

motivation to produce higher-quality work. Students were not only writing for the teacher but also for their peers, which increased their investment in the learning process.

4. Student Perceptions
   a) 80% found Padlet enjoyable
   b) 75% appreciated group work
   c) 70% reported better understanding of report structure

   These responses indicate increased learner engagement, which is crucial for language acquisition in PjBL environments (Thomas, 2000; Bell, 2010).

5. Alignment with Kurikulum Merdeka and Profil Pelajar Pancasila

   This research aligns closely with the principles of Kurikulum Merdeka, which encourages contextual, differentiated, and student-centered learning. The incorporation of local culture through the topic "Traditional Dances of Sulawesi Tengah" promotes the value of berkebinekaan global (global diversity) while also fostering students' cultural literacy and appreciation of heritage—one of the core values in the Profil Pelajar Pancasila.

   The differentiation observed in group tasks, as students with higher proficiency supported those with less developed skills, reflects the curriculum's spirit of equity and inclusiveness. This aligns with the teaching-at-the-right-level (TaRL) approach, wherein instruction is tailored to the learners' current zone of development (Vygotsky, 1978). By providing scaffolded instruction and varied support tools, the teacher was able to ensure all students had the opportunity to succeed and contribute meaningfully.

6. Digital Literacy and 21st-Century Skills

   The integration of Padlet also nurtures students' digital literacy—a key competency in 21st-century learning. Raja and Nagasubramani (2018) emphasize that meaningful integration of technology into education enhances not only content learning but also communication, creativity, and collaboration.

   This research shows that digital tools like Padlet can serve as a bridge between traditional writing instruction and digital media literacy. Students became more adept at navigating online tools, curating multimedia content, and giving/receiving feedback in digital formats. These are transferable skills that extend beyond the language classroom into other academic and professional contexts.

   Moreover, the use of Padlet in the context of collaborative writing encouraged students to engage in metacognitive strategies such as planning, drafting, reviewing, and editing—habits that are fundamental to lifelong learning.

7. Reflection on Group Dynamics and Classroom Management

   Although the outcomes were largely positive, Cycle 1 revealed challenges related to group participation. Some students were passive and depended on more active group members. This finding underscores the importance of carefully managing group dynamics and setting clear roles within group tasks—a consideration also noted by Blumenfeld et al. (1991) in their framework of effective PjBL.

   In Cycle 2, the teacher's intervention through guided discussion and the use of Padlet's comment feature helped encourage participation from all group members. Assigning rotating roles (e.g., researcher, writer, editor) could further ensure equitable participation and accountability.

8. The Role of Teacher Facilitation

   The role of the teacher in facilitating, modeling, and providing feedback was crucial to the success of the project. As emphasized by Brown (2001), the teacher in a communicative classroom acts not as a transmitter of knowledge but as a facilitator who creates meaningful learning situations.

   During both cycles, the teacher provided scaffolding in the form of guided writing sessions, vocabulary banks, and examples of well-written report texts. These practices are essential in genre-based instruction, especially when learners are not yet familiar with the textual conventions of English academic writing.

   The findings reinforce the notion that integrating technology alone is not sufficient—it must be accompanied by thoughtful pedagogical design, scaffolding, and responsive instruction that adapts to students' evolving needs.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This Classroom Action Research shows that combining Project-Based Learning with Padlet positively affects students' report text writing. It enhances not only the structure and language of their writing but also their motivation and participation. Teachers are encouraged to explore digital tools like Padlet to support genre-based writing instruction, especially for factual and descriptive genres like report texts.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study this more deeply and comprehensively about Improving Students' Report Text Writing through Project-Based Learning with Padlet.

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