

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the research background, research question statement, objectives of the research, study significance, study scope, formulation of hypothesis, and key term definitions.

### **A. Background of The Research**

The importance of English as a worldwide common language necessitates its critical inclusion in the national curriculum, highlighting the objectives of English Language Teaching (ELT) in equipping students for global communication and digital skills. English proficiency in Indonesia extends beyond educational attainment, exerting significant socio-economic influence by shaping employment opportunities in sectors such as multinational corporations and tourism. Graduates with advanced English skills typically access superior career prospects and higher income levels, demonstrating that English functions not only as a means of communication but also as a critical social asset within an increasingly integrated economy.

Among the four primary language skills, writing is a productive skill that is often perceived as the most challenging and demanding compared to the others, which are listening, reading, and speaking. This challenge arises from the requirement of a high level of proficiency in language, vocabulary, and grammar, along with the capacity to organize and communicate ideas in a clear

manner.<sup>1</sup> In contrast to receptive skills like listening and reading, writing requires active production, the structuring of ideas, and a strong command of grammar and vocabulary.

Writing abilities are an essential part of learning a language and are important in both work and school settings.<sup>2</sup> Writing tasks often form the basis of assessment in language classrooms, and students are expected to demonstrate their ability to express ideas clearly, coherently, and creatively. Beyond basic communication, proficient writing stands as a fundamental requirement for academic success in higher education and standardized international assessments. Consequently, modern curricula prioritize writing instruction to give students the skills they need for advanced academic and professional pursuits.

To manage the inherent complexity of teaching writing, pedagogical strategies must evolve from traditional solitary methods toward approaches that encourage active engagement and deep processing. Conventional practices, which place too much emphasis on individual output and rote learning, often fail to meet students' motivational and cognitive needs. Shifting toward collaboration, however, has proven to be a more effective path. This method moves beyond individual output to foster a collective process that significantly

---

<sup>1</sup> Bestoon Saleh Ali, "A Study of Factors that Affect Learners' English Writing Skill," *QALAAI ZANIST SCIENTIFIC JOURNAL*, 2023. p. 1286

<sup>2</sup> *Ibid.*

elevates the quality of writing while simultaneously sharpening each student's independent abilities<sup>3</sup>.

The theoretical basis for this shift lies in Vygotsky's Sociocultural Theory, which posits that learning is fundamentally mediated through social interaction. Central to this framework is the concept of the Zone of Proximal Development (ZPD), defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"<sup>4</sup>. In the context of writing instruction, this means that students are capable of producing higher-quality texts collaboratively than they could independently, as peers scaffold each other's linguistic and cognitive processes within the ZPD. Furthermore, Vygotsky demonstrated that learning processes initially emerge at the social level before being internalized as individual capabilities which suggesting that what students achieve together in a collaborative writing task will, over time, become part of their independent writing competence<sup>5</sup>.

Building upon this sociocultural foundation, Stahl, Koschmann, and Suthers introduced Computer-Supported Collaborative Learning (CSCL), which extends Vygotsky's principles into digital environments. CSCL is defined as "an emerging branch of the learning sciences concerned with studying how

---

<sup>3</sup> Vu Phi and Ho Pham, "The Impacts of Collaborative Writing on Individual Writing Skills," *Journal of Psycholinguistic Research*, Springer US, 2023.

<sup>4</sup> Lev Semenovich Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, Harvard University Press, Cambridge, Massachusetts (and London), 1978. p. 86

<sup>5</sup> *Ibid.* p. 90

people can learn together with the help of computers”<sup>6</sup>. Unlike simple e-learning, CSCL emphasizes that “the learning takes place largely through interactions among students” facilitated by digital platforms, arguing that technology does not merely replicate face-to-face collaboration but enhances it by providing persistent documentation of the collaborative process and enabling flexible, asynchronous interaction. These two frameworks, Sociocultural Theory and CSCL together establish a strong theoretical rationale for the use of digital collaborative writing platforms in EFL classrooms.

The English as a Foreign Language (EFL) curriculum for secondary education stipulates that students must achieve proficiency across various genres of functional texts. These include recount, narrative, news item, procedures and descriptive text, and, important for this research, the Narrative Text. Mastering narrative text construction is an important goal in education. It helps students organize their ideas in order and express their creativity. Narrative texts let students logically arrange events and develop characters and settings. They also provide a way for students to explore their imagination. Therefore, this genre serves as a useful tool in language education for personal expression and cultural storytelling.

Despite the centrality of narrative writing in the EFL curriculum, students at the secondary level continue to face considerable challenges in producing quality written texts. Writing demands a high degree of proficiency in

---

<sup>6</sup> Gerry Stahl, Timothy Koschmann, and Dan Suthers, “Computer-supported collaborative learning : An historical perspective,” 2006. p. 409

language, vocabulary, and grammar, as well as an ability to organize and communicate ideas clearly and cohesively, and the challenge lies not only in developing and organizing ideas, but also in interpreting those thoughts into understandable language<sup>7</sup>. These difficulties are particularly pronounced among Indonesian EFL learners. A study conducted at Universitas Negeri Malang found that EFL students commonly struggle with writer's block, difficulty expressing ideas, lack of confidence, and fear of making mistakes in their writing, with the most frequent errors appearing in the areas of unity and coherence, grammar, and cohesion<sup>8</sup>. Such persistent challenges in individual writing contexts suggest that traditional, solitary writing instruction is insufficient to address students' full range of needs, and that more interactive, socially-mediated approaches, such as collaborative writing are necessary to scaffold students toward greater writing competence.

To mitigate these challenges, a shift toward pedagogical interventions emphasizing collective accountability and shared authorship is imperative, leading to the proposal of Collaborative Writing. The implementation of collaborative writing facilitates a shared creative process where students collectively build texts and exchange constructive feedback, which ultimately heightens their investment in the learning outcome. This pedagogical approach is further enhanced by digital tools such as Padlet, which streamline real-time

---

<sup>7</sup> Bestoon Saleh Ali, "A Study of Factors that Affect Learners' English Writing Skill," *QALAAI ZANIST SCIENTIFIC JOURNAL*, 2023.

<sup>8</sup> Yeni Vara Sasmita and Lestari Setyowati, "Problems faced by EFL students in learning to write," *Linguista: Jurnal Ilmiah Bahasa, Sastra, dan Pembelajarannya*, 2021.

collaboration and offer versatile multimedia features that accommodate diverse learning styles.

In the context of 21st-century education, however, collaborative writing need not be confined to the physical classroom. CSCL theory specifically argues that digital platforms do not merely replicate face-to-face collaboration, they enhance it by enabling what Stahl et al. describe as the transformation of communication into substance, wherein the entire collaborative process is documented, preserved, and made available for ongoing peer interaction<sup>9</sup>. Among the available digital platforms that operationalize this vision, Padlet emerges as a particularly suitable tool. As a digital bulletin board application, Padlet provides a shared collaborative workspace that supports real-time co-authoring, peer feedback, and the persistent documentation of the writing process, features that directly align with both Vygotsky's emphasis on socially mediated learning and Stahl et al.'s CSCL framework for technology-enhanced collaboration. This pedagogical approach is further enhanced by Padlet's multimedia features and user-friendly interface, which accommodate diverse learning styles and make digital collaboration accessible for senior high school students in an Indonesian EFL context.

Several prior studies have investigated the use of Padlet as a learning tool, providing a foundation upon which the present research builds. A first group of studies confirms Padlet's effectiveness as a collaborative writing medium,

---

<sup>9</sup> Gerry Stahl, Timothy Koschmann, and Dan Suthers, "Computer-supported collaborative learning : An historical perspective," 2006.

particularly in higher education contexts. Manipatruni et al. found that Padlet was notably effective in promoting collaborative writing and peer review, thereby improving essay writing skills among university students. Similarly, Rofiah, Aba Sha'ar, and Waluyo demonstrated that Padlet-mediated feedback substantially improved writing development among undergraduate students. Putri, Testiana, and Wijayatiningsih further reinforced these findings, concluding that Padlet supports learning, enhances motivation, and fosters a positive collaborative environment in university writing classes. While these studies confirm Padlet's collaborative potential, their focus on university-level learners limits their direct applicability to senior high school contexts, where students differ in cognitive maturity, linguistic proficiency, and learning environment.

A second group of studies is more contextually proximate to the present research but is limited in methodological rigor. Firnanda, Anugerahwati, and Suharyadi investigated the use of Padlet at MAN I Pasuruan with eleventh-grade students, demonstrating that Padlet effectively enhanced narrative writing skills. However, this study employed a Classroom Action Research (CAR) methodology, which focuses on solving immediate localized classroom problems rather than employing a controlled experimental framework to statistically measure effectiveness. Likewise, Ramadhani et al. adopted a qualitative approach to investigate students' perceptions of Padlet, finding improvements in engagement and self-efficacy, but without providing the

quantitative empirical data needed to measure actual gains in writing skill components such as content, organization, or grammar.

Taken together, these studies reveal a consistent pattern: while research at the university level provides strong quantitative evidence of Padlet's effectiveness, and while research at the senior high school level demonstrates its contextual relevance, no study has yet combined a quasi-experimental quantitative design with a focus on digital collaborative writing specifically at the senior high school level. This gap; the absence of controlled experimental evidence measuring the effectiveness of Padlet-based collaborative writing on narrative writing skills in an Indonesian senior high school setting, constitutes the primary justification for the present study.

For this reason, the researcher's research was titled "The Effectiveness of Padlet-Based Collaborative Writing on the Narrative Writing Skills of the Eleventh-Grade Students at MAN 1 Blitar." In summary, grounded in Vygotsky's Sociocultural Theory and Stahl et al.'s CSCL framework, and motivated by the identified gaps in both the pedagogical landscape and the existing literature (lack of quasi-experimental studies at the MAN level), this study aims to examine and statistically analyze the significant difference in Narrative Text writing skills between an experimental group taught using Padlet-Based Collaborative Writing and a control group taught using jumble text which is used by the teacher, among eleventh-grade students at MAN 1 Blitar.

## **B. Statement of The Research Questions**

Related with the background that have been explained before, the research question is formulated as follows: Is there a significant difference in the Narrative Text writing skills between the group taught using Padlet-Based Collaborative Writing and the group taught using the jumble text method at MAN 1 Blitar?

## **C. Objectives of The Research**

According to the research question, the objective of this study is to determine the significant difference in the Narrative Text writing skills between the group taught using Padlet-Based Collaborative Writing and the group taught using the jumble text method at MAN 1 Blitar.

## **D. The Significance of The Study**

The current study aspires to make significant contributions to the following domains:

### **1. English Teachers**

The findings of this study empirically demonstrate that Padlet-Based Collaborative Writing produces a significant improvement in students' narrative writing skills compared to the conventional (Jumble Text) method. Therefore, English teachers are encouraged to consider integrating digital collaborative platforms such as Padlet into their writing instruction as an evidence-based alternative to conventional approaches. The results provide a practical framework for implementing

technology-enhanced collaborative writing within 21st-century EFL classrooms, particularly at the senior high school level.

## 2. Students

This study confirms that collaborative writing mediated through digital platforms can significantly enhance students' narrative writing competence across key components including content, organization, grammar, and expression. Students are therefore encouraged to actively engage in digital collaborative writing activities, as peer interaction within a shared digital workspace has been shown to support meaningful writing development.

## 3. Future Researchers

This study provides empirical quantitative evidence that closes an existing gap in the literature regarding the effectiveness of Padlet-based collaborative writing at the senior high school level in Indonesia. However, one notable finding warrants further investigation: peer feedback did not naturally emerge among students in the experimental group during the collaborative writing process. Future researchers are therefore encouraged to investigate the factors that inhibit spontaneous peer feedback in digital collaborative writing environments among Indonesian EFL learners at the secondary level, as understanding this phenomenon may further inform the design of more effective CSCL-based writing instruction.

### **E. Scope and Limitation of The Study**

This study focuses specifically on measuring the effectiveness of Padlet-Based Collaborative Writing on the narrative writing skills of eleventh-grade students at MAN 1 Blitar. The scope is limited to one text type (Narrative Text) as stipulated in the EFL curriculum for senior high school, and the assessment covers five writing components: logical development of ideas, organization, grammar, punctuation and mechanics, and style and quality of expression.

However, several limitations should be acknowledged. First, this study employed a quasi-experimental design rather than a true experimental design, meaning that full randomization of participants was not possible due to the existing class structure at MAN 1 Blitar, which may affect the internal validity of the findings. Second, the study was conducted within a limited timeframe, which may not be sufficient to capture the long-term effects of Padlet-based collaborative writing on students' writing development. Third, the findings are specific to MAN 1 Blitar and may not be directly generalizable to other senior high school settings with different demographic, technological, or pedagogical conditions. Fourth, students' varying levels of digital literacy and internet access outside the classroom were not controlled as variables, which may have influenced the quality of collaborative interactions conducted beyond school hours. Fifth, this study focused exclusively on writing outcomes as measured by an analytical rubric and did not examine other potentially relevant variables such as students' motivation, engagement level, or attitudes toward digital collaborative learning.

## **F. Formulation of Hypothesis**

In accordance with the research background, the researcher formulated the following research hypothesis:

1. Null Hypothesis (H0): There is no significant difference in the narrative writing ability between students who are taught using Padlet and those who are taught using jumble text methods.
2. Alternative Hypothesis (H1): There is a significant difference in the narrative writing ability between students who are taught using Padlet and those who are taught using jumble text methods.

## **G. The Definition of Key Terms**

To minimize misunderstandings about the topics discussed in this study, researchers must provide definitions for the terms used. The definition is as follows:

### **1. Padlet-Based Collaborative Writing**

Padlet-Based Collaborative Writing is defined as a pedagogical strategy where students work together in groups using the Padlet application (a virtual wall/bulletin board) to collaboratively plan, draft, review, and revise their written assignments. The process emphasizes digital peer-feedback and real-time interaction among group members to enhance the quality of the final written product.

## 2. Jumble Text Method

The Jumble Text method refers to the instructional approach used by the English teacher at MAN 1 Blitar as the conventional writing method, in which students are presented with a set of scrambled sentences or paragraphs and tasked with rearranging them into a correct and coherent narrative text. This method emphasizes students' understanding of text structure and logical sequencing, but is carried out individually without structured peer collaboration or digital platform support.

## 3. Writing Skills

Writing skills in this study refer to students' capacity to produce cohesive and acceptable written English material. The focus of the writing assessment in this study is specifically on Narrative Text. The students' writing ability will be assessed based on established analytical rubrics covering five essential components: 1. Logical Development of Ideas, 2. Organization, 3. Grammar, 4. Punctuation, Spelling, and Mechanics, and 5. Style and Quality of Expression, all evaluated within the context of Narrative Text construction.

## 4. Narrative Text

Narrative text is a genre of writing that presents a sequence of events, real or imaginary, with the primary purpose of entertaining or engaging the reader. It typically follows a generic structure consisting of orientation, complication, and resolution, and employs specific language features such as action verbs, temporal conjunctions, and

descriptive language<sup>10</sup>. In this study, narrative text serves as the specific writing genre through which students' writing skills are assessed.

## **H. The Organization of Research**

The Organization of this study is described below:

1. Chapter I is the introduction of this study. It discusses the research background, research question statement, objectives of the research, study significance, study scope, formulation of hypothesis, and key term definitions.
2. Chapter II is literature review. It describes some theories related to the research and some previous studies.
3. Chapter III is about the research method which includes research design, population, sampling, sample, research variables, research instruments, research procedure and research schedule, data collection methods, validity and reliability, and data analysis.
4. Chapter IV presents about the research finding. It consists of data description, prerequisite test results, and hypothesis testing
5. Chapter V is discussion.
6. Chapter VI is the closing of the research which consists of a conclusion and recommendation.

---

<sup>10</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, University of New South Wales Press Ltd, Sydney, Australia, 2005.