REFLECTIVE JOURNALS VIA PADLET: ENHANCING EFL STUDENTS' RECOUNT TEXTS COMPOSITION

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ABSTRACT

This study aimed to evaluate the effectiveness of employing reflective journaling via Padlet to compose recount texts. A quasi-experimental design was used with an experimental and a control group. The study included 62 junior high school students as the sample of this study, with 32 students in the experimental group and 30 in the control group. Data were gathered by administering a writing test, which included both a pretest and a posttest that consisted of recount texts essay instructions. The acquired data were evaluated using statistical methods, notably the independent sample t-test. The results showed significant differences between the experimental and control groups. The significance result (2-tailed) of .000, which was smaller than the alpha value of 0.05, clearly indicated this. To sum up, using reflective journals via Padlet demonstrated to be an effective strategy for enhancing students' recount text writing skills, particularly in structuring ideas coherently and improving grammatical accuracy. Furthermore, it is recommended that teachers incorporate reflective journals into their classes to encourage self-reflection and continuous improvement.

INTRODUCTION

Writing is a crucial ability that English as a Foreign Language (EFL) learners must prioritize in the 21st century. Developing proficiency in writing deepens their comprehension of the language and empowers students to communicate with efficacy (Trisusana & Susanti, 2020). Writing is conveying thoughts and information using words in a physical or digital medium. The process entails using vocabulary and arranging linguistic structure (Anjayani et al., 2016). Additionally, writing is not only a means of expressing thoughts and emotions but also a way to engage in higher-order thinking, as it requires planning, drafting, reviewing, editing, and final version (Harmer, 2007). In the planning step, the writer needs to organize thoughts, generate concepts, and establish the piece's structure. In the drafting phase, the writer transforms their ideas into coherent sentences and paragraphs, creating the initial writing version. Next is reviewing, reviewing entails a thorough evaluation of an original draft to

gauge the work's general coherence, clarity, and efficacy. At this juncture, writers can receive input from teachers, peers, or others. The final step of writing is editing, in this step entails polishing the essay's language, syntax, punctuation, and style. The writer needs to focus on sentence structure, word selection, and overall language proficiency during the editing stage. The last one is final version, during this stage, the author presents the intended or disseminates to the intended readership a finished, refined rendition of the piece. Additionally, Oshima & Hogue (2007) state that effective writing has several fundamental components, including content, organization, grammar, vocabulary, and mechanics.

Reflective Journaling in EFL Writing

Despite its significance, many EFL students struggle with writing due to various challenges such as lack of motivation, limited vocabulary, and inadequate exposure to interactive learning strategies (Sulaiman, 2023). Many students lack of motivation and struggle with writing because they do not find it engaging (Husna & Multazim, 2019). Additionally, inadequate exposure to interactive learning strategies further exacerbates their difficulties. These difficulties often lead to students perceiving writing as a daunting task, which hampers their willingness to engage in writing activities (Ita et al., 2024). One major issue contributing to students' difficulties in writing is the lack of self-reflection during the learning process. Many teachers focus on delivering writing instruction without providing opportunities for students to assess their own progress (Miftahul Jannah et al., 2020).

To help students overcome writing challenges, it is essential for teachers to use creative strategies that promote critical thinking about the obstacles they face. Teachers should formulate a strategy to aid students in tackling their writing difficulties and steer them towards enhancing their writing proficiency in a highly efficient manner. An excellent approach to address this problem is incorporating reflective journals into the learning activities (Yasin, 2018).

Reflective journals have been used to improve students' creativity, competence, attitudes toward learning, and understanding of their learning process (Sudirman et al., 2021). A reflective journal serves as a personalized record for students to reflect on and evaluate their learning experiences. Reflective journals have become increasingly popular in language classes, specifically in the context of English. Reflective journals promote self-assessment, leading to improved learning assessments and enabling students to successfully analyze their progress in learning (May-Melendez et al., 2019). The implementation of reflective journals leads to a higher level of students' self-awareness and increased effectiveness (Intan et al., 2020). These journals serve as concentrated evidence of a student's developing thought process through a variety of reflective practices, collecting insightful yet frequently fleeting observations (Siahaan et al., 2021) This is an excellent tool for living a more enlightened life. Essentially, reflective journaling becomes a powerful tool for introspection and provides a tried-and-true method for examining students' learning progress (Stevens & Cooper, 2023).

The reflective journals include various questions to help students reflect on their learning and experiences in the classroom. Greenaway et al., (2015), state that four steps are engaged, which reflect the following: (1) Factual analysis,

students examine actual occurrences and their specifics *(What? Who? Where? When? What happened?).* (2) Feelings: students explore their feelings about the circumstance and determine what makes them happy or unhappy. *(What makes you feel good/bad about the situation?).* (3) Findings, students proceed to analyze the case, posing questions regarding how and why events transpired in the manner they did and what lessons they have taken from it. *(What did you learn? What have you found out?).* (4) Futures, the students think about how to use their insights, planning how to use their newly acquired information. *(What can you plan for the future? How can you use what you have learned in future situations?).* The researcher modified particular questions based on these four phases to better match the lessons each session's learning objectives. This methodology guarantees congruence with the educational requirements of students and promotes customization to meet their specific demands.

The Use of Padlet in Writing Instruction

Some researches have shown that the inclusion of reflective journaling in the curriculum has had significant positive effects on students' writing abilities. Nevertheless, previous researches have not investigated the incorporation of technology into the process of reflective journaling. This study seeks to address the existing gap by investigating the potential of technology to enhance students' writing skills through reflective journals via Padlet. In this case, Padlet has been selected as the technology for enabling reflective journaling. Rashid et al. (2019) found that Padlet is a web-based program that enables users to make digital "walls" where they can easily share ideas, pictures, and videos. Anyone can use a specific link or wall address to access Padlet, a free platform.

A prior study by Fadhilawati et al. (2022) found that participants at Universitas Islam Balitar performed better when they used Padlet for writing assignments, specifically when they had to create personal recollections. Phenwan's (2023) study reveals that Padlet helps students become more proficient academic writers and boosts their capacity for reflection. Padlet is an application or website that lets users create digital whiteboard notes (An Nafik, 2022). In Padlet environments, students can additionally collaborate, share ideas, and post materials on boards that include images, videos, files, drawings, maps, and more (Ali, 2021). They can then communicate about them after that (Lomicka & Ducate, 2021). There are several benefits to using Padlet in the classroom, including: Padlet is a useful platform for student participation in writing classes. Students can make adjustments to their work, and teachers can easily provide feedback on students' work. Students can critique and enhance each other's work, which fosters beneficial interactions. Additionally, it increases students' enthusiasm for studying, which keeps them motivated and involved (Maulidah, 2019).

Nevertheless, previous studies primarily focused on using Padlet as a platform for sharing and organizing written content. However, they did not specifically implement reflective journaling as part of their instructional approach. As a result, their research did not examine how Padlet facilitates self-assessment and structured reflective thinking, which are essential for long-term writing development. Furthermore, their study did not explore the extent to which the integration of Padlet with reflective journaling impacts students' engagement and

critical thinking in writing. To build upon their findings, this study aims not only the effectiveness of Padlet as a digital tool but also its role in structuring reflective practices that foster improved writing outcomes.

Recount Texts in Writing Instruction

Recount texts are a type of writing that addresses a specific incident, experience, or the writer's past (Amartya et al., 2022). In this instance, the writer gives an accurate description of the events that occurred with sufficient detail to completely immerse the reader in the story. It is a means for recording and disseminating significant occurrences, distilling the essence of the past through narration and interpretation. In addition to providing accurate facts, a strong recount text arouses the reader's emotions and draws them into the story (Putri, 2021).

Furthermore based on Anderson & Kathy (2011), recount texts require students to narrate past events in a structured and coherent manner. Writing recount texts involves mastering various generic structures such as, orientation, event, and reorientation. The orientation section provides background about who, what, where, and when, and introduces the subject. It appears at the beginning of the text. It is the writer's responsibility to describe what took place, who or what was involved, when and where it happened, and why it happened. The events are then described chronologically as they happened in the event section. Carefully chosen events are intended to deepen the reader's comprehension of the subjects covered. The last section is reorientation. This part serves as the conclusion and includes the writer's thoughtful opinions or evaluation of the topic's importance.

Teaching Writing Recount Text by Implementing Reflective Journal Through Padlet

In teaching recount text writing with reflective journal through Padlet, the focus was on personal recount texts, where students expressed their personal experiences (Yasin, 2018). The teaching process was divided into three stages: pre-teaching, whilst-teaching, and post-teaching. During pre-teaching, researcher conducted warming-up by facilitating brainstorming sessions. The focus on learning to write was evident in the whilst teaching, which comprised five stages: planning, drafting, reviewing, editing, and final version (publishing). In post teaching, researcher summarized the material that had been taught.

The researcher implemented reflective journals and Padlet during the whilst-teaching stage. Reflective journals were given at every meeting before the class ended. Furthermore, the questions given in the reflective journal were different at each meeting. The questions were based on activities that had been carried out in class. Additionally, teachers used Padlet to provide feedback to students on their reflective journals. They also gave feedback on their recount text writing directly in Padlet. This made it easier for students to improve their writing skills by knowing what they needed to correct and improve. Padlet was used not only for reflective journaling but also for uploading student assignments and materials.

Purpose of the Study

To address this gap, the present study investigates the impact of utilizing reflective journaling via Padlet on students' writing proficiency. Specifically, this study aims to examine how the combination of reflective journaling and digital

technology contributes to students' engagement, self-reflection, and overall writing development. By doing so, it offers educators a more effective and technology-driven approach to fostering writing proficiency among EFL learners. Therefore, this study is guided by the following research question: "Does the utilization of reflective journaling via Padlet significantly impact students' proficiency in writing skills?

RESEARCH METHOD

This study employed a quasi-experimental design to evaluate the impact of using Padlet on eighth-grade students' recount text writing skills in a private school in Surabaya. A total of 62 students were selected through purposive sampling and divided into two groups, the experimental group which consisted of 32 students who engaged in reflective journaling via Padlet, and the control which group consisted of 30 students who followed traditional writing lessons. A written test including a pretest and posttest, was used to measure students' writing improvement. The validity of the instrument was confirmed through expert validation, in which an English Language Education lecturer from the State University of Surabaya assessed the test items for relevance, clarity, and alignment with curriculum standards. Based on the expert's feedback, modifications were made to refine question wording, difficulty level, and scoring criteria. Reliability was assessed using Cronbach's Alpha in SPSS 25. Table 1 presents the reliability test results for the instrument.

Table 1. Results of the Reliability Test for Writing Recount Texts

Cronbach's Alpha	N of Items
.641	5

Based on the reliability results in the table above, it showed that the reliability score was 0.641. This indicated that the device was dependable and suitable for use in research.

Data collection took place over six sessions, with different instructional methods for each group. The experimental group used Padlet for reflection, discussions, and text revision, receiving direct feedback from both the teacher (the researcher) and peers. In contrast, the control group followed conventional methods, completing tasks in notebooks and receiving only teacher (the researcher) feedback.In the final session, both groups took a posttest under the same conditions as the pretest to measure their writing progress.

Data analysis included normality testing (Shapiro-Wilk) and homogeneity testing (Levene's Test) which confirmed that the data were normally distributed and homogeneous. An independent sample t-test was conducted to compare pretest and posttest results, and it revealed a significant difference between the groups. The eta square calculation further confirmed that reflective journaling via Padlet had a substantial effect on students' recount text writing skills.

FINDING AND DISCUSSION

Finding

To determine any significant differences between the experimental and control groups, the data were examined using inferential statistics, more precisely, an independent sample t-test. SPSS 25 was utilized for this investigation. Table 3 displays the mean pretest scores for the experimental and control groups based on the data analysis.

Table 3. Mean Score of Pretest Between Experimental and Control Groups

Group	N	Mean	Std.Deviation	Std.Error Mean
Experimental	32	60.31	9.583	1.694
Control	30	57.99	9.613	1.755

According to the Table 3, the experimental group had a mean pretest score of 60.31, while the control group scored 57.99. This shows that before the intervention, students in the experimental group performed slightly better in recount text writing than those in the control group. However, this difference in scores alone does not determine whether the variation between the two groups is statistically significant.

To further investigate whether the differences in pretest scores were meaningful or occurred by chance, the researcher conducted an independent sample t-test. This statistical test was applied to compare the performance of eighth-grade students in the experimental and control groups. Assessing whether there was a significant difference between the initial writing abilities before implementing the intervention. The results of this t-test analysis, which provide insights into the statistical significance of the pretest score differences are presented in Table 4.

Table 4. Results of the Independent Samples Test for Pretest in Experimental and Control Groups

t-test for Equality of Means							
	t	df	Sig.(2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	.948	60	.347	2.313	2.439	-2.566	7.191

Based on the results in the table above, the significance (2-tailed) value was 0.0347. Since this value was greater than the alpha level of 0.05, it indicated that there was no statistically significant difference between the pretest scores of the experimental group and control groups. This means that before the intervention, both groups had a relatively similar level of competence in writing recount texts. The absence of a significant difference ensured that any changes in students' writing performance after the treatment could be attributed to the

intervention rather than pre-existing differences in their abilities.

Following the pretest, the researcher applied different instructional approaches to each group. The control group followed conventional teaching methods, where they learned how to write recount texts using traditional classroom instruction, paper-based activities, and teacher-directed exercises. In contrast, the experimental group engaged in a more interactive learning process, incorporating reflective journaling through Padlet.

To evaluate the impact of these different teaching approaches, a posttest was administered after six treatment sessions. The posttest aimed to measure whether students in the experimental group demonstrated greater improvement in their recount text writing skills compared to those in the control group. The mean posttest scores for both groups are presented in Table 5.

Table 5. **Mean Score of Posttest between Experimental and Control Groups**

Group	N	Mean	Std.Deviation	Std.Error Mean
Experimental	32	82.19	8.418	1.488
Control	30	71.84	10.626	1.940

The posttest results revealed a noticeable difference in the mean scores between the two groups. The experimental group achieved score of 82.19, whereas the control group had a lower mean score of 71.84. This indicated that students in the experimental group performed better in writing recount texts compared to those in the control group. The higher mean score of the experimental group suggests that incorporating reflective journaling through Padlet into the writing process may have had a positive impact on students' ability to compose recount texts effectively.

To further analyze this difference, the researcher first calculated the mean posttest scores for both groups to determine the overall performance. However, in order to establish whether this difference was statistically significant, an independent sample t-test was conducted. This statistical test was used to compare the posttest scores of the two groups and assess whether the observed improvement in the experimental group was due to the intervention rather than chance. The results of the independent sample t-test for the posttest scores between the experimental and groups are shown in Table 6.

Table 6. Results of the Independent Samples Test for Posttest in Experimental and Control Groups

t-test for Equality of Means							
	t	df	Sig.(2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal variances assumed	4.267	60	.000	10.354	2.427	5.500	15.208

Based on the table of independent sample t-test results from the posttest scores between the experimental and control groups above, the significance (2-

tailed) was .000, which was less that the alpha value=0.05. Therefore, it was concluded that there was a significant difference in the mean posttest scores between the experimental and control groups.

The treatment provided to the experimental group, which comprised creating recount texts utilizing reflective journals through Padlet, was clearly more effective in improving student learning outcomes than the control class, which employed traditional learning methods, according to the data analysis. As a result, it was determined that the research question was addressed and that using Padlet for reflective journaling had a major impact on eighth grade students' capacity to compose recount texts. As a result, the alternative hypothesis (there is a difference) was accepted in this study and the null hypothesis (there is no difference) was rejected.

Even after it was established that the use of Padlet for reflective journaling had a major impact on eighth grade students' recount text writing skills, the exact extent of this impact could not be ascertained. As a result, in order to bolster this research even more, the effect size of using reflective journaling via Padlet on the writing skills of the experimental group's students was measured using eta square.

Based on table 6, the t value was 4.267. After knowing the t value, the following were the results of the eta square calculation:

$$\text{Eta Squared} = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$
$$= \frac{18.194488}{18.194488 + (32 + 30 - 2)}$$
$$= \frac{18.194488}{18.194488 + 60}$$
$$= \frac{18.194488}{78.194488}$$
$$= 0.233$$

Based on the results above, it was observed that the results was 0.233, which is $\geq$ .14, indicating a large effect. Thus, it was shown that teaching eighth grade students to use Padlet for reflective journaling had a significant impact on their ability to compose recount texts. This showed that students who were trained utilizing reflective journaling through Padlet and those who were not had significantly different abilities to compose recount texts.

Once the researcher saw how much reflective journaling using Padlet might improve eight-grade students' writing recount text writing skills, she computed the average posttest score for each writing component: organization, content, grammar, vocabulary, and mechanics. The purpose of this computation was to evaluate how much each component improved in the experimental and control groups. The writing component findings for the experimental group and control group were displayed in Table 7.

Table 7. The Improvement of Students' Achievement in Writing Recount Texts between the Experimental and Control Group

Components of Writing	Average Score	
	Experimental	Control
Content	21.25	15.17
Grammar	19.53	16.83
Organization	17.03	14.67
Vocabulary	13.44	13.50
Mechanics	10.94	11.67
Total	82.19	71.84

Based on table 7, it was evident that the experimental group achieved the highest scores in the content, grammar, and organization aspects of their recount texts. This suggests that students who engaged in reflective journaling via Padlet demonstrated stronger skills in structuring their ideas, using appropriate grammar, and organizing their writing effectively. In contrast, the control group also performed well in grammar, content, and organization, though their scores were slightly lower than those of the experimental group.

However, when examining the vocabulary and mechanics aspects, the difference in scores between the two groups was minimal. This indicated that while the use of reflective journaling through Padlet may have contributed to improvements in structuring and refining ideas, it had a lesser impact on students' vocabulary choices and mechanical accuracy, such as spelling and punctuation. These findings highlight the areas where both groups showed progress as well as aspects that may require additional instructional focus in future writing lessons.

Discussion

The findings of this study indicate that the implementation of reflective journaling using Padlet had a significant positive impact on EFL students' ability to write recount texts. This aligns with Amalia et al. (2024), who found that students engaging in reflective journaling demonstrated more significant improvements in writing skills compared to those who did not. Reflective journaling encourages students to critically analyze their writing, identify areas for improvement, and make necessary revisions. This process fosters self-awareness and a deeper understanding of their strengths and weaknesses as writers.

One of the reasons why Padlet proved effective in enhancing students' writing skills is its interactive and collaborative nature. Unlike traditional pen and paper journaling, Padlet allows students to receive instant feedback from their peers and teachers. This supports the argument of An Nafik (2022), who

emphasized that digital tools enhance interactivity and foster innovation in the learning process. By using Padlet, students were able to engage in real time discussions, exchange constructive feedback, and refine their writing based on the input they received. This aligns with Jong & Kim Hua (2021), who noted that Padlet facilitates the exchange of ideas, feedback, and comments, thereby improving student engagement and participation.

In addition to fostering interactivity, Padlet also enhances students' organization skills in writing. The findings of this study show that students who used Padlet to compose reflective journals demonstrated better organization in their recount texts. This is supported by Sudirman et al. (2021), who found that reflective journaling helps students structure their writing more effectively. Furthermore, Firnanda et al. (2021) emphasized that Padlet aids students in brainstorming and organizing their ideas before drafting their texts. The ability to visually arrange thoughts and ideas on Padlet helped students develop a clearer structure, which contributed to their improved organization in writing recount texts. This corresponds with Anderson & Kathy (2011), who stated that recount texts follow a specific generic structure, including orientation, events, and reorientation. By engaging in reflective journaling on Padlet, students could better adhere to this structure and improve the logical flow of their writing.

Another crucial aspects of writing that improved through the use of Padlet was content development. Habibi et al. (2018) highlighted that reflective journaling encourages students to engage in self-reflection which in turn leads to better content quality. Similarly, Zainuddin et al. (2020) found that Padlet supports content enhancement by providing structured opportunities for brainstorming and organizing ideas. In this study, students used Reflective journaling through Padlet to generate ideas, discuss them with peers, and refine their thoughts before writing. As a result, their writing became more detailed and engaging. The structured nature of Padlet enabled students to stay focused on the main point of their recount texts and ensure that they provided sufficient supporting details.

Grammar improvement was another outcome of using reflective journals via Padlet. Rashid et al. (2019) suggested that Padlet enhances grammatical skills by allowing students to receive continuous feedback from teachers and peers. The findings of this study support this claim, as students demonstrated significant improvements in their grammatical accuracy. The ability to revise ad refine their writing based on feedback helped students identify common errors and develop a stronger grasp of grammatical rules. Amalia et al. (2024) also emphasized that reflective journaling contributes to grammatical improvements by encouraging students to pay closer attention to sentence structures and syntax. By engaging in repeated practice and self-correction, students became more proficient in constructing grammatically sound sentences.

Despite the improvements in organization, content, and grammar, the study revealed that students did not show significant progress in vocabulary and mechanics. This findings aligns with Mettaningrum et al. (2013), who stated that reflective journaling does not substantially enhance vocabulary and mechanics. Similarly, Novianto et al. (2022) noted that while Padlet improved grammar and

syntax, it did not significantly impact vocabulary development. One possible explanation for this is that Padlet primarily facilitates feedback on structural and grammatical aspects of writing rather than focusing on vocabulary expansion and mechanical accuracy. Since students were not explicitly guided to explore new vocabulary or practice mechanics, their progress in these areas remained limited. This suggesst that additional instructional support, such as targeted vocabulary lessons and exercises focusing on mechanics, may be necessary to further enhance students' overall writing proficiency.

Moreover, Gibbs's (1988) reflective model provides insight into why reflective journaling on Padlet contributed to writing improvement. According to this theory, reflective journals should include four key components: facts (what exactly happened?), feelings (what made you feel good or bad), findings (what did you learn?), and futures (how will you apply what you learned?). By structuring their reflective journals based on these principles, students were able to think critically about their writing experiences and make meaningful improvement. Additionally, teachers can modify these guiding questions to align with specific writing tasks, thereby further supporting student learning and development.

The integration of Padlet into writing instruction also facilitated collaboration among students.During the reviewing stages, students exchanged their work, provided feedback, and revised their texts accordingly. This collaborative process helped students become more engaged in their learning and take greater ownership of their writing development. The ability to edit their work in response to peer and teacher feedback reinforced the importance of revision in the writing process. This supports the claim by Trisusana et al. (2023) that reflective journals serve as valuable tools for both students and teachers, enhancing the teaching and learning experience by fostering engagement and improving instructional methods.

In conclusion, the findings of this study provide strong evidence that reflective journaling via Padlet can significantly enhance students' writing skills, particularly in terms of organization, content, and grammar. The interactive nature of Padlet coupled with the structured reflection process, contributed to students' ability to analyze and improve their writing. However, the study also highlights the need for additional instructional support in vocabulary and mechanics, as these aspects did not show significant improvement. Future research could explore strategies for integrating explicit vocabulary instruction and mechanical skill development into Padlet based reflective journaling activities to further enhance students' writing proficiency. Overall, this study reinforces the effectiveness of Padlet enhanced reflective journaling in developing EFL students' writing skills and underscores the importance of interactive digital tools in modern language learning.

CONCLUSION AND SUGGESTION

This study shows how well-researched reflective journals and Padlet can be used to improve eighth-grade students' recount text writing abilities. The experimental group's writing scores significantly improved when compared to the control group, demonstrating the beneficial effects of these creative teaching

techniques. While Padlet supported group learning and criticism, reflective journaling encouraged students to reflect, analyze, and improve their writing continuously. The experimental group's posttest scores averaged 82.19, significantly higher than the control group's 71.84. The independent sample t-test further supported this finding with a significance result (2-tailed) of .000, well below the alpha value of 0.05, indicating a statistically significant difference. The large effect size of 2.43 used eta squared underscores the substantial impact of these methods on student writing performance. Reflective journals promoted higher self-awareness and critical thinking abilities in addition to helping students pinpoint areas in which their writing needed work. Additionally, Padlet's collaborative features gave students a forum on which to receive and contribute feedback, which improved their writing results and overall learning experience.

In conclusion, using reflective journals via Padlet has shown to be a successful method for helping eighth-grade students write better recount texts. This was due to the fact that the reflective notebook served as a tool for students to evaluate their learning outcomes and that Padlet enabled them to communicate with the teacher, which assisted them in identifying their areas of strength and weakness in the classroom.

The findings of this study also offer a number of recommendations for instructional strategies. First, adding reflective journaling to the writing curriculum can improve students' writing abilities considerably. Educators ought to contemplate including reflective journals into their writing lessons on a regular basis to foster introspection and ongoing enhancement. Second, using online resources such as Padlet can help with collaborative learning and feedback two crucial aspects of teaching writing effectively. Teachers can establish a learning environment that is more dynamic and encouraging by incorporating these tools into the classroom. Ultimately, this study supports the idea that innovative teaching strategies, such as reflective journaling and the utilization of digital materials, could lead to significant improvements in students' academic performance.

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