




USING PADLET AS A TECHNOLOGICAL TOOL FOR ASSESSMENT OF STUDENTS' WRITING SKILLS IN ONLINE CLASSROOM SETTINGS

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ABSTRACT

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The lifestyle of humans is constantly changing due to globalisation. The demand for suitable and appropriate technological tools applicable in the teaching and learning processes is therefore increasing. The traditional method of chalk and talk in a classroom setting is slowly being replaced with Web 2.0 due to various implications. However, studies on the implications and effectiveness of these tools towards students' assessment of their learning process are lacking, especially in the writing skill. This study aims to provide a report on the use of an online learning platform for assessing students' writing skills. Padlet is used in this study as an online learning platform. The respondents comprise 70 level two teachers from national primary schools in Sarawak. Level two refers to years 4, 5 and 6 in the Malaysian education context. Survey questionnaires, observation checklists and semi-structured interviews were employed and their results were analyzed through frequency and thematic content analysis. The main findings in this research show that the respondents exhibit positive responses towards Padlet. This study also provides some concerns that arise during the implementation of Padlet in the classroom. Limited Internet connection and lack of Information Communication Technology (ICT) skills amongst the students are the two major issues found during the intervention. The implication of this study is relevant to the new pedagogical tool in writing assessment for the current generation of students.

Contribution/Originality: This study contributes to the existing literature on teaching and learning strategy and methodology in language writing assessment relevant to the current generation of students. It aims to analyze and explore the feasibility of an online learning platform, namely Padlet, to be used among primary students for writing assessments.

1. INTRODUCTION

The purpose of teaching English is to ensure that students can effectively communicate both orally and in writing to eventually understand the English language. Hence, all language skills and components must be taught to them as much as possible. Amongst the four language skills, however, writing is regarded as the most important skill in the teaching and learning of English as a Second Language (ESL), because it helps in 'strengthening the vocabulary, grammar, thinking skill, planning, editing, revising and other elements in writing' (Ien, Yunus, & Embi, 2017). Purwanto (2020) added that students can use their writing skills to express their ideas, feelings and thoughts to other people in a relatively permanent form.

Ahangari and Behzady (2011) stated that "the ability to write well is also considered as one of the best ways to assess and keep track of ESL students' learning progress" (as quoted in Ien et al., 2017). Despite being a good

assessment for the learning of English language, writing in English is quite a difficult skill to be acquired by students. English is a tough language skill for teachers to teach students how to write meaningfully and at the same time grammatically accurate. According to Nunan (2001), “the most difficult skill to master amongst any language users is learning to write fluently and expressively” (as quoted in Lestari, 2017).

Assessment in language learning is vital because it makes a powerful and significant influence on students’ learning. Moreover, the methods involved in teaching and learning processes must be assessment-centred and offer students the opportunities to prove and identify their emerging abilities and receive feedback to enrich their learning experiences (Baleni, 2015). However, the main focus has shifted in the drastic development and utilisation of online and blended learning within the 21st-century teaching and learning environments (Baleni, 2015).

Writing is a complex productive skill for students to acquire as it involves several skills and conventions, such as ‘organising and developing ideas and information, choosing the right vocabulary to eradicate the ambiguity of meaning and also the practice of accurate grammatical devices to focus and emphasise ideas’ (Ien et al., 2017). Writing is quite a difficult task, especially for low proficient students. Consequently, they may lose interest in the learning of writing and merely copy their peers’ work or leave a blank on any activities related to writing tasks. Ghabool, Mariadass, and Kashef (2012) observes that writing is a difficult task for ESL students because they are not proficient enough in English language and they face ‘complex problems, which may be either cultural or linguistic ones’ (Musa, Lie, & Azman, 2012). Furthermore, many students continue to have difficulty in communicating their ideas effectively through writing due to their inability to express their thoughts clearly even in basic sentences (Ang, Tan, & He, 2017; Farashaiyan & Tan, 2012; Furey, 2017; Tan & Farashaiyan, 2012).

With the implementation of Movement Control Order 2020 (MCO) in Malaysia, the usual teaching and learning processes in classroom settings are temporarily suspended due to the closing of schools. MCO is a preventive measure by the Malaysian government in response to the COVID-19 pandemic outbreak in the country. Consequently, students had to shift from traditional classroom settings to online learning in their respective homes. The rapid imposition of social distancing has brought unique and various challenges to schools and teachers as they struggle with the pandemic outbreak. Whilst the transition from traditional classroom settings to online learning is considered to be the suitable method to continue classes, it does not only bring about a change in the learning format but also in the teaching practices. Specifically, teaching is becoming online on an untested and unprecedented scale. Likewise, students’ assessments are shifting to online with various testing attempts and uncertainty amongst educators, students and the society.

Many local public examinations and assessments have been put on hold due to the pandemic outbreak. These obstacles are not merely short-term issues and can have long-term consequences for the affected students. They may also likely to increase the inequality of achievement amongst students in terms of class activities, including examinations. As a result of the MCO implementation, teachers are forced to use internet based technological applications as an immediate transition to deliver their teachings and for students to do home assignments. Thus, an appropriate intervention that involves the use of technology is needed to improve and assess students’ writing skills through an online platform. In this research, Padlet is used as a platform to assess the writing skills of students in primary schools in Malaysia.

2. LITERATURE REVIEW

2.1. *Teaching and Learning How to Write Well*

Teaching the English language is easy, but teaching to write well is difficult. Whilst the traditional methods focus on the finished written products, new methodologies have begun to expand and transform the writing practices in L2 classroom settings by highlighting the processes of writing and providing students the ‘experience of writing as writers’. According to Harmer (2004), teaching how to write well involves five stages, namely, demonstrating, motivating and provoking, supporting, responding and evaluating students’ writing skills and

performance (as quoted in Taufikurohman, 2018). These five stages must co-exist when teaching how to write well to encourage students to brainstorm ideas, form their sentences and finally produce essay writing that is comprehensible and meaningful to the readers. Constructing sentences is a component of writing that many students are still struggling with. Constructing even the simple sentences is a linguistically demanding task, and thus students must be able to use the knowledge of syntax to generate texts that convey their intended meaning and are grammatically acceptable (Furey, 2017). The mastery in understanding the construction of meaningful and accurate sentences is important in teaching and learning how to write well. The ability to write well is considered one of the best ways to assess and keep track of students' learning progress (Ien et al., 2017).

2.2. Assessment in Writing

Assessment has an increasingly significant influence on the education policies of various countries. It also affects language assessment in classroom settings. Language assessment plays a significant role in helping language teachers around the world to identify their students at their appropriate levels, diagnose their strengths and weaknesses and grade their performance during and at the end of a syllabus or course (Tosuncuoglu, 2018). It is considered the main influence of teaching and learning activities as teachers may plan interventions or activities that suited their students once their learning abilities had been identified. As mentioned earlier, teaching how to write well is a complex process. Consequently, writing assessment is also difficult to conduct.

Assessment of students' writing skills is considered an issue when it comes to language testing (Coombe, 2010). It is made even more essential because a good writing ability is highly demanded after by higher education institutions and employers. Teachers have been spending long hours to ensure the validity and reliability of their writing assessment practices. Assessment in writing can be conducted in many forms, depending on what the teacher desires. Teachers may instruct their students to write essays and complete project-based works or portfolios. Written tests have a few advantages that are difficult to be replicated. For example, the multiple-choice assessments are closed-ended questions that can effectively measure students' answering abilities. Writing assessment is a process that assesses students' writing performance within the class and can occur at many stages throughout the learning period and come in different forms. At various points within the assessment process, teachers usually play different roles, such as a motivator, collaborator, critic and evaluator, and provide various kinds of responses. One of the main purposes of writing assessment is to produce feedback on students' writing performance, which is crucial in the development of their writing skills (Corbett, Myers, & Tate, 2000). A study by Yulia, Husin, and Anuar (2019) revealed that online assessments allowed for more interaction as compared to traditional paper-based assessment. They found that scores amongst the students who are involved in interactive online assessments were significantly higher than those who were assessed in a conventional way. Additionally, students who had their assessments using gadgets were more comfortable with the material at hand and this allowed for stress-free feedback session between the teacher and students. This is also supported by other studies documenting the positive effects of online assessment on students' performance (Iwamoto, Hargis, Taitano, & Vuong, 2017; Ogame, Agak, Okelo, & Kiprotich, 2018).

2.3. Technology in Language Learning

The 'digital revolution' shows the changes in the daily lives of human beings at a fast pace especially in communicating with one another due to the advancements in technology (Kleinsmith, 2017). Similarly, in the field of education, technology has slowly becoming relevant in the classroom teaching and learning processes. It slowly develops the old teaching methods and techniques that are mostly teacher-centred and can sometimes be demotivating especially to those young learners who are still learning new languages, such as English. Writing lessons can sometimes be tiresome and discouraging to students in language classes. In traditional teaching and learning processes, teaching how to write well is more of a teacher-centred method than a student-centred learning.

Teachers are discussing various topics, and then students are instructed to write essays about the discussion. Finally, teachers provide their feedback by marking their students' homework. As instructions have shifted from teacher-dominated to student-centred method, the importance of class participation has been emphasised (Fuchs, 2014). With the increasing availability of information online, teachers become a facilitator of learning in language teaching (Ab Hamid, Rosli, & Yunus, 2019). Aligned with the components in the 21st-century teaching, the use of technology in the field of education has resulted in good implications for teaching and learning processes.

According to Azmi (2017) the integration of technology in language classrooms has contributed to positive responses in language learning amongst students. They become motivated and interested in language lessons. This observation is supported by a local study in Malaysia conducted by Yunus, Nordin, Salehi, Embi, and Salehi (2014). The above study revealed that the most important benefit of technology adoption in teaching how to read and write well is that it attracts students' attention, facilitate their learning process, improve their vocabulary knowledge and promote meaningful learning (Hillson, Shamsulbahri, Bangkam, & Yunus, 2019). Promoting meaningful learning can develop students' positive perception of its usefulness resulting in their motivation to use various technologies as tools of learning (Deni & Zainal, 2018). Furthermore, several studies show that the adoption of technologies, such as computers in writing classes, can develop writing skills and decrease students' mistakes (Awaludin, Abd Karim, & Mohd Saad, 2017). Consequently, teachers have started using technologies to aid in their teaching and learning activities in the classrooms. The use of technologies in classroom teaching is not something new (Shazali, Shamsudin, & Yunus, 2019). In Malaysia, teachers are encouraged to use Google Classroom which is similar to the previous Frog Virtual Learning Environment (VLE).

2.4. Padlet as a Pedagogical Tool

The use of Web 2.0, such as social networking sites and online learning platforms, as pedagogical tools in the classrooms is no longer uncommon. Web 2.0 describes all the second generation of the World Wide Web and offers interactive and dynamic web experience. Web 2.0 includes Facebook, YouTube, Edmodo and other social networking sites or platforms that are proven to be effective and have shown positive effects on students' learning. Their attractive features are capable to catch students' attention into using Padlet for learning purposes (Anwar, Nugroho, & Nurhamidah, 2019). Moreover, Web 2.0 tools offer a platform wherein a learning network can be built, students can collaborate and teachers can share information to engage students with their learning. As Web 2.0 tools are not specifically designed for teaching purposes, students may feel lost or unsure of how to operate these sites when they are used for any activities in learning. Hence, a clear simulation or demonstration is highly needed to show and explain explicitly the use of these tools and encourage active participation and effective sharing of ideas amongst students (Deni & Zainal, 2018). However, research on the use of Web 2.0 as tools of teaching and learning processes is scarce (DeWitt, Alias, & Siraj, 2015). Likewise, studies on the effectiveness of using Web 2.0 tools amongst primary school students in Malaysia are lacking.

Padlet, which is formerly known as Wall Wisher, is a free web-based application that allows teachers and students to create an online bulletin-like board (Sangeetha, 2016). The function of Padlet is similar to sticky notes, but the ideas and answers are shown on the wall inside the application. In this 'wall', the users can post words, links, pictures, videos and other related materials in which the contents are viewable by anyone who has access to the link or address to a wall in Padlet (Rashid, Yunus, & Wahi, 2019). Moreover, the use of Padlet as a web digital tool can provide opportunities for students to share their ideas on any assignments or activities either in the classroom or at home (Toti, 2018). It is also a versatile pedagogical tool that allows teachers to gather students' feedback and accessible on any devices, such as mobile phones and computers, as long as connected to the Internet. Compared with other forum-based platforms, Padlet is not rigid as it is a reliable and suitable online learning platform for students and teachers (Ali, Malek, Abidin, & Razali, 2018). A study by Taufikurohman (2018) revealed that the integration of Padlet in classroom instructions provides a non-threatening environment for different kinds of

collaborative classroom tasks. All the participants in the above research have the ability and opportunities to contribute and learn from one another and all their voices can be heard on a 'graffiti wall' in Padlet. Padlet can also replace the traditional assessment of using pencil and paper as an interactive assessment tool in classroom settings (Taufikurohman, 2018). Teachers can design questions in Padlet and then instruct the students to answer them to evaluate their understanding of the lesson that they had learned. Padlet has received considerable positive feedback from various studies, and its features are suitable to be used as pedagogical tools in language learning and assessment.

3. METHODOLOGY

3.1. Research Design

A mixed-method research design was employed in this study. The quantitative and qualitative data were collected using survey questionnaires, observation checklists, and semi-structured interviews. The collected data were analysed to identify teachers' perceptions towards the use of Padlet as a platform for writing assessment.

3.2. Research Respondents

This study was conducted amongst 70 level two teachers from local national primary schools in Sarawak. The respondents were selected amongst the level two primary school teachers through purposive sampling because they are the ones who need to carry out and prepare reports on students' achievement in school based assessment (SBA) before students leave their primary schooling. Purposive sampling method was also employed to identify the influence of using Padlet and conduct writing assessment from the perspectives of the teachers themselves.

3.3. Research Instrument

The survey questionnaire contained 7 items related to the effectiveness and influence of using Padlet for writing assessment (Appendix 1). Furthermore, a 3-point Likert scale was used to describe the degree of agreement. The respondents answered the survey questionnaires through the online and offline platforms. An observation checklist (Appendix 2) consisting of 8 items was used to observe and record students' behaviour during the intervention of using Padlet for writing assessment. It also used a 3-point Likert scale to describe the frequency of the students' behaviour and attitude towards Padlet in a classroom setting. The observation checklist was used by respondents during the intervention of using Padlet for writing assessment. Finally, a semi-structured interview (Appendix 3) was conducted to obtain the teachers' honest opinions and perceptions regarding the use of Padlet. The interview was composed of 6 questions, and only 20 respondents from the main sample were selected for the interviews after the intervention of using Padlet.

3.4. Research Procedure

Firstly, permissions were secured from the school administrators and teachers involved. Then, 70 level two teachers from the national primary schools in Sarawak were selected as respondents. Next, the intervention of using Padlet for writing assessment was conducted for 2 months. The chosen respondents are given the link to the tasks in Padlet and they have to assign the tasks to their level two students. During the 2 months intervention, the students were required to complete three assessment tasks which were based on three main content standards in the revised Standard Based Curriculum for Primary Schools (KSSR). The first assessment task was to assess students' ability in writing in neat and tidy handwriting. Students would take picture of their writing and upload it to a link provided in Padlet. The second task was to assess students' ability in writing with appropriate form and style which included punctuations and capitalisations. Next, the final task was to assess students' ability in writing a short essay about their best friend. The second and the third tasks were typed inside the Padlet by posting a comment. The topics for the three tasks were the same so as to provide a continuation in the writing assessment.

Figure 1 shows the intervention of using Padlet in assessing students' writing. During the intervention, observation checklist was employed to observe and record students' behaviours. After the assessment, the respondents grade the answers provided by their students. After the intervention for two months was completed, the respondents were required to answer the survey questionnaires through the online and offline platforms to identify the effectiveness of using Padlet as a platform for writing assessment. Subsequently, 20 respondents from the main sample were chosen in random for the semi-structured interviews. The interviews were conducted to obtain in-depth opinions on their perspectives with regard to the use of Padlet for assessing writing skills. Finally, the writing of the findings and the data analysis were reported.

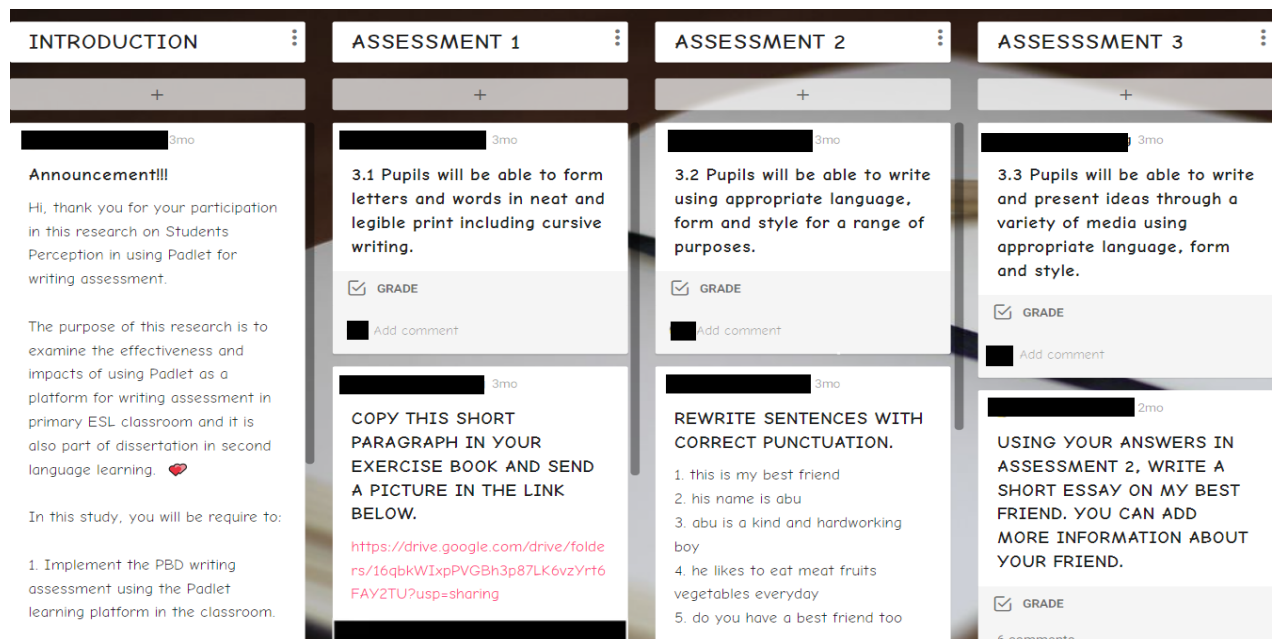


Figure-1. Intervention using Padlet.

3.5. Data Collection and Analysis

The data collected from both the survey questionnaires and observation checklist were tabulated and analysed descriptively into frequency and percentage counts. The findings in both the instruments were further discussed by comparing the results with other instruments to identify the teachers' views on the intervention. The data obtained from the semi-structured interviews were also analysed with inferential statistical designs. Here, the interview feedback and responses were recorded to analyse the interview results through thematic content analysis wherein the recurring themes were identified and reviewed in accordance with the six interview questions.

4. FINDINGS

After implementing the intervention in the classroom, the respondents were required to answer the survey questionnaire to provide their views on the use of Padlet as a platform for ESL writing assessment. Table 1 shows the results of the survey questionnaires.

As illustrated in Table 1, Items 1, 2 and 3 in the survey questionnaire provided a general view of the respondents regarding the use of Padlet for writing assessment. The results showed that 64 out of 70 respondents agreed that Padlet was easy to use and interesting as a platform for writing assessment in the classroom. Moreover, 95.7% agreed that their students enjoyed using Padlet when assessing their writing skills. Generally, the respondents exhibited positive responses towards the use of Padlet as none of them disagreed with the first 3 statements in the survey questionnaire. However, the findings were quite interesting for Items 4 and 5. Some respondents disagreed with the 2 items. The results for Item 4 indicated that 5 respondents disagreed with the

following statement: 'Padlet helps me to review the progress of my students' writing'. Furthermore, 4 respondents disagreed that Padlet allowed them to provide feedbacks to their students' writing. Nevertheless, most of the respondents still agreed that using Padlet helped them in reviewing their students' writing progress (72.9%) and allowed them to provide feedback to students' writing (78.6%). A total of 14 teachers had a neutral view on Item 4.

As for Item 6, 56 respondents agreed that the use of Padlet in assessing writing was easier than using the conventional ways of assessment. The results highlighted that the teachers preferred to use technological tools, such as Padlet, for assessing students' writing skills instead of conventional methods. Finally, 91.4% of the respondents agreed to Item 7, i.e. 'I will continue to use Padlet in assessing students' ability in writing'. This high percentage indicated that the teachers still wanted to use Padlet as a platform for writing assessment. Overall, the 7 statements in the survey questionnaire indicated that the teachers obtained positive and constructive experiences in using Padlet for writing assessment, and they were interested to use Padlet again for assessing their students' writing skills in the future.

Table-1. Results of the Survey Questionnaires (n=70).

No.	Statements	Disagree N (%)	Neutral N (%)	Agree N (%)
1.	I find Padlet interesting as a platform for writing assessment.	0 (0)	6 (8.6)	64 (91.4)
2.	I find Padlet easy to use in the class.	0 (0)	6 (8.6)	64 (91.4)
3.	I find that my students enjoy using Padlet for writing assessment.	0 (0)	3 (4.3)	67 (95.7)
4.	Padlet helps me to review the progress of students' writing.	5 (7.1)	14 (20.0)	51 (72.9)
5.	Padlet allows me to provide feedbacks to my students' writing.	4 (5.7)	11 (15.7)	55 (78.6)
6.	Padlet is easier to use for writing assessment than the conventional ways of assessment.	0 (0)	14 (20.0)	56 (80.0)
7.	I will continue to use Padlet in assessing students' ability in writing.	0 (0)	6 (8.6)	64 (91.4)

Next, observation checklists were also employed by the respondents to observe and record students' behaviour during the intervention. Table 2 shows the results of the observation checklists.

Table-2. Results of the Observation Checklists (n=70).

No.	Statements	Never N (%)	Sometimes N (%)	Always N (%)
1.	My students enjoy using Padlet for writing assessment.	0 (0)	0 (0)	70 (100.0)
2.	My students show interest and motivation in using Padlet.	0 (0)	0 (0)	70 (100.0)
3.	My students show active participation.	0 (0)	0 (0)	70 (100.0)
4.	My students collaborate and cooperate with other children.	0 (0)	5 (7.1)	65 (92.9)
5.	My students try to finish the assessments even when they are difficult.	0 (0)	6 (8.6)	64 (91.4)
6.	My students are doing the assessments with sincere effort.	0 (0)	6 (8.6)	64 (91.4)
7.	My students get discouraged or easily frustrated.	67 (95.7)	3 (4.3)	0 (0)
8.	My students are confident with the writing assessment.	0 (0)	5 (7.1)	65 (92.9)

Based on Table 2, Items 1, 2 and 3 in the observation checklist showed that all of the respondents found that their pupils always enjoyed using Padlet for writing assessment, shown interest and motivation in using Padlet, and active participation was observed during the implementation stage. Moreover, 65 out of the 70 respondents found that their students did collaborate and cooperate with other children during the writing assessment. This indicated

that Padlet supported and was suitable in assessing group work activities. Besides that, 91.4% of the respondents responded that their students always tried to finish the writing assessments even when they were difficult and they did it with sincere effort. This showed motivation amongst the students to complete their assessments. As for Item 7, 95.7% of the respondents found that their students never got discouraged or frustrated when using Padlet in assessing their writing skill. However, 4.3% of the respondents discovered that their students sometimes get discouraged and this was due to some problems faced during the implementation. Lastly, 65 respondents found that their students were confident with the writing assessment. Overall, the results from the observation checklists showed that the students exhibited positive attitudes when being assessed using Padlet.

Finally, the data collected from the semi-structured interviews were analysed qualitatively. As mentioned earlier, only 20 respondents were selected to participate in the interviews. The findings from the semi-structured interviews indicated that the respondents exhibited positive feedback on Padlet. All of them agreed that Padlet was easy and interesting to use in assessing writing skills. Most of the respondents also stated that Padlet was suitable and practical enough to be used for writing assessment. However, a few respondents were unsure or disagreed with its suitability in assessing writing in the classroom. On the aspect of the problems faced during the writing assessment, most of the respondents complained about the limited Internet connection that resulted in the slow loading of the Padlet webpage. Lack of Information Communication Technology (ICT) skills, especially in using the functions in a laptop and solving the typing errors amongst the students, was one of the issues faced by the respondents. This resulted in students getting frustrated and discouraged in using Padlet for writing assessment.

Overall, the respondents felt that Padlet increased motivation among the students during the writing assessment. They also considered using Padlet in their future writing assessment. Reasons for their consideration varied from Padlet being an interesting and easy-to-use tool to being something new to use for writing assessment. The data collected from the interviews showed that Padlet was successful in capturing the teachers' interest in writing assessment despite a few problems or issues experienced during the implementation stage.

5. DISCUSSION

The findings obtained from the survey questionnaires, observation checklists and semi-structured interviews showed that the use of Padlet as a platform for writing assessment had received positive responses from the research respondents. Most of the respondents found Padlet easy to use. This finding was due to its function and purpose that is similar to that of sticky notes, but the ideas and answers are shown on the wall inside the application and create an online bulletin-like board (Sangeetha, 2016). Considerable research also proved that Padlet was easy to use (Beltrán-Martín, 2019; Lestari & Chasanatun, 2018; Taufikurohman, 2018; Toti, 2018). Most of the respondents also agreed that assessing the writing skill using Padlet was interesting. Its attractive features and appearance had caught their interest and attention (Anwar et al., 2019). The respondents' students were also motivated and enjoyed themselves when being assessed using Padlet. The integration of Padlet in classroom instruction provided a non-threatening environment for different kinds of classroom tasks (Anwar et al., 2019; Taufikurohman, 2018). Therefore, students were relaxed and could enjoy the process of writing assessment. The integration of technological tools, such as Padlet, had positive effects on the students' attitude towards the language learning process. It was found that the students tried their best in finishing their assessment in Padlet with sincere effort. Furthermore, this relationship might also explain why most of the respondents agreed that using Padlet for writing assessment was easier than using the conventional ways for assessment as students enjoyed and shown interest with the writing assessment. Several studies proved the benefits of technological tools, such as Padlet, towards students' learning motivation (Deni & Zainal, 2018; Hillson et al., 2019; Mohd, Said, & Tan, 2020; Tan & Tan, 2020; Toti, 2018).

Regarding its purpose as an assessment tool, most of the respondents agreed that Padlet was suitable to be used in writing assessment. From the survey questionnaire, most of the respondents agreed that Padlet helped them

in reviewing their students' progress in writing and providing feedback for their students' writing (Deni & Zainal, 2018; Wulandari, 2018). Corbett et al. (2000) emphasised that the main purpose of writing assessment was to produce feedback on students' writing skills and performance, and feedback was crucial in developing the writing skills amongst students. Hence, Padlet has the potential to be an assessment tool for the writing skill as progress review and feedback can be obtained through this online learning platform. However, some concerns regarding the implementation of Padlet were also observed. The results of the semi-structured interview showed that limited Internet connection was a major issue. Padlet is a versatile online pedagogical tool that is accessible on any device as long as connected to Internet (Ali et al., 2018). Considerable research also considered the requirement of stable Internet connection to use Padlet a limitation (Anwar et al., 2019; Lestari. & Chasanatun, 2018; Nurviyani, 2018; Taufikurohman, 2018). This issue had been a long debate and indicated that the local education system was still not fully ready to implement online learning throughout the country. Lack of ICT skills amongst the respondents was also an issue (Toti, 2018). Lack of exposure and familiarity towards Padlet had led to this digital competency issue, and students needed time to familiarise themselves with it Redecker, Al-Mutka, Bacigalupo, Ferrari, and Punie (2009); Ab Hamid et al. (2019). Findings in the observation checklists showed that some students get discouraged and frustrated due to this issue in computer literacy. Thus, this research emphasised that clear simulation and considerable time must be provided to ensure active participation and effective sharing of ideas amongst students when using Web 2.0 tools, such as Padlet.

6. CONCLUSION

Generally, the respondents agreed with using Padlet as a platform for writing assessment. The results showed positive feedback as the data collected from the survey questionnaires, observation checklists and semi-structured interviews indicated that most of the respondents found the application easy to use, interesting, practical and suitable to be used for writing assessment. The students were also motivated and enjoyed themselves when Padlet was used to assess them. The use of Padlet also allowed teachers to review students' writing progress and provided feedback on their writing. One of the implications of this research was that through the integration of Padlet, students could have the opportunity to expose and experience the use of online learning platforms themselves. They could benefit from the application as it allowed for flexibility in practicing their writing skills and obtaining assessment feedback from their teacher outside classroom settings. As for the teachers, this study offered a new teaching strategy or methodology in accordance with the use of Padlet in writing assessment. The integration of Padlet in writing assessment provided a platform for a student-centred learning environment where students had the chance to practice and experience evaluation through online learning platforms. This research was significant in developing teachers' teaching profession as they might discover Padlet as a new tool, resource and approach that could be beneficial in nourishing their teaching practices, especially in learning assessment. Future studies in Padlet could implement this study on different types of respondents, such as secondary or tertiary students, to obtain different perspectives towards Padlet. The influence of Padlet on the assessment of other language skills could also be considered in future investigations.

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APPENDIX 1

Survey Questionnaire

Survey Questionnaire in Using Padlet as a Technological Tool for Writing Assessment in Online Classroom Settings

Instruction: Please tick (/) and rate the items given below using the following scales.

1 – Disagree

2 – Neutral

3 – Agree

Table-1. Survey Questionnaire.

No.	Items	1	2	3
1.	I find Padlet interesting as a platform for writing assessment.			
2.	I find Padlet easy to use in the class.			
3.	I find that my students enjoy using Padlet for writing assessment.			
4.	Padlet helps me to review the progress of students' writing.			
5.	Padlet allows me to provide feedbacks to my students' writing.			
6.	Padlet is easier to use for writing assessment than the conventional ways of assessment.			
7.	I will continue to use Padlet in assessing students' ability in writing.			

Source: Adapted from "The use of Plickers for Language Assessment of Reading Comprehension" (Michael, Ejeng, Udit, & Yunus, 2019).

APPENDIX 2

Observation Checklist

Observation Checklist in Using Padlet as a Technological Tool for Writing Assessment In Online Classroom Settings

Instruction: Observe the pupils' attitude when they are using Padlet by ticking (/) the items given below based on the following scales.

1 – Never

2 – Sometimes

3 – Always

Table-2. Observation Checklist.

No.	Statements	1	2	3
1	My students enjoy using Padlet for writing assessment.			
2	My students show interest and motivation in using Padlet.			
3	My students show active participation.			
4	My students collaborate and cooperate with other children.			
5	My students try to finish the assessments even when they are difficult.			
6	My students are doing the assessments with sincere effort.			
7	My students get discouraged or easily frustrated.			
8	My students are confident with the writing assessment.			

Source: Adapted from "Investigating the effects of a game-based approach in teaching word recognition and spelling to students with reading disabilities and attention deficits" (Cassar & Jang, 2010).

APPENDIX 3

Interview

INTERVIEW QUESTIONS

Name (Pseudonym) : _____

Interview questions:

1. Is it easy to use Padlet?
2. Is Padlet interesting to be used for writing assessment?
3. Is Padlet suitable and practical to be used in writing assessment?
4. Does the use of Padlet increase motivation among the students during writing assessments?
5. What are the problem(s) faced when using Padlet in writing assessment?
6. Will you consider using Padlet for writing assessments in the future? Why?

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