

The Views of Students and Pre-Service Teachers on Using Padlet for Mastery of Grammar and Writing Skills in Secondary Education

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Abstract—Padlet allows students to further explore their abilities and encourages them to share ideas and collaborate in learning. The purpose of this study was to know how students and pre-service teachers felt about using Padlet as a tool for learning grammar and writing in secondary education. A qualitative descriptive design was used in this study. Participants in this study included sixty students and six pre-service teachers from both a state school and an Islamic school in Indonesia. The data for this study were obtained through a closed-ended questionnaire along with observation and interviews that were aimed at obtaining the perceptions of students and pre-service teachers about the use of Padlet for teaching and learning grammar and writing skills. These were then analyzed using a qualitative descriptive method. The results of this study were that Padlet can be used as a learning tool that was quite effective and efficient for learning grammar. Learning implementation using Padlet allows students to better understand the material by exploring ideas through the Padlet platform.

Index Terms—Padlet, grammar, writing, pre-service teachers, students

I. INTRODUCTION

In Indonesia, starting from elementary school and continuing through to university, students are exposed to the English language as part of a formal foreign language education program where they acquire the four skills of learning any language: reading, speaking, writing, and listening. As stated by Richards and Renandya (2002), the majority of students struggle with writing since they must be able to generate and organize ideas, as well as effectively communicate them in writing. Moreover, they should be able to comprehend some important writing elements, such as grammar, vocabulary use, content, and mechanics (Fatimah, 2019; Nugraheni et al., 2024; Sari, 2021). Nunan (2001) explained that writing success requires the ability to organize content at the paragraph and overall text levels to reflect given or new information and topic/comment structures. Along with that, students must learn to select an appropriate format and then polish and revise one's initial efforts. Indeed, these are all crucial for writing success. From the writing elements that have been mentioned, grammar becomes one of the important points in compiling a sentence where grammar takes on a role as a conceptual form of a sentence based on circumstances.

One of the biggest challenges students face is mastering the material, particularly when it comes to both grammar and learning to write. The teacher provides learning facilities in the form of learning theory, creates effective and efficient learning concepts, and strives to increase student interest in learning material. However, innovative teaching is also needed to support the learning of English language skills. Moreover, concerning the fostering of learning innovation, thinking and planning for the future of education must include 21st-century learning where technology has advanced, but educators and administrators must also advance by finding new ways to help students prepare for the future. After

all, education systems are changing faster than ever before these days (Nichols, 2019). As a result, all students are expected to actively engage in classroom discussions, Q&A sessions, and idea exchanges. Students benefit from participating in these events because they have the opportunity to both acquire and impart new knowledge (Zhi & Su, 2016). To increase the responsibilities of students for their own learning, the facilitation roles of teachers are crucial (Beltrán-Martín, 2019; Hamid et al., 2019; Kapsalis et al., 2020). Since each student has a different learning style, teaching and learning activities must take into account the new learning environment to be effective (Cheong, 2019; Müller & Mildnerberger, 2021).

Utilizing modern technology such as smartphone applications is one innovative method that can be implemented within the writing classroom (Angelina et al., 2021; Arochman et al., 2024; Jamaris et al., 2021; Wang et al., 2022). This idea is supported by the post-pandemic situation when students became accustomed to using technology to support online learning such as Zoom, Webex, Google Meet, and other platforms. These very same learning platforms can be integrated into the post-pandemic classroom where learning requires teachers to be innovative in maximizing the skills and knowledge of students by creating an interesting but still effective learning environment (Kobylarek, 2021; Sharma & Alvi, 2021). Indeed, innovative learning media is needed in a learning environment that is integrated with the use of technology (Bali et al., 2021). In this study, the researchers chose the Padlet platform as a learning medium to teach grammar, especially conditional sentence material.

During classroom observations, pre-service teachers discovered that the teacher had attempted to create a learning concept that was integrated with technology. More specifically, Microsoft's PowerPoint and whiteboards were the most commonly used media in the classrooms observed. However, there are a plethora of other online applications such as Padlet (www.padlet.com) that can be used to enhance learning when class time is limited (Lestari, 2017). According to Fuchs (2014), Padlet is an application that facilitates student collaboration and writing sharing. Lestari (2017) also stated that Padlet is similar to sticky notes where students can put their thoughts on a particular subject and both lecturers and students can comment on them, provide suggestions for them, and even evaluate students' posts, as well.

In this research, Padlet is the learning medium used by students during grammar learning. Fadhilawati et al. (2020) focused on implementing the Padlet platform to increase student achievement in their writing skill, especially in procedure text material. They used tests and questionnaires as research methods to measure the significance of student achievement after they were taught using Padlet. The results show that Padlet can gradually increase student achievement because students are comfortable sharing their writing on the Padlet platform. Students may be inspired to explore ideas by the wall's placement in Padlet since they can post videos, recordings, and pictures relevant to the topic (Lestari, 2017). Students felt that, by utilizing Padlet as a tool for learning, they had gained new knowledge and ideas through the exercises, sharing their ideas with peers, working together, and communicating with friends (Mahmud, 2019).

Based on the phenomenon observed and supported by several previous studies regarding the use of Padlet as a learning tool, the researchers sought more in-depth perspectives from students and pre-service teachers regarding the use of Padlet for grammar mastery in conditional sentence materials for first semester 11th Grade senior high school students.

This investigation was directed by the following questions:

1. How do students view the use of Padlet as a tool for learning grammar and writing?
2. What are the perceptions of pre-service teachers in the practice of teaching grammar and writing using Padlet?

II. LITERATURE REVIEW

A. *Technology in the Classroom*

In recent decades, technology has played a major role in the development of humankind. Various aspects of integration with technological developments exist, one of which is education. The methods and instruments have changed from using the traditional chalk and a chalkboard to employing technologically enhanced tools like Padlet, and indeed, the lives of students have been significantly impacted by teachers and technology (Rideout et al., 2010). According to Fageeh (2011), technology use has impacted daily life and enhanced students' capacity for critical thinking. Thomas et al. (2014) also noted the significance of technology, particularly learning tools, in enhancing the critical thinking abilities of students. Furthermore, because of the use of technology-based learning tools in the classroom, the most significant shifts from a teacher-centered to a student-centered instructional approach have occurred (Awaludin et al., 2017).

Learning that is integrated with the use of technology has a positive effect on educational development, especially when students and teachers can feel it. Previous research on utilizing technology as a teaching tool by Dianati et al. (2020) found that students perceive the use of technology in the form of a useful website platform as beneficial because of their interesting and engaging characteristics. Conventional learning with the role of the teacher as a facilitator is more teacher-centered where the highest role in the learning process is that of the teacher while students are left to explore ideas and knowledge but often lack the facilities to be able to do so. Technology plays a big role in realizing student-centered learning which positions students at the center of the learning process (Gao, 2021). Fuchs (2014) said that integrating and implementing learning technologies in the classroom could encourage participation from the entire

class. The use of technology as a learning tool facilitates the learning process more so than in the past, so its integration into the student-centered teaching approach is essential (Jayanti et al., 2024; Yunus & Salehi, 2012).

The significance of technology is found in the learning process and its relationship to language acquisition where teachers play an important role in guiding students. To improve the actual use of technology in language learning, teachers should provide an example for their students on how to use technology to assist the curriculum (Costley, 2014; Murphy et al., 2003). Furthermore, students are more likely to work together with the help of technology. After all, cooperation is one of the most useful learning tools because when students work together to create activities, they gain insight from each other by critiquing one another's efforts (Keser et al., 2012). Moreover, English instruction has been revolutionized by the widespread adoption of digital tools as it provides numerous options for enhancing instruction by making it more engaging and effective for progress.

B. Padlet as a Learning Tool

As stated by Mahmud (2019), the administrator of Padlet can upload documents, links, videos, and other content to the website. It enables them to utilize their Padlet account to produce numerous kinds of content. Users include the teacher and his or her students who, together, can create quality content and use it in their lessons. With certain essential advantages, Padlet is a medium that may be used to create virtual walls. It functions on almost all web-enabled, interconnected devices. Multimedia files and papers can be posted on the walls (Fadhilawati et al., 2020), and it is also possible to copy and store the "Walls". In a tertiary ESL classroom, Padlet is useful for brainstorming, group work, and project management in an advanced English language learning setting (Mehta et al., 2021).

Mahmud (2019) added that Padlet allows students to study anywhere and at any time, so long as they have access to a computer, smartphone, or tablet with an internet connection. Users do not even have to download anything to use Padlet. Fisher (2017) contended that Padlet is a more interactive alternative to oral participation, especially for students who may feel uncomfortable raising their hands in class. Pollock (2016) also stated that Padlet provides each student with a voice. Furthermore, regular use of Padlet raises engagement (Baida, 2014; De Berg, 2016). In fact, studies show that, by decreasing the time between individual and group discussion responses, Padlet increases student engagement (Fisher, 2017; Gill-Simmen, 2021). As a digital platform, Padlet also provides an effective space for students to explore ideas, making it especially easier for students to share and explore ideas.

Furthermore, Padlet is ideal for encouraging student collaboration (Weller, 2013), and is also a digital whiteboard that allows for instant feedback and group collaboration (Fuchs, 2014). Likewise, Padlet is a great tool students can use to publish and share their writing with their instructors and classmates (Sangeetha, 2016). Through the use of this online platform, the instructor and students can engage in real-time discussions and knowledge exchange (Feng & Feng, 2021). Fuchs (2014) explained that integrating and implementing learning technologies in the classroom could encourage participation from the entire class. Every time a student comments on their wall, Padlet will send the instructors an email (Wood, 2016). Finally, it is for all of the aforementioned reasons that the researchers chose Padlet for this study.

III. METHODOLOGY

A. Research Design

This research used a descriptive qualitative design. In this research, the researchers provide a perspective on the use of the Padlet platform as an educational tool. It utilized three tools, including a closed-ended questionnaire, an observation, and an interview. This study investigated the perceptions of students and pre-service teachers about using Padlet as a learning tool for studying English writing with a focus on grammar and writing skills.

B. Participants

As many as sixty students participated in this research at SMAN 2 Grabag, Magelang and MAN Temanggung, Indonesia. Moreover, three pre-service teachers carried out teaching practice at SMAN 2 Grabag Magelang, and three pre-service teachers carried out teaching practice at MAN Temanggung. Participating students were taught the English language by pre-service teachers.

C. Instruments

The instruments used for this research were a closed-ended questionnaire, observation, and interview. The closed-ended questionnaire was adapted from Fadhilawati et al. (2020), "Improving Students' Success with Writing Procedure Texts via Padlet". Fourteen statements were obtained from research related to the implementation of the Padlet platform in English language learning. Researchers made observations as pre-service teachers carried out teaching practices. Interviews were conducted with pre-service teachers who also practiced learning writing, especially grammar, using Padlet. The observations were made by the researchers themselves as pre-service teachers. The interview used questions adapted from Mahmud (2019) "Students' Perceptions of Using Padlet as a Learning Tool for English Writing. The statements of the questionnaire are as follows in Table 1, below:

TABLE 1
THE STATEMENTS ON THE QUESTIONNAIRE

No	Statements
1	I am eager to learn grammar through Padlet
2	I am happy to learn writing through Padlet
3	Learning grammar using Padlet is interesting
4	Learning grammar through Padlet is wasting my time
5	I am comfortable sharing my writing or composing sentences on Padlet
6	Padlet motivates me to complete my writing assignments
7	Learning grammar in Padlet is difficult
8	Learning grammar in Padlet is costly
9	I performed better in grammar after studying using Padlet
10	Padlet enables me to collaborate with my peers
11	Padlet has made me pay closer attention to grammar
12	Padlet helps me develop ideas in making sentences in writing
13	I appreciate my teacher's Padlet comments on my writing
14	In the future, I intend to use Padlet to document my thoughts on a variety of other subjects.

D. Data Collection and Data Analysis

In this study, three different forms of data were used: 1) data from closed-ended questionnaires; 2) data from observations; and 3) data from interviews. A total of 20 participants were chosen at random from the pre-service teacher's class. Twenty participants were asked to complete a questionnaire regarding their opinion of Padlet as a grammar-learning tool. A closed-ended Google Form questionnaire that was a modified 1–4 Likert scale was used to collect the data. Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA) were the scale columns that were employed. Using descriptive analysis, questionnaire responses regarding students' perceptions of utilizing Padlet in the classroom were analyzed. Observations were carried out when the pre-service teacher taught grammar lessons using Padlet in the form of narratives following what the pre-service teacher had implemented when carrying out their internship. One pre-service teacher was interviewed and asked four questions related to the teaching process that had been carried out. Interview data is presented with a detailed descriptive explanation.

IV. FINDINGS

The results of the current research are discussed in this part. The learning process is integrated with the use of technology, namely with the Padlet platform serving as a learning tool in this case. The questionnaire was created online via the Google form which focuses on questions for students, especially related to their perceptions about the implementation of grammar learning with the Padlet platform.

A. Students' Views Regarding the Padlet Platform as a Tool for Learning Grammar and Writing

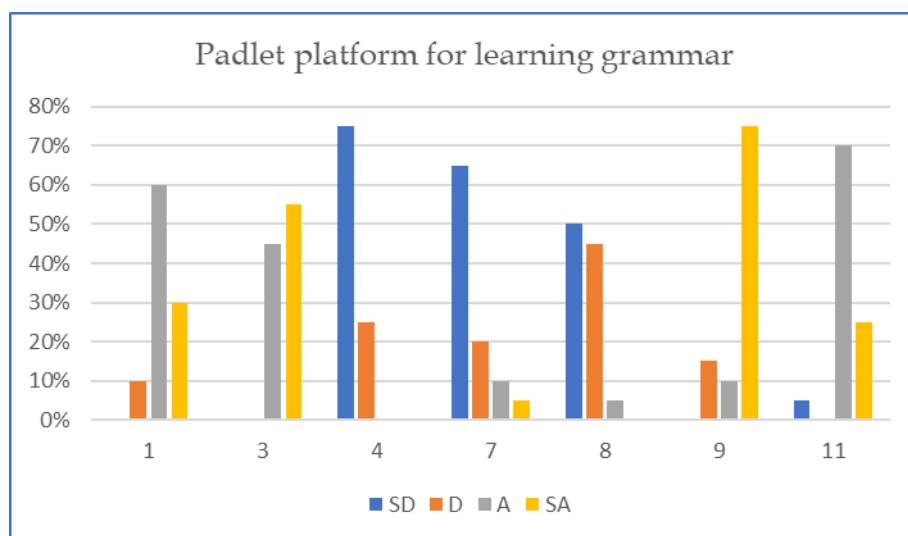


Figure 1. Percentage of Students' Views Regarding Padlet for Learning Grammar

Figure 1 presents information about students' views regarding Padlet for learning grammar. In the 1st statement, "I am eager to learn grammar through Padlet", 30% of the participants chose strongly agree, 60% of the participants stated that they agreed, and 10% of the participants stated that they disagreed. Then, based on the results of statement 3, all of the participants who filled out the questionnaire thought learning grammar using Padlet was interesting. It can be seen from the data that 55% of the participants chose to strongly agree, and the rest chose to agree. It means that students are

quite motivated to learn using Padlet because the majority enjoyed learning through the platform. However, a few participants chose to disagree because of the device being used and the strength of the internet connection.

Moreover, related to statement 4, "Learning grammar through Padlet is wasting my time", each of the participants expressed disagreement. As many as 75% of the participants stated that they strongly disagreed and 25% of the participants chose to disagree. That means the efficiency of learning time in the classroom by using Padlet can be said to be adequate.

Turning to statement 7, there was a diversity of responses from participants; 65% of the participants did not think that learning grammar through Padlet was difficult. In addition, 20% of the participants chose to disagree, as many as 10% of the participants chose to agree and the rest strongly agreed. This means that the majority of the participants have no difficulty in using Padlet as a learning tool. In connection with participants who stutter, using Padlet is difficult because students are not fully accustomed to using it.

Additionally, based on the results of statement 8, 50% of the participants stated that they strongly disagreed with the statement that learning grammar through Padlet was expensive, reinforced by 45% of the participants who also chose to disagree, but 5% of the respondents agreed that using Padlet was expensive which can be because Padlet is an online platform that can only be accessed if you have an internet connection.

Furthermore, based on the responses to statement 9 of the questionnaire "I got better achievement in grammar after learning using Padlet", the majority of the participants agreed with the given statement with 75% of the participants strongly agreeing, 10% of the participants agreeing, and the rest disagreeing. This can be interpreted as meaning that the use of Padlet can help increase students' understanding of the material. In the last statement, number 11, which states "I pay more attention to the grammar presented in Padlet", various answers were given by the participating students. As many as 5% of the participants chose to strongly disagree. Nonetheless, the majority of the participants agreed with 70% of the participants choosing to agree and 25% of the participants choosing to strongly agree, which means that there are students who have not been able to fully use Padlet. As a result, this affects their understanding of the material. Moving forward, the use of Padlet for learning writing can be seen in Figure 2.

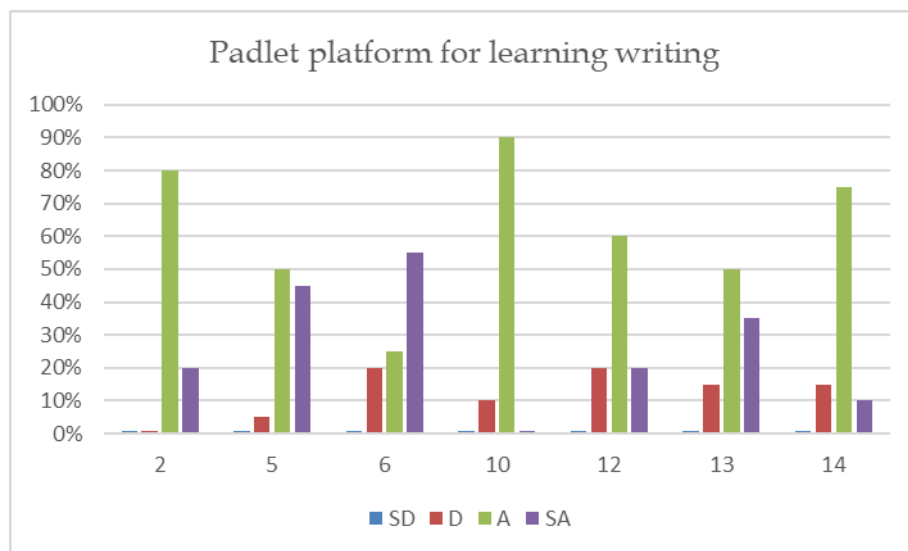


Figure 2. Percentage of Students' Views Regarding Padlet for Learning Writing

Figure 2 shows the students' views regarding Padlet for learning writing. Statement 2, "I am happy to learn writing through Padlet," received a very positive response, and as the graph shows, 80% of the participants chose to agree and 20% of the participants stated that they strongly agreed which means that all of the participants enjoyed the learning process when using Padlet. In statement 5, "I feel comfortable sharing my written sentences in Padlet", the majority of students agreed as 50% of the participants chose to agree, and 45% of the participants chose to strongly agree. Still, 5% of the participants chose disagree meaning that the majority felt comfortable exploring writing skills through Padlet, but very few did not feel comfortable using Padlet to learn writing.

Moreover, as related to the 6th statement, 55% of the participants stated that they were motivated to practice writing through Padlet, 25% of the participants chose to strongly agree, and 20% of the participants were not motivated. That means returning to each student's learning style, or more specifically, each student's preferences, and finding a medium where they can explore their writing abilities according to their preferences. Moreover, they can also return to the Padlet function as a wall where students can practice and cooperate, which brings us to statement number 10.

For statement 10, "Padlet enables me to collaborate with my peers", the majority of the participants agreed with only 10% of the participants choosing to disagree. This can be interpreted as meaning that each individual has his own reason for using or not using Padlet. Thus, it cannot be equated.

Moving on to statement 12, "Padlet helps me develop ideas in making sentences in writing", was responded to positively by the participants with 20% of them strongly agreeing, 60% agreeing, and 20% of the participants disagreeing. This means that few participants see Padlet only as a learning tool and not as a tool that can be used to explore ideas and develop writing skills.

In statement 13, "I like my teacher's feedback on my writing in Padlet", there were enough positive responses from the participants, 35% of whom strongly agreed, and 50% of whom agreed with the statement. However, 15% of the participants disagreed. The majority chose to agree because, with Padlet, the process of providing feedback can be done more easily and all students can access the feedback of their peers.

The last statement, "I will use Padlet to write about other topics in the future," received a fairly positive response from participants where 75% of the participants agreed, 10% of the participants chose strongly agree, and the rest chose disagree. That means the majority of the participants plan to use the Padlet further and explore their abilities more deeply through the Padlet.

B. Pre-Service Teachers' Perceptions Related to the Implementation of Teaching Grammar and Writing Using Padlet

The pre-service teachers carried out internships in two classes with a focus on grammar material and writing skills for specialized English lessons. The grammar material that was taught was in accordance with the learning syllabus at that time which covered conditional sentences regarding future plans. Teaching conditional sentence material is usually covered in the first semester. Moreover, before teaching on the subject, pre-service teachers are allowed to observe the subject teachers presenting the "future plans" lesson so that pre-service teachers can analyze the methods, tools, and conditions of the actual class and can then arrange appropriate lesson plans to be applied in the classroom.

The pre-service teachers in this study used the results of observations as material for preparing a lesson plan. In the lesson plan preparation process, the pre-service teachers decided to use the Padlet platform as one of the learning tools. Then the pre-service teachers tried to find a suitable companion for the Padlet application, finally choosing an interactive game for students, namely "Hallu on Pict", where the students are given pictures related to future plans and are then asked to make one conventional sentence according to images on the Padlet platform. This got a positive response by proving that all students uploaded sentences they made on Padlet with a variety of conditions. (See Figure 3, below)

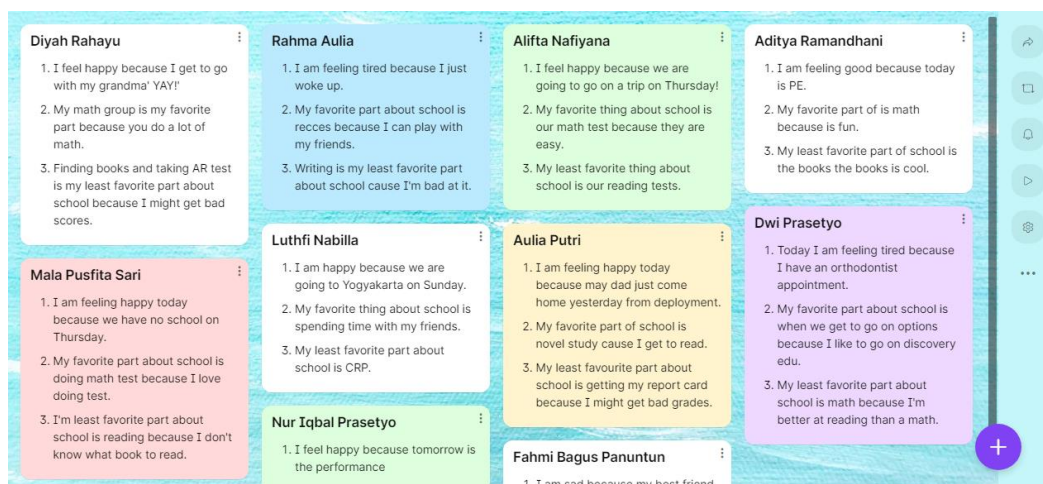


Figure 3. The Sentences Students Wrote on the Padlet Platform

During the lesson, observations were made by the pre-service teachers to determine the effectiveness of using Padlet as a learning tool for grammar learning. The in-class learning process lasted for 90 minutes, starting with brainstorming to explore students' memories of the basic material taught in the previous meeting. Pre-service teachers enhanced the material using PowerPoint which was then followed by using Padlet. The pre-service teachers found that students tended to question the internet connection as the main cause of hindering learning a bit because Padlet is an online platform that requires an internet connection to access it. However, the mechanism for using the Padlet platform to write sentences was not too much of a problem because the pre-service teachers provided the students with steps on how to use the Padlet platform as desired.

Returning to the diversity of the students' answers, it can be observed that when students try to compose conditional sentences, they can see each answer uploaded by their classmates, thus requiring them not to use the same sentence or condition because they are prohibited from using the same answer. This can be interpreted as students being restricted in order to reduce their chances of cheating. Instead, however, they can cooperate well with classmates through discussions because they are required to have different answers. Collaboration can be accomplished by understanding each student's differences in topics and conditions so that they can find alternative topics or conditions that are unique and different from the others.

The pre-service teachers also provided opportunities for all students to provide feedback on their classmates' answers. The pre-service teachers will sequentially check the answers from students according to the topic in the picture given. Therefore, it can be concluded that using Padlet is quite efficient and effective in utilizing learning time because students simply observe all the answers on the screen without having to ask students one by one to write answers on the whiteboard which would then be less efficient. Plus, the Padlet platform is on a website where everyone can access it, so it doesn't become an obstacle for all students to access it. However, because it is an online website, it requires a good internet connection to be able to access it.

Interviews were also conducted with pre-service teachers who also taught using the same materials and tools. The analysis of the interview shows an understanding of Padlet as a learning tool for writing instruction, especially in grammar material and writing skills. The participants were asked to answer four questions. The first question is "Do you believe Padlet would facilitate student learning?" All participants' answers were used to illustrate the findings.

"Yes, of course." (Participants)

The result demonstrates that students can benefit from using Padlet. The participants clearly gave positive answers to the questions given, indicating that Padlet, a tool for learning, can aid students in the classroom learning process.

In addition, the participants were also asked, "How do you believe Padlet would be utilized as a learning tool?" The participants' answers showed the perception of the pre-service teacher's use of the Padlet as a learning tool.

"In my opinion, Padlet can be used by all students to discuss course material as well as a medium for collecting student assignments. There are several features, such as liking, commenting, and even giving ratings, so that it can increase students' enthusiasm for learning to use Padlet." (Participant 1)

Based on the participant's answers, it shows that the participant thinks that Padlet can be used as a medium for discussion or for collecting assignments because it is supported by features that can be utilized so that students will be more motivated to discuss them in class.

The third question is more specifically on the skills taught by the pre-service teachers, "Do you believe that Padlet would be beneficial for students learning English writing?"

"In my opinion, not really." (Participant 2)

The results showed that Padlet does not have a major impact on helping students learn to write. The participant gave a response of "...not really" which could mean that the Padlet could not help 100 % of the students to learn writing, especially grammar.

The final question the participants were asked was "To what extent do you believe Padlet could be utilized as an English writing learning tool?"

"Padlet is quite helpful for students to practice their writing skills because Padlet itself is a container to accommodate uploads in the form of text, images, and audio. However, in my opinion, Padlet itself does not yet have a feature such as checking the grammar of students, so if there is a grammar error, they cannot find out where their mistake is so that grammar corrections can be made. So Padlet is only limited to providing a place to express ideas or ideas from students as well as a medium for collecting their assignments." (Participant 3)

The answers from the participants provided clarity regarding the answers to the previous question regarding whether Padlet could help students learn to write. The participants thought that Padlet could help students improve their writing skills, but because there were no features connected specifically to checking grammar, the students could not find out if there was an error in their writing related to grammar. The participant emphasized that Padlet can only be used as a medium in the form of a space to share ideas or for collecting assignments.

V. DISCUSSION

Regarding the previously displayed results, it seems Padlet can help students better grasp the grammar concepts they're learning. In this case, students' comprehension increased significantly after using Padlet, as they are eager to learn grammar using Padlet and enjoy the learning process because they feel comfortable when being taught with Padlet. Padlet also allows students to develop and explore their ideas easily. Students could be inspired to explore ideas by the wall's place on Padlet since they can post videos, recordings, and pictures relevant to the topic (Jong & Kim Hua, 2021; Lestari, 2017). In addition, students' motivation to create in-depth understanding has also increased, as evidenced by their enthusiasm for using the Padlet platform in class. In line with the teacher's perception that Padlet allows students to explore their abilities while also allowing students to work together with their classmates which is much needed

(Rashid et al., 2019). Learning through Padlet emphasizes the student-centered approach where students play the biggest role in the learning process.

Moreover, with regard to the efficiency of learning time, Padlet creates a learning atmosphere that is quite effective and efficient. Additionally, the platform can be accessed easily by everyone so there are no limitations in its use. Padlet also provides many interesting features that students can explore more deeply. This can also directly show students' creativity where they can choose various colors on the wall as well as various font options. The software offers a variety of features and gives students the freedom to complete both individual and group assignments in their own workspace. By working together on certain tasks, students can complete assignments easier with less stress (Zainuddin et al., 2020). Furthermore, Padlet creates an interactive learning atmosphere because it involves all students. The use of Padlet is quite interesting, and students are curious about its use and are encouraged to explore it for themselves, creating ideas and collaborating with their peers to gain a better understanding of the material being studied.

Padlet can be used in both individual project sessions and group projects. This finding supports the assertion that Padlet is ideal for student activities such as ideation, debate, and project work. Still, because each student has a different learning style, some students are less interested in Padlet, mainly because they have to have a good internet connection to be able to use it.

Moreover, these tools can always be used as online writing exercises to improve students' skills (Lestari, 2017; Sætra, 2021). In addition, some students are less interested because they require students to be connected to the device they are using. In this regard, teachers are required to be more observant when implementing learning through Padlet because students may be tempted to open other applications while learning because they are required to connect to their devices or smartphones. In this regard, the Padlet only provides a place in the form of a wall that students can use to share ideas and does not yet have a grammar check feature, so teachers must take an active role in checking their students' writing in detail.

VI. CONCLUSION

This research has shown that using Padlet to teach writing and grammar can increase students' comprehension of the material being covered. Students also show a positive response to the application of the Padlet platform to learning. They are free to explore themselves and their ideas through Padlet. From the point of view of the pre-service teacher, the use of Padlet is suitable for the current learning process because everything is integrated with technology and all kinds of conveniences. Thus, it can be said that learning English using the Padlet platform is quite effective and efficient to implement. Based on these findings, the researchers suggest that teachers incorporate Padlet as one of several alternative mediums into their lessons to help students have more fun while simultaneously acquiring more advanced grammar knowledge through the writing process.

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