



Intensive Writing Instruction by using Padlet Application in Indraprasta University PGRI

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Article Info

Article History:

Received: February 27, 2020

Revised: March 11, 2020

Published: April 14, 2020

e-ISSN: 2623-2324

p-ISSN: 2654-2528

DOI: 10.5281/zenodo.3750932

Abstract:

In the digital age the majority of students are already using gadgets in their daily lives. The development of increasingly sophisticated digital technology in this era presents its own challenges for Intensive Writing lecturer to continue to innovate and be creative in developing effective and interesting Intensive Writing teaching materials. However, after we pay attention in several universities most of the lecturers still do not use interesting and up-to-date teaching materials. Hence students are not excited and do not pay attention to the lesson enthusiastically. The result will affect their low interest and ability to learn English, especially writing. Therefore, it takes Intensive Writing Instruction by using the Padlet application. Padlet application is a digital media which is intended for instructional learning. This study aims to explain the use of Padlet application in the Intensive Writing instruction process in tertiary institutions. Data collection method is carried out by observation, interview and documentation. The results show that the use of the Padlet application can support lecturers in fun English learning activities. Because lecturers and students can write anything related to learning and exchange ideas by sending pictures, videos and links through Padlet application. They interact through digital technology with Padlet application so they no longer need a blackboard to write.

Keywords: intensive writing, writing instruction, Padlet

INTRODUCTION

In recent years many authorities have called for the necessity to introduce reading and writing in an integrated way, beginning from home instructions, going through elementary and secondary schools, up to high level of education, such as university. This integration of reading

and writing will enhance their vocabulary, reading and writing skills, critical thinking and acquisition of content area. This study is to synthesize the basic assumptions underlying the connection of reading and writing as well as to point out the use of Padlet as a library and a digital whiteboard to share books, videos, journals and collaborate with other students and lecturers in producing a high-quality writing output, such as books, journals, modules, and thesis or dissertation.

Writing is our daily activities whether in social media, newsletter or journal. Communication today is mostly represented by written communication rather than oral communication. In many parts of life, people interact, communicate and consult about their job, school work, family matters and business through social media. It has been commonly believed that writing, among the four English skills, is the most difficult skill. This is because it involves several components which have to be considered while a learner is writing, such as contents, rhetorics, vocabularies, grammatical structures, and writing mechanics, i.e. punctuation and capitalization (Hartfiel, Hughey, Wormuth, Zinkgraf, & Jacobs, 1985)
This study

An Overview of Padlet

a. Definition of Padlet Application

Padlet is online notice board where both student and lecturer can post a note which can contain links, videos, images and document files. It can work in any device, does not require an account to use it, and require no special technical how. Padlet (www.Padlet.com) provides a free, multimedia friendly wall which can be used to encourage real-time, whole class participation and assessment (Fuchs, 2014). In the previous version of Padlet, a user can make unlimited wall, but in the latest version users can only make three walls freely. To make unlimited wall the users need to upgrade their Padlet by making a payment. To use Padlet effectively and efficiently, a user has to know what features which are offered by Padlet and what can be done on Padlet. As mentioned before that both lecturer and students can post a note which contain links, videos, images, and document files. When a student gives a respond to a teacher's post, an email will be sent to a teacher's email as a notification. This application enables students and teacher to ask a question, submit the answer, give comment, and evaluate each other. Furthermore, using Padlet in teaching and learning activity can make a teacher gather students' ideas easily. It because every student in Padlet discussion can participate by giving an opinion anonymously. So, the students will be more confidence in proposing an argument or opinion. Moreover, this application can work well in classroom setting activities such as brainstorming, discussion and project work.

b. How to use Padlet

According to Sangeetha (2016), these are the step to use Padlet:

Go to <http://Padlet.com/> and click on -Sign up! if you want to make an account or -Login! if you already have an account.

Figure 2.1 Padlet's Login or Sign Up Page



There are some ways to make an account on Padlet. One of them is using Google, Facebook, or Microsoft account. Another way to make an account is using email. You also can use your email to sign up.

After someone sign up on Padlet, there will be a page to choose membership (*figure 2.3*). Finishing sign up and membership plan, Padlet can be started. There will be choices to start on Padlet (*Figure 2.4*). To make a new Padlet wall, a user can use blank page or use template which are already provided there. On figure 2.5 and figure 2.6, it can be seen some of the template that can be chosen and used by a user.

Figure 2.2 Padlet Sign Up Page



Figure 2.3 Membership Page of Padlet

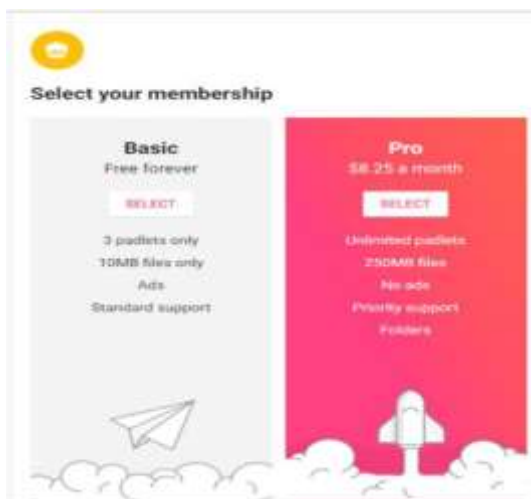
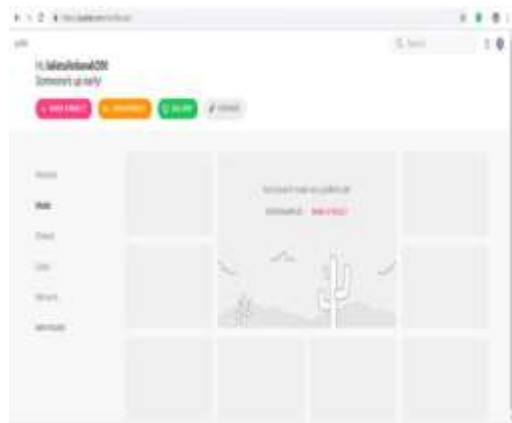


Figure 2.4 Padlet Starting Page



From now on, a user can modify and sets up her/his own wall. The action that can be done in modifying a wall include giving a name or title, giving a description, and choosing background image. Next action is setting-up user's privacy. There will be some option which can be chosen by a user in setting-up her/his privacy as shown in figure 2.7.

Figure 2.5 Template of Padlet

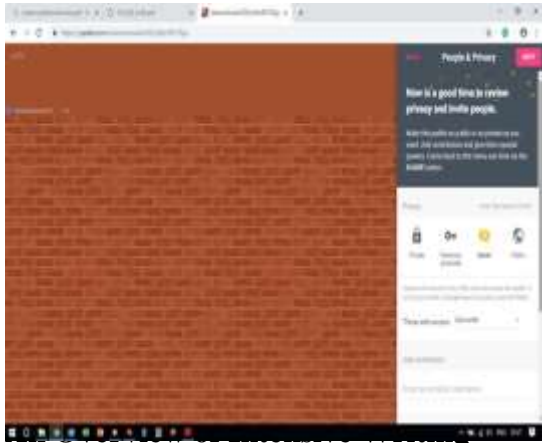


After setting-up privacy, a user can start posting on her/his blank wall. A user can embed a link, video, file document, or image on her/his posting. Some action such as remaking, sharing, and editing of posting can be done if necessary.

Figure 2.6 More Template on Padlet



Figure 2.7 Options on Setting-up Platform



General concept of writing

Humans express their feeling in many various way such as laughing, gesture, or mimic of their face. Beside their expression, human also communicate to share their feeling and their idea. It needs at least two person to communicate in normal circumstance, one as a sender or emitter and another one as a receiver. For many reasons writing be one of the way to express and communicate human's feelings and ideas.

Now days, writing is one of language skills which can't be separated in our daily life. We use this skills continuously to do many things. Although we are familiar with writing, but sometimes we don't know what writing is. To answer the question, many scientist has proposed many opinions based serious investigation about the meaning of writing. For example, Olson (2019) defines writing as form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language. His definition highlight the fact that writing is in principal the representation of language rather than direct representation of thought and the fact that spoken language has a number of structure levels. This means that writing as a form of human communication has a system. Olson (2019) defines writing system as any conventional system of marks or signs that represents the utterances of a language. From these explanations, it can be said that writing is representation of speech.

History of writing has been started since many years ago. In the beginning of writing history, writing is not same with alphabet that we know, but in the form of picture or certain sign which is written at stone or wood. According to Oslon (2009) at Lascaux and Altamira, drawings on a wall cave has been found and it is estimated as 40.000-year-old drawing. Moreover, the first markings incised on bone dating 10.000 also has been found in China. Now days, writing is one of important skills of English language especially for university students. Before they graduated from their university, they always be obligated to make a final graduating paper. Then, in career world they also be obligated to do a job related with writing. Many jobs need writing skills but there is lack of writing competency especially university student. This because university students be more pragmatics in doing everything. This is influenced by modernization and new technology. Furthermore, writing become one of difficult skills in English language.

b. The importance of writing

As explained before, that writing becomes one of important skills and the most difficult skills among other skills in English. Writing is an important part of life, whether in the

workplace or school, as a hobby or in personal communication. This skill helps the writer express feelings and thoughts to other people in a relatively permanent form. Personal writing builds a connection between the writer and reader in a different way from oral communication, and it helps people to organize their thoughts when seeing them on paper or on a screen.

Professional writing and writing for school have a different role than personal writing. Formal writing encourages critical thinking in the form of essays, research papers and articles, which helps the writer learn how to interpret the world around him in a meaningful manner. Writing about a topic improves the writer's understanding of the topic, and papers with a slant help the writer understand how to successfully construct professional arguments and debates about a topic. Learning how to structure arguments and articulate opinions in writing translates well to the spoken word, helping people to be better at presenting facts and opinions in a calm, rational way.

Because of its importance, writing should be learned. Moreover, writing is not like speaking which can be acquired naturally (Harmer, 2004). To master writing someone have to learn intentionally. Before someone write something, she/he have to know what will be written and how to write it. To know/have the material that will be written, someone has to read or have experienced as writing material. After that he/she should write her/his knowledge or experience. In writing we should consider many things such as diction, grammar, connotation, and so on. This because what we write can be understood by the reader.

c. Assessing of writing

Assessment is a tool to know the quality of something, include language skills. Knowing the quality of something is not the only one purpose in assessing something, especially in language skills. According to Weigle (2002) there are two main purpose of language assessment. The first purpose is to make inferences about language ability and the second purpose is to make a decision based those inferences. This theory also can be applied in writing as one of language skills.

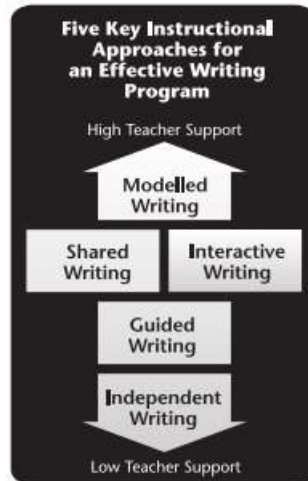
Writing assessment is used in this research to know how far the students' competences in making a journal. Here are the rubric of writing assessment in Academic writing course:

Meeting	Journal Element	Rubric	Assignments
Week 1	Title Page	Title page content (10 points)	Draft of Title Page
Week 2	Abstract	Abstract element (10 points)	Draft of Title Page and Abstract
Week 3-4	Introduction	Introduction section elements (10 points)	Draft of Title page, Materials & Methods, & Results
Week 5-6	Materials and Methods	Materials and Methods section elements (10 points)	Draft of Materials & Methods and Results (Figures with captions only)
Week 7-9	Results	Body of results content and format (10 points)	Results (Statistics and Text), Discussion, References
Week 10-13	Discussion	Discussion section elements (10 points)	Draft of Discussion
Week 14	References	Reference section elements (10 points)	Draft of References
Week 15	Writing style and formatting	Overall writing style (30 points)	Tone and style, errors, topic sentence, transitions, past tense and overall format

An Overview of Teaching Intensive Writing

There are five key instructional approaches in an effective writing program, they are modelled writing, shared writing, interactive writing, guided writing, and independent writing. These approaches enable the teacher to scaffold student learning by modelling writing strategies, modelling the thinking process through think-a-louds, sharing writing experiences with students, coaching and guiding students in their application of strategies, and providing students with opportunities to write independently.

When teaching modelled, shared, interactive, guided, and independent writing lessons, the teacher embeds a variety of planned opportunities for students to develop their oral language and effective writing skills.



Students often require a high level of teacher support when being introduced to new strategies and skills. As the teacher models the strategies and skills, and as students work to put them into practice, students move towards independence. This shift of responsibility from teacher to student requires consistent monitoring and assessment to ensure student success (“A Guide to Effective Instruction in Writing,” 2005).

A. Modelled Writing

Modelled writing centers on the lecturer demonstration of thoughts and actions that go into creating a text. It is the best opportunity for students to observe a proficient writer going through the process of putting ideas into a written form. The genre-based teaching and learning cycle (Christie, 2005; Hammond, 2001) strongly emphasizes the process of modelling and deconstructing a text type as pivotal to supporting students as writers. In modelled writing, teachers should focus on authorial elements of writing (such as sequencing and linking ideas, choosing appropriate words, etc.) or secretarial elements (employing spelling strategies, using correct punctuation, etc.).

B. Shared Writing

In shared writing, the students collaborate with the teacher to jointly construct a written text. Co-construction of a written text is a key step in many approaches to scaffolding or supporting students’ developing writing skills when conducting the teaching of different text types or genres (Christie, 2005; Gibbons, 2015; Hammond, 2001). In shared writing, the lecturer draws on students input to create a meaningful written text. As such, it becomes a true collaboration that maximizes student involvement.

C. Interactive Writing

Interactive writing involves the lecturer sharing the pen – or other writing implement – with the students. Because interactive writing involves the students in the physical act of writing, it is a powerful teaching approach for advancing students’ overt awareness of spelling strategies and of handwriting skills. Interactive writing is best used as a small group strategy, which allows for close attention to students’ writing attempts.

D. Guided Writing

Guided writing is a small group approach, involving the lecturer consultation with a group of students with similar writing needs. It can be thought of as a group conference or small group mini-lesson, undertaken strategically in response to an identified challenge faced by the selected students. Strategic writing instruction involves lecturers responding to students’ needs at the point of need. This means the lecturer is attentive to when whole class, small group or individual instruction is needed.

E. Independent Writing

Independent writing provides students with the opportunities to employ the various skills and knowledge they have developed throughout the more supported teaching practices, i.e. modelled writing and shared writing. And also, they have enough guidance on Interactive Writing and Guided Writing.

RESEARCH METHOD

This study utilized a qualitative method and content analysis as a research method. Content analysis enables to examine data as representations of texts, images, observables and interpretable expressions for exploring their meanings to supply the researcher's new insights and enhance their comprehension on a certain phenomenon or notify practical action (Krippendorff, 2004). In addition, document analysis is used as the process of employing documents as a tool to scrutinize the individual and institutional records. This involves intensive writing module and course of syllabus used in class to analyze based on the material development and Ontario Education's module "A Guide to Effective Instruction in Writing," there are five key instructional approaches for an effective writing program. (1) Modelled Writing; (2) Shared Writing; (3) Interactive Writing; (4) Guided Writing; (5) Independent Writing.

FINDINGS AND DISCUSSION

Teaching writing to university students is a difficult task for every lecturer. There are some approaches in teaching writing through reading. They are:

(1) Modelled Writing

In class, the lecturer discusses the goals of modelled writing to students and give some journal examples in the digital whiteboard. There some procedures that the students should follow:

- a. Students find the topic of their interests, and download 20 journals in aforementioned area of interest.
- b. Students make a matrix of every journal which is consisted of the title, research problems, research objectives, methods and result of study.
- c. Students identify the abstract, the introduction, method and discussion in order to analyze the structure of each part of the journal.

(2) Shared Writing

In class, the lecturer discusses the goals of shared writing to students and give a consultation to students from home using Padlet. There some procedures that the students should follow:

- a. Students write the title of their own journals, research problems, research objectives, method and result of study.
- b. Students consult their journals to the lecturer via Padlet in order to get revision, comment and feedback from other students.
- c. Students read other relevant journals from all of their friends in order to compare and to find the novelty of their journals.

(3) Interactive Writing

In class, the lecturer makes a new wall for interactive writing, so that the students can share an outlined thesis and its citation using Mendeley with the explanation of their own word.

- a. Students write paragraph in every chapter with its citation and explanation in the Padlet, the digital board.
- b. Students check their writing using Grammarly to make sure that all of their paragraphs are grammatically correct.

- c. Students give color on what they write originally from their own idea so that the lecturer could check the originality.
- (4) Guided Writing
- In class, the lecturer read the whole text that students write in order to make the effectivity of every single paragraph with the appropriate word or vocabulary.
- a. Students reread all of the paragraph and revise them according to the lecturer's suggestion in order to create an effective text.
 - b. Students make sure that their journal has minimum 20 or more references of high-quality journals and 5 or 10 books.
 - c. Students sends all of the references of their journal in Google Classroom, so that the lecturer could check it for similarity case.
- (5) Independent Writing
- In class, the lecturer gives some issues to be discussed in order to enrich students' understanding on the article they work on.
- a. Students writes the theoretical review for their own thesis, making quotation by using Mendeley, finding relevant resources from reputable journals.
 - b. Students are able to revise their own theoretical review by using Grammarly.
 - c. Students are able to produce an article related to their future thesis.

CONCLUSION

This study demonstrated how intensive writing instruction delivered among the university level. Since university students have to make a journal, the lecturer needs to support his/her students with writing skills and useful applications. Hence, students are ready to write their own thesis with the guidance of their lecturer. The output of the intensive writing instruction is an article published in internal university journal for students.

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