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# PEER-ASSESSMENT THROUGH PADLET TO EVALUATE STUDENTS' WRITING SKILL

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**Abstract**

Peer-assessment is an effective way to improve the quality of student learning. The aim of this research is to find students' perceptions of using Padlet in peer assessment in writing English language learning process. This research uses a qualitative descriptive method with data collection techniques using questionnaires. The questionnaire used contained 10 questions to gather information regarding the perception of students regarding the use of Padlet. It is hoped that the results of this study will provide benefits in various aspects, namely, (1) theoretical benefits, this study is expected to provide a deeper understanding of the application of peer assessment with technology to learning, (2) practical benefits, and (3) for the learning process of both students and teachers. Based on the research results, it can be concluded that English is one of the most important skills for students to learn because it will greatly influence students' skills in acquiring new knowledge.

**Keywords:** Writing, peer-assessment, Padlet

## INTRODUCTION

English is one of the skills that students need to have in the 21st century, especially writing skill. In the digital era, students are required to be able to master a foreign language, namely English (Lailiyah et al., 2022). English is also a very important skill because it greatly influences students' intellectual development Anggeraini & Madenta (2020). There are several problems encountered when students learn English, especially writing. Students face a variety of problems when learning writing skills, and these can vary widely depending on the individual's background, the language they're learning to write in, and their educational environment. Students often struggle with expressing their thoughts clearly and concisely. They might have an idea in their mind but find it challenging to put it into words that accurately convey their meaning. the rules of grammar and punctuation also be a problem for the students when they write in English. Structuring ideas in a logical sequence and organizing them into coherent paragraphs are skills that require practice. Students may have trouble deciding how to start their writing, how to end it, and how to link their ideas together. A limited vocabulary can hinder a student's ability to express themselves effectively. Fear of making mistakes can inhibit students from practicing their writing. Students may lack the motivation to improve their writing skills. Students may struggle with allocating sufficient time for each stage of the process of writing like planning, drafting, revising, and editing.

Lack of feedback and guidance, students may not understand their mistakes or know how to improve. Addressing these problems often requires a multifaceted approach, including practice, feedback, encouragement, and tailored instruction that meets each student's unique needs.

Based on the explanation above, it can be concluded that students need space to study and learn from each other. What can be used as a solution to this problem is Peer-Assessment in the learning process. Peer assessment in language learning is a valuable pedagogical practice that has gained significant attention in recent research. Studies have shown that peer feedback can effectively supplement teacher feedback in improving linguistic features in writing (Qiyu, 2023), while scaffolded peer assessment in group-oriented classrooms has been found to enhance speaking skills and expand vocabulary size among language learners (Yupeng & Zhonggen, 2023). Additionally, self-assessment is a widely used tool in language education, aligning with modern learning theories and promoting learner-centered approaches (Mina, 2022). Furthermore, the integration of educational technologies into peer assessment in online language courses has been highlighted as a critical aspect for enhancing feedback quality and student engagement (Yuko & Goto, 2023). Overall, peer assessment plays a crucial role in language learning by fostering collaborative interactions, improving writing skills, and promoting self-reflection and autonomy among learners.

There are various tools or applications that can be used to carry out E-assessments, including Edmodo, Padlet, and others (Chang & Lin, 2020). Padlet can be used as an alternative problem solution so that it can help students carry out the learning process inside and outside the classroom. By using digital tools, students can collaborate with other students in online and the teacher also can monitor the students' progress. (Indriani & Estiyowati, 2023).

There are also some previous research related to this topic. Several studies have explored the use of Padlet in teaching and learning English language, focusing on various aspects such as peer assessment, collaborative writing, and feedback provision. For instance, a study about the effectiveness of Padlet in facilitating collaborative writing activities among English language learners. The findings highlighted the platform's ability to promote interactive and collaborative writing tasks, leading to improved language proficiency and writing skills among the participants. (Jong & Hua, 2021). Another research explored the use of Padlet as a tool for promoting language engagement and communication in English language classrooms. The research demonstrated that Padlet's interactive features enhanced student participation and facilitated meaningful interactions in English language learning activities. this study focuses on the potential benefits of using Padlet in facilitating language engagement and communication among English language learners (Hung, 2019). A research investigated the impact of Padlet on peer assessment in English language writing. The findings revealed that students showed a positive attitude towards using Padlet for peer assessment, as it allowed for peer feedback exchange in a user-friendly and visually appealing manner. Moreover, students reported that the use of Padlet enhanced their ability to provide constructive criticism and improved their overall writing skills.(Li & Gao, 2015). Based on that previous research, there is the gap for conducting the research about students' perception of using Padlet in writing.

Based on the background and results of previous studies, researchers are interested in examining the role of peer assessment assisted by using Padlet, to improve the quality of students' learning. The aim of this research is to find students' perceptions of using Padlet in peer assessment in writing English. It is hoped that the results of this research will provide benefits in various aspects, such as (1) theoretical benefits, this research is expected to

provide a deeper understanding of the application of peer assessment with technology to learning. (2) for practical benefits, it is hoped that this research will be useful for the learning process of both students and teachers.

Peer assessment is an effective strategy that allows students to evaluate the learning outcomes of their peers. It promotes a student-cantered approach and actively involves learners in the assessment process.(Jong & Tan, 2021) Traditionally, peer assessment activities were conducted using pen and paper. However, with the advancement of technology, peer assessment activities have moved to online platforms such as Padlet. Padlet is a versatile digital tool that provides a collaborative space for students to share and evaluate their work. With Padlet, students can upload their written assignments and invite their peers to provide feedback and comments. (Qiao & Mu, 2015). This online platform enables anonymity, ensures teachers can monitor the assessment process, and removes limitations of time and space.Moreover, the quality of peers' comments plays a crucial role in the success of improving learning achievement. By using Padlet as a tool in peer-assessment, students can develop their writing abilities by receiving constructive feedback from their peers. By utilizing Padlet as a tool in peer-assessment, students can enhance their writing abilities through the reception of constructive feedback from their peers (Gupta et al., 2019). Padlet as a tool in peer-assessment offers a myriad of advantages. Padlet allows students to engage in meaningful peer feedback, which promotes cognitive growth and learning capabilities. Additionally, Padlet enables students to receive comments and review from their peers in the same group, allowing them to make corrections and improvements to their work. Overall, Padlet provides a user-friendly and interactive platform for peer-assessment, allowing students to actively participate in the assessment process while enhancing their writing abilities and fostering a cooperative learning environment. Padlet is a versatile digital tool that can be effectively utilized in various educational settings. It can be used as a peer-assessment tool to evaluate students' writing ability. By using Padlet, students can easily upload their written assignments and invite their peers to provide feedback and comments. (Jong & Tan, 2021) Enhancing Peer Assessment with Technology: The Role of Padlet is a digital tool that enhances the peer assessment process in educational settings. With the help of Padlet, students can engage in meaningful peer feedback and receive constructive comments on their work. This not only promotes cognitive growth and learning capabilities but also allows students to make revisions and improvements to their writing (Firnanda et al., 2021).

There are three types of assessment they are *assessment for learning (AfL), assessment of learning (AoL),* and *assessment as learning (AaL)* (Anggeraini & Madenta, 2020; Chong, 2018). Peer assessment is included in formative assessment, namely *assessment as learning*. (Mohammad Salem Almahasneh & Abdul-Hamid, 2019). Peer-assessment has a positive impact on the learning process, such as increasing active student involvement in the learning process, being able to reflect on learning experiences, increasing verbal and written communication skills, increasing independence in learning, etc. (Senger & Kanthan, 2012). Other research states that peer assessment in speaking learning has a positive impact on students' language competence (Zheng et al., 2023). Peer assessment also allows students to learn from each other, students are directly involved in the learning process, and can make students become independent learners. (Daukšaitė-Kolpakovienė & Mačianskienė, 2023).

Technology-enhanced language learning has evolved significantly, transitioning from Computer-Aided Language Learning (CALL) to Technology-Enhanced Language Learning (TELL) to emphasize communication over the machine itself (Chris, 1999). The Covid-19 pandemic accelerated the adoption of digital technologies for language teaching globally,

showcasing the importance of tools like CALL, MALL, and TELL in maintaining educational continuity (Michael, et.al, 1997). Research indicates that technology, including mobile learning and ICT tools, positively impacts language learning outcomes, offering personalized experiences comparable to learning with human teachers (June, 1998). Overall, the integration of technology in language learning not only enhances proficiency but also necessitates ongoing teacher training and support for effective implementation (Juliana, et. al. 2014).

According to O‟Connor and Geiger (2009) who states that perceptions is a process of receiving, selecting, organizing, interpreting, evaluating, and giving reaction to stimulant of the senses or data. Based on the definitions above, it can be summarized that perception is a process of recognizing/receiving the stimulant in form of events, objects, or other through the senses, then those stimulants are organized and interpreted, and lastly giving reaction toward them. (Traxler, 2007) believe that learning with mobile technologies is becoming more personalized, situated, and authentic. Baran (2014) draws the attention to a positive perspective on the integration of Mobile-Assisted Language Learning to teacher education; however, emphasizes the need for theoretical approaches, a variety of research methodology and professional development models relating Mobile-Assisted Language Learning to pedagogical and professional practices.

Based on the elaboration above, it can be concluded that perception has several principles. They are relative perception, selective perception, object arrangement and influenced perception. They are the basic things related to the perception itself.

## METHOD

The research methodology applied in this study is descriptive qualitative research. This approach was chosen to effectively capture the perceptions and experiences of students regarding the use of Padlet in peer assessment for writing English language. The qualitative nature of the study allowed for in-depth exploration of students' attitudes, preferences, and the impact of Padlet on their writing skills. The data collected from questionnaire responses and analysed using thematic analysis to identify recurring patterns and themes in students' experiences with Padlet in peer assessment. This analysis provides valuable insights into the specific benefits and challenges encountered by students when using Padlet for peer assessment in the context of teaching and learning English language.

The sample of this research is the students of English for academic class that consisted of 30 students. and the data collecting procedure. The data collecting procedure involved the distribution of the survey questionnaire to a diverse range of students enrolled in English language courses. The open-ended nature of the questions allowed for a rich understanding of students' experiences with using Padlet for peer assessment. The questionnaire used contained 10 questions to gather information regarding the perceptions of students regarding the use of Padlet in the English language learning process. The questionnaire was adapted from Alsadon (2017). The data analysed using thematic analysis to identify recurring patterns and themes in students' experiences with Padlet in peer assessment. This analysis provides valuable insights into the specific benefits and challenges encountered by students when using Padlet for peer assessment in the context of teaching and learning English language.

**RESULTS AND DISCUSSION**

Based on the research result, it shows that students' perceptions of the using Padlet in learning writing provide many benefits, as seen in the table below:

**Table 1. Students' perception of using Padlet.**

| No. | Statement | SA | A | N | D | SD |
|---|---|---|---|---|---|---|
| 1. | Using Padlet in peer-assessment has enhanced my engagement and participation in writing activities. | 50% | 50% | 0 | 0 | 0 |
| 2. | I feel that using Padlet in peer-assessment has been a useful tool for improving my writing skills. | 40% | 60% | 0 | 0 | 0 |
| 3. | Using Padlet in peer-assessment has facilitated collaboration and communication among my peers during writing activities. | 40% | 60% | 0 | 0 | 0 |
| 4. | I feel confident in using Padlet for writing assessments. | 70% | 30% | 0 | 0 | 0 |
| 5. | Using Padlet in Peer-assessment has contributed to my growth and development as a writer. | 40% | 60% | 0 | 0 | 0 |
| 6. | I have never felt discouraged or frustrated when using Padlet for writing assessments | 60% | 40% | 0 | 0 | 0 |
| 7. | Written feedback in Padlet peer-assessments affects my motivation and understanding of my writing performance | 80% | 20% | 0 | 0 | 0 |
| 8. | I believe that using Padlet in learning writing has empowered me to take ownership of my own writing process and learning | 60% | 40% | 0 | 0 | 0 |
| 9. | Using Padlet in peer assessment has created a positive and interactive learning atmosphere during writing activities. | 60% | 40% | 0 | 0 | 0 |
| 10. | Using Padlet in peer assessment has made the process of giving and receiving feedback on writing more efficient and effective. | 70% | 30 % | 0 | 0 | 0 |



Students' perception of using Padlet
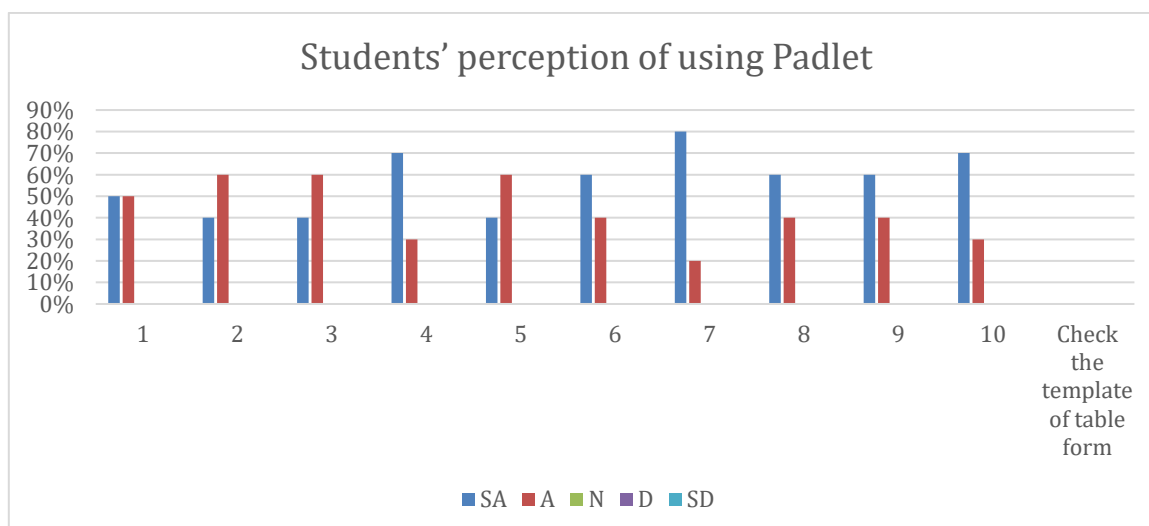
Based on the table and chart above, it shows that 50% of students stated that they strongly agreed and 50% of students stated that Using Padlet in peer-assessment has enhanced my engagement and participation in writing activities. Next, there is 40% of students stated that they strongly agreed and 60% of students agreed that they stated that I feel that using Padlet in peer-assessment has been a useful tool for improving my writing skills. In the next statement, there are 40% of students stated that they strongly agreed and 60% agreed that Using Padlet in peer-assessment has facilitated collaboration and communication among my peers during writing activities. In the next statement, there are 70% of students stated that they strongly agreed and 30% agreed that I feel confident in using Padlet for writing assessments. Then the next statement shows that there are 40% of students said they strongly agreed and 60% agreed that Using Padlet in Peer-assessment has contributed to my growth and development as a writer. In the next statement, shows the result that there are 60% of students said they strongly agreed and 40% agreed that I have never felt discouraged or frustrated when using Padlet for writing assessments. Next, there are 80% of students said they strongly agreed and 20% agreed that written feedback in Padlet peer-assessments affects my motivation and understanding of my writing performance. Then the next statement shows that there are 60% of students said they strongly agreed and 40% agreed that I believe that using Padlet in learning writing has empowered me to take ownership of my own writing process and learning. Furthermore, the next statement shows that there are 60% of students said they strongly agreed and 40% agreed that Using Padlet in peer assessment has made the process of giving and receiving feedback on writing more efficient and effective. Then the last statement shows that there is 70% of students stated that they strongly agreed and 30% agreed that Online peer assessment (Padlet) is fast and easy to use.

The results of the study indicated that the majority of students had positive perceptions towards using Padlet in peer assessment in learning English writing. The findings suggest that integrating Padlet into the classroom can lead to enhanced engagement, collaboration, and communication among students. Furthermore, the tool can contribute to students' growth and development as writers, while also empowering them to take ownership of their writing process and learning.

Furthermore, comparative studies that contrast the use of Padlet with other digital tools for peer assessment in language learning could offer valuable insights into the relative advantages and disadvantages of different platforms, contributing to informed decision-making for educators and curriculum developers (Rashid et al., 2019). Another research that studies about the digital tools in English language learning shows that the teacher can navigate the students learning process by using digital tool that is Schoology (Sukmawati Wahidah & Sis Nanda, 2023). Based on the findings and discussion above, it can be concluded that *paddled* Peers can be recommended as a tool for carrying out peer assessment in English language learning.

**CONCLUSION**

Based on the research results above, it can be concluded that English is one of the most important skills for students to learn because it will greatly influence students' skills in acquiring new knowledge. Several problems encountered by students in the English learning process can be overcome through a peer assessment process using *Padlet.* this research can be beneficial for educators to use Padlet as an alternative media to use in teaching writing. The collaborative and interactive features of Padlet contribute to a more engaging and participatory learning environment, while its capacity to facilitate peer evaluation enhances students' writing skills and critical thinking abilities. This comprehensive understanding of

the implications of using Padlet for peer assessment offers valuable insights for educational practitioners and policymakers, guiding the continual improvement of English language teaching and assessment practices.

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