

The Effectiveness of Collaborative Writing-Based Teaching Materials in Improving Senior High School Students' Writing Skills

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ABSTRACT

Writing is an essential language skill that supports students' critical thinking, creativity, and communication. However, many Indonesian students still face difficulties in organizing ideas and producing coherent texts. This study aimed to examine the effectiveness of a Padlet-assisted Collaborative Writing textbook in improving senior high school students' writing skills. A quasi-experimental design with a pretest-posttest control group was employed involving 72 tenth-grade students of state high school 1 Weleri. The experimental group learned using the developed textbook, while the control group received conventional instruction. Data were collected through writing tests and analyzed using descriptive statistics, independent and paired samples t-tests, and N-Gain analysis. The findings indicate that the Padlet-assisted Collaborative Writing textbook effectively improved students' writing skills and provided a more engaging and collaborative learning experience.

INTRODUCTION

Writing is one of the essential language skills that plays a significant role in developing students' critical thinking, creativity, and communication abilities. As a productive skill, writing requires not only linguistic competence but also the ability to organize ideas, construct logical arguments, and express thoughts systematically and meaningfully. However, numerous studies and empirical findings indicate that Indonesian students' writing proficiency remains relatively low. The results of the 2022 Programme for International Student Assessment (PISA) revealed that Indonesia's reading literacy score was only 359, considerably below the OECD average of 476. This condition suggests that students' literacy competence, including writing as a form of productive literacy, still requires serious attention. These findings are further supported by a needs assessment involving 21 Indonesian language teachers, which indicated that writing is the language skill in which students encounter the greatest difficulties, particularly in developing ideas, selecting appropriate vocabulary, and organizing texts coherently and logically.

Students' low writing proficiency is influenced by various interrelated factors, including linguistic, cognitive, affective, and pedagogical aspects. A meta-analysis conducted by Hamdani (2025) found that linguistic factors account for 45.16% of students' writing difficulties, mainly due to limited vocabulary and inadequate grammar mastery, while cognitive factors contribute approximately 16.13%, particularly in generating and organizing ideas. Furthermore, Pambayun (2024) reported that many students experience writing anxiety, which reduces their confidence in expressing ideas through writing. These challenges are exacerbated by teacher-centered instructional practices, limited opportunities for collaboration, and the underutilization of digital technology in writing instruction. Therefore, innovative instructional approaches that promote active, interactive, and collaborative learning environments are needed to support the development of students' writing skills more effectively.

One instructional approach considered relevant to addressing these issues is collaborative learning. According to Barkley, Cross, and Major (2012), collaborative learning is grounded in the theory of social constructivism, which views knowledge as being constructed through interaction and cooperation among individuals. Matthews (as cited in Barkley et al., 2012) further argues that collaborative learning occurs when teachers and students jointly create meaning, thereby continuously expanding their understanding. This perspective is consistent with Vygotsky's social cognitive theory, which emphasizes that learning takes place through social interaction and the internalization of experiences, positioning teachers as facilitators who encourage collaboration and dialogue among learners (Suyono & Hariyanto, 2015). Stiggins (1991) explains that collaborative learning involves students working together in groups to achieve shared academic goals through the exchange of ideas and joint problem-solving, while Diana (2020) and Lang and Evans (2006) emphasize that collaboration fosters active participation and positive interdependence among students.

The application of collaborative learning in writing instruction can be implemented through the Collaborative Writing technique. Barkley, Cross, and Major (2012) define Collaborative Writing as a writing activity carried out by small groups of two to three students, in which each member actively participates in every stage of the writing process, including brainstorming, gathering and organizing information, drafting, revising, and editing the text collaboratively. Through this process, students not only learn to produce written work but also develop critical thinking, communication, collaboration, and problem-solving skills. Moreover, the interaction that occurs throughout the writing process enables students to receive immediate feedback, thereby improving the quality of their writing.

Previous studies have demonstrated that the Collaborative Writing approach is effective in enhancing students' writing skills. Eva Natasyah and Cholifah Tur Rosidah (2024) found that the implementation of the Collaborative Writing method improved students' narrative writing achievement, with the average score increasing from 61.11 to 82.50. Similarly, Rahimi and Selian (2022) reported that the development of Collaborative Writing-based teaching materials improved students' writing quality from a fair to a good category. Nevertheless, most previous studies have primarily focused on the implementation of the instructional method, while the development of writing teaching materials that explicitly integrate the principles of Collaborative Writing with current educational needs and digital technology remains limited.

Based on the needs assessment and the review of previous studies, it can be concluded that students require teaching materials that not only provide writing content but also facilitate collaboration, discussion, peer feedback, and the integration of technology into the learning process. Therefore, this study aims to develop Collaborative Writing-based teaching materials for senior high school students that are designed according to learners' characteristics and the demands of twenty-first-century education. It is expected that these materials will improve students' writing skills while creating a more active, interactive, and meaningful learning experience.

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THEORETICAL REVIEW

Social Constructivism Theory

The theoretical foundation of this study is Social Constructivism Theory, proposed by Vygotsky, which emphasizes that knowledge is constructed through social interaction and collaboration. Learning occurs when students actively engage with peers, exchange ideas, and negotiate meaning within a social context. Vygotsky's concept of the Zone of Proximal Development (ZPD) suggests that students can achieve higher levels of understanding when assisted by more capable peers or teachers. Therefore, collaborative activities create opportunities for learners to develop both cognitive and language skills through meaningful interaction.

Barkley, Cross, and Major (2012) further explain that collaborative learning is rooted in social constructivism, where students and teachers work together to construct shared understanding. In this approach, the teacher acts as a facilitator rather than the sole source of knowledge, allowing students to actively participate in the learning process.

Several previous studies support the effectiveness of collaborative learning in writing instruction. Eva Natasyah and Cholifah Tur Rosidah (2024) found that the Collaborative Writing method significantly improved students' narrative writing achievement, with average scores increasing from 61.11 to 82.50. Similarly, Rahimi and Selian (2022) reported that Collaborative Writing-based instructional materials enhanced students' writing quality from the fair category to the good category. These findings indicate that collaborative learning positively influences students' writing performance.

H1: Collaborative Writing-based teaching materials assisted by Padlet significantly improve senior high school students' writing skills.

Collaborative Writing Theory

Collaborative Writing is a pedagogical approach in which two or more students jointly complete all stages of the writing process, including brainstorming, organizing ideas, drafting, revising, and editing (Barkley, Cross,

& Major, 2012). Unlike traditional individual writing activities, Collaborative Writing emphasizes interaction, peer feedback, and shared responsibility for producing a final written product.

The effectiveness of Collaborative Writing is also supported by process writing theory, which views writing as a recursive process involving planning, drafting, revising, and editing rather than a single-step activity. Through collaborative engagement, students receive immediate feedback from peers, which helps them refine their ideas, improve organization, and reduce writing anxiety.

The integration of digital technology, such as Padlet, further strengthens the Collaborative Writing process by providing an interactive online environment where students can share ideas, collaborate in real time, and give peer feedback. Previous research has shown that technology-supported collaborative learning enhances student engagement and promotes active participation in writing activities.

H2: Students taught using Collaborative Writing-based teaching materials assisted by Padlet achieve significantly higher writing scores than those taught through conventional instruction.

Conceptual Framework

This study examines the effectiveness of Collaborative Writing-based teaching materials assisted by Padlet in improving senior high school students' writing skills. The independent variable is the use of Collaborative Writing-based teaching materials integrated with Padlet, while the dependent variable is students' writing skills. The instructional process encourages students to collaborate through brainstorming, organizing ideas, drafting, revising, editing, and providing peer feedback, ultimately leading to improved writing performance.

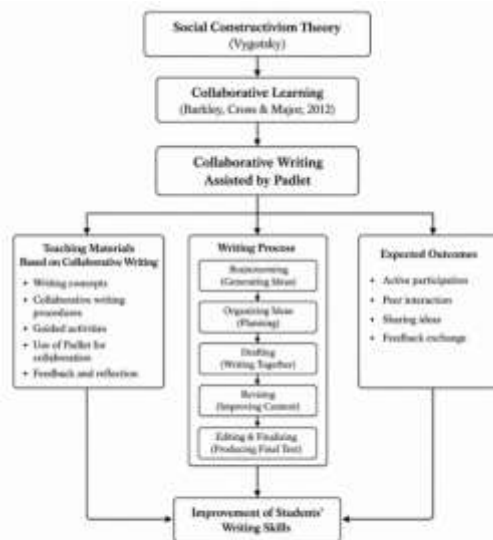


Figure 1. Conceptual Framework

Figure. 1 Conceptual Framework

METHODOLOGY

This study employed a quantitative approach using a quasi-experimental design with a pretest-posttest control group design. The design was selected to examine the effectiveness of Collaborative Writing-based teaching materials assisted by Padlet in improving senior high school students' writing skills. The experimental group received instruction using the developed teaching materials integrated with the Collaborative Writing approach and Padlet platform, whereas the control group was taught using conventional writing instruction.

Table 1. Pretest-Posttest Control Group Design

Group	Pretest	Treatment	Posttest
Eksperimental	O ₁	X	O ₂
Control	O ₃	C	O ₄

O₁ and O₃ = Pretest of writing skills

X = Learning using Collaborative Writing-based teaching materials assisted by Padlet

C = Conventional writing instruction

O₂ and O₄ = Posttest of writing skills

Population and Sample

The population of this study consisted of all tenth-grade students of SMA Negeri 1 Weleri, Central Java, Indonesia, during the 2025/2026 academic year. The sample was selected using purposive sampling based on the results of the preliminary needs assessment and the similarity of students' academic characteristics.

The research involved two classes with a total of 72 students. Class X MIPA 1, consisting of 36 students, was assigned as the experimental group and received instruction using Collaborative Writing-based teaching materials assisted by Padlet. Meanwhile, Class X MIPA 3, consisting of 36 students, served as the control group and participated in conventional writing instruction.

Data Collection

The data were collected through writing tests administered before and after the implementation of the instructional treatment. A pretest was conducted to determine the students' initial writing proficiency in both groups. Subsequently, the experimental group participated in learning activities using the Collaborative Writing-based teaching materials integrated with Padlet, while the control group learned through conventional teaching methods. After the treatment period, a posttest was administered to both groups to measure the improvement in students' writing skills.

Students' writing performance was assessed using an analytic scoring rubric covering five aspects of writing: content, organization, vocabulary, language use, and mechanics. The rubric was adapted from established writing assessment criteria to ensure objectivity and consistency in scoring.

Data Analysis

The collected data were analyzed quantitatively using descriptive and inferential statistics. Descriptive statistics were used to calculate the mean, standard deviation, minimum score, and maximum score of the pretest and posttest results. Prior to hypothesis testing, prerequisite analyses consisting of normality and homogeneity tests were conducted to ensure that the data met the assumptions for parametric testing. The normality test was performed using the Shapiro-Wilk test, while the homogeneity of variance was examined using Levene's test.

To determine the effectiveness of the Collaborative Writing-based teaching materials assisted by Padlet, an independent-samples *t*-test was employed to compare the posttest scores of the experimental and control groups. In addition, a paired-samples *t*-test was conducted to examine the improvement within each group between the pretest and posttest scores. Furthermore, the normalized gain (*N-gain*) score was calculated to determine the magnitude of students' improvement in writing skills.

The teaching materials were considered effective if (1) there was a statistically significant difference between the experimental and control groups at the 0.05 significance level, and (2) the average *N-gain* score of the experimental group reached at least the moderate category.

RESULTS

Observation Report Text

a. Descriptive Analysis

A descriptive analysis was conducted to provide an overview of students' ability to write Observation Report Texts before and after the implementation of the treatment. The data analyzed included the mean score, minimum score, maximum score, and standard deviation for both the experimental and control groups.

The results revealed that the experimental group obtained a pretest mean score of 66.67, with a minimum score of 50, a maximum score of 82, and a standard deviation of 9.214. After receiving instruction using the Collaborative Learning-based writing textbook assisted by Padlet, the posttest mean score increased to 88.00, with a minimum score of 72, a maximum score of 98, and a standard deviation of 6.587. The decrease in the standard deviation indicates that students' learning outcomes became more homogeneous after the treatment.

Meanwhile, the control group obtained a pretest mean score of 57.67, with a minimum score of 42, a maximum score of 74, and a standard deviation of 8.936. After participating in conventional instruction, the posttest mean score increased to 69.39, with a minimum score of 48, a maximum score of 82, and a standard deviation of 8.152.

b. Descriptive Analysis

The normality test was conducted to determine whether the research data were normally distributed, which is one of the assumptions required for

parametric statistical analysis. The Kolmogorov-Smirnov and Shapiro-Wilk tests were employed using SPSS software.

The results indicated that all pretest and posttest data in both the experimental and control groups had significance values greater than 0.05. Therefore, the data were normally distributed and fulfilled the assumptions required for further parametric statistical analyses.

Consequently, the data on students' Observation Report Text writing skills were eligible for homogeneity testing and hypothesis testing.

Table. 2 the data on students' Observation Report Text writing skills

Data	Kolmogorov-Smirnov (Sig.)	Shapiro-Wilk (Sig.)	Interpretation
Experimental Pretest	.200	.340	Normal
Experimental Posttest	.200	.063	Normal
Control Pretest	.200	.102	Normal
Control Posttest	.200	.504	Normal

c. Homogeneity Test

The homogeneity test was conducted to determine whether the variances of the experimental and control groups were equal. Levene's Test was employed using SPSS software. The analysis showed a significance value of 0.165, which is higher than the significance level of 0.05 ($0.165 > 0.05$). Therefore, it can be concluded that the variances of both groups were homogeneous and met one of the assumptions required for the Independent Samples t-test.

Tabel 3. Homogeneity Test

Levene Statistic	(Sig.)	Interpretation
-	0.165	Homogeneous

d. Independent Sample t-test

The Independent Samples t-test was conducted to determine whether there was a significant difference in learning outcomes between the experimental and control groups after the treatment.

The results showed that the significance value (Sig. 2-tailed) was 0.000, which is lower than the significance level of 0.05 ($0.000 < 0.05$). Based on the decision criteria, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Therefore, there was a statistically significant

difference between the Observation Report Text writing abilities of students in the experimental and control groups.

Furthermore, the obtained t-value was 9.683, with a mean difference of 18.611, indicating that the average achievement of the experimental group was higher than that of the control group. Thus, the Collaborative Learning-based writing textbook assisted by Padlet proved to be more effective than conventional instruction.

Tabel 4. Independent Samples t-Test Result

t-value	Sig. (2-tailed)	Mean Difference	Decision
9.683-	0.1656	Homogeneous	Rejected

e. Paired Sample t-test

The Paired Samples t-test was employed to determine whether there was a significant improvement in students' writing abilities before and after learning through the developed textbook.

The results indicated that the significance value (Sig. 2-tailed) was 0.000, which is lower than 0.05 ($0.000 < 0.05$). Consequently, H_0 was rejected and H_1 was accepted, indicating a significant difference between the pretest and posttest scores.

The mean difference of -21.333 indicates that the posttest scores were considerably higher than the pretest scores. This finding was further supported by the obtained t-value of -11.752, confirming a significant improvement in students' writing abilities after the implementation of the Collaborative Learning-based writing textbook assisted by Padlet.

Tabel 5. Paired Samples t-Test Results

Mean Difference	t-value	Sig. (@-tailed)	Decision
-21.333	-11.752	0.000	H_0 Rejected

f. N-Gain Test

The N-Gain analysis was conducted to determine the effectiveness of the learning process by measuring students' improvement from the pretest to the posttest. The results indicated that the experimental group achieved an average N-Gain score of 62.34%, whereas the control group obtained an average score of 22.32%. Based on the N-Gain interpretation criteria, the experimental group falls into the moderate (fairly effective) category, while the control group belongs to the low (less effective) category.

These findings suggest that the Collaborative Learning-based writing textbook assisted by Padlet was more effective than conventional instruction in improving students' Observation Report Text writing skills. Through collaborative activities, students were encouraged to discuss, collect observational data, organize information, and revise their writing collaboratively. In addition, the use of Padlet facilitated idea sharing and

immediate feedback, making the learning process more interactive and meaningful.

Tabel 6. N-Gain Test Result for Observation Report Text

Group	Mean N-Gain (%)	Category	Effectiveness Interpretation
Experimental	62.34	Moderate	Fairly Effective
Control	22.32	Low	Less Effective

Based on the descriptive analysis, normality test, homogeneity test, Independent Samples t-test, Paired Samples t-test, and N-Gain analysis, it can be concluded that the Collaborative Learning-based writing textbook assisted by Padlet was effective in improving the Observation Report Text writing skills of tenth-grade senior high school students.

This conclusion is supported by the significant difference between the experimental and control groups, the significant improvement between the pretest and posttest scores, and the N-Gain score of the experimental group, which falls into the fairly effective category and is considerably higher than that of the control group. Therefore, the developed textbook is considered both feasible and effective as an alternative instructional material for teaching Observation Report Text writing in senior high schools.

DISCUSSION

The findings of this study demonstrate that the implementation of the Padlet-assisted Collaborative Writing textbook contributed positively to the improvement of students' writing skills in both Observation Report Texts and Anecdotal Texts. Students who learned through the developed instructional material showed better writing performance than those who participated in conventional classroom instruction. This suggests that integrating collaborative learning activities with digital technology can create a more meaningful and engaging writing environment.

The improvement in students' writing ability can be explained through the principles of social constructivism proposed by Vygotsky, which emphasize that knowledge is constructed through social interaction and collaboration. In the Collaborative Writing process, students worked together to generate ideas, organize information, draft texts, revise their work, and provide feedback to peers. Such interactions allowed learners to negotiate meaning and build shared understanding, thereby facilitating the development of writing competence.

Furthermore, Barkley, Cross, and Major (2012) argue that Collaborative Writing encourages active participation and shared responsibility among learners. Rather than working individually, students become mutually dependent in completing writing tasks, enabling them to exchange perspectives and solve problems collectively. This collaborative process helps reduce students' difficulties

in organizing ideas and selecting appropriate vocabulary, which are commonly reported obstacles in writing instruction.

The integration of Padlet also played an essential role in supporting the collaborative process. As an interactive digital platform, Padlet enabled students to share ideas, upload drafts, provide peer feedback, and revise their writing in real time. The use of technology not only increased student engagement but also created opportunities for continuous interaction beyond the traditional classroom setting. This finding is consistent with previous studies indicating that digital collaborative platforms can enhance students' motivation and writing achievement by promoting active participation and immediate feedback.

The results of this study are also in line with previous research conducted by Natasyah and Rosidah (2024), who found that the Collaborative Writing method significantly improved students' narrative writing skills. Similarly, Rahimi and Selian (2022) reported that instructional materials based on Collaborative Writing were effective in improving the quality of students' written work. The present study extends these findings by demonstrating that the integration of Collaborative Writing with a digital platform such as Padlet can further enhance the effectiveness of writing instruction in senior high schools.

Overall, the findings indicate that the Padlet-assisted Collaborative Writing textbook provides an innovative alternative for writing instruction. By combining collaborative activities with technology-enhanced learning, the developed textbook facilitates active learning, promotes critical thinking and communication skills, and supports students in producing higher-quality written texts.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings, several recommendations can be proposed:

1. For teachers, the Padlet-assisted Collaborative Writing textbook can be used as an alternative instructional material to enhance students' writing skills and encourage active classroom participation.
2. For schools, integrating digital collaborative platforms into language learning activities can support the implementation of twenty-first century learning and strengthen students' digital literacy competencies.
3. For curriculum developers, Collaborative Writing strategies combined with educational technology may be considered in designing innovative teaching materials that foster communication, collaboration, creativity, and critical thinking.

FURTHER STUDY

Although this study has demonstrated the effectiveness of the Padlet-assisted Collaborative Writing textbook, several limitations should be acknowledged. First, the study was conducted in only one senior high school with a relatively limited number of participants, which may restrict the generalizability of the findings. Second, the research focused only on two genres of writing, namely Observation Report Texts and Anecdotal Texts. Third, the duration of the treatment was limited to several classroom meetings, so the long-term effects of the instructional material could not be fully examined.

Future researchers are encouraged to involve larger and more diverse samples from different educational contexts. Further studies may also investigate the effectiveness of Collaborative Writing integrated with other digital platforms or apply the approach to different writing genres and educational levels. In addition, qualitative investigations exploring students' perceptions and experiences during Collaborative Writing activities would provide a deeper understanding of how collaborative and technology-assisted learning contributes to writing development.

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