

I Can Expand My Imagination: The Secondary Students' Narrative in Creative Writing English Through Padlet

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Abstract. This study investigates the impact of Padlet, an online collaborative platform, on the creative writing and imagination of students in an Islamic private school in Pasuruan, comprising 10th and 11th grade students. This study is a qualitative approach, specifically employing narrative inquiry. Data collection methods include observations and semi-structured interviews with the students. Furthermore, data analysis involves identifying key themes and patterns from the interview data, allowing for insight into the influence of Padlet on students' creativity and imagination. The findings of this study elucidate the potential originality inherent in utilizing Padlet as a medium for amplifying students' imaginative faculties within the context of writing instruction. Although encountered with some obstacles, most students exhibited adeptness in surmounting these challenges. Consequently, this research substantiates our comprehension of how digital tools such as Padlet can be effectively employed within educational settings to nurture creativity and cultivate superior writing proficiencies. Moreover, this investigation addresses a significant research gap concerning Padlet's influence on imagination within writing courses. The derived insights furnish valuable guidance for teachers and educational institutions seeking to integrate analogous platforms in order to foster imaginative cogitation and self-expression, thereby fostering an enriched academic milieu.

Keywords: *Creative Writing, Padlet Media, Students' Imagination, EFL Learning*

<https://ojs.unm.ac.id/eralingua>



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INTRODUCTION

At the beginning of decade, research inquiry on leveraging media technology to foster students' creativity in composing imaginative English text was relatively limited ([Ahmed, 2022](#); [Anae, 2014](#); [Soffianny & Purbani, 2020](#)). In fact, proficient writing skills require a considerable level of complexity and refinement, which can present significant challenges to individuals ([Dollah et al., 2021](#)). It is not unexpected that the acquisition of proficient English writing abilities poses substantial difficulties and challenges. Furthermore, [Umutlu and Akpinar \(2020\)](#) conducted a study which demonstrated that the development of creative writing skills in English language learners poses significant challenges and is considered a difficult pedagogical task. Consequently, the assessment of students' writing proficiency, encompassing sophisticated competencies that hold significance for learners. It is line with [Burstein et al., \(2020\)](#) argue that the attainment of writing proficiency is contingent upon an interplay of socio-cognitive factors, encompassing proficiency in writing techniques, cognitive aptitude, engagement, and capacity for collaborative work.

Various experts, imagination is considered to be a gateway to novel realities ([Hyry-Beihammer et al., 2022](#); [Thomas, 2019](#)). It means, imagination is a crucial cognitive process that facilitates human beings in their quest to explore the unknown, not only in the physical world but also in the academic realm, particularly in the context of classroom learning. Furthermore, imagination constitutes a fundamental component of human cognition, occupying a pivotal position in diverse human endeavors, including but not limited to the fostering of creativity and innovation, the articulation of abstract concepts, and the cultivation of critical reasoning ([Trotman, 2006](#)). Then, the concept of imagination in the realm of learning can be viewed as synonymous with critical reflection. Moreover, critical reflection involves the comprehension of past experiences and the reconfiguration of forthcoming objectives ([Ryan, 2015](#)). Such a notion aligns with [Gouthro and Holloway \(2017\)](#) perspective that critical reflection can function as a mechanism for comprehending prior experiences in a manner that is conducive to the preparation of novel experiences in the future.

Then, the integration of information technology in the pedagogy of teaching English creative writing can be considered a rational progression in contemporary times, given the growing familiarity of students with technology advancements and the significant influence of the COVID-19 pandemic ([Nanda et al., 2022](#)). The widespread adoption of the internet has facilitated an increase in the ability of students to proficiently navigate digital resources, resulting in a perceived enhancement of their aptitude in effectively utilizing appropriate technology. Then, according to [Saxena and Baber \(2020\)](#) have argued that in order to effectively implement hybrid learning, a multifaceted learning framework must be employed. This implies that the learning model should be adaptable and versatile, capable of accommodating a variety of instructional methods and modalities. Furthermore, this model must incorporate a digital content collection aligned with the educational institution's curriculum, thereby aligning with educational objectives. In addition, the provision of virtual assistance is crucial to aid students and teachers in resolving any issues that may arise concerning the utilization of ICT. Supplementary to digital

content, teachers may employ printed materials, newspaper article, and social media posts. As we transition into the post-pandemic era, English learning technology can serve as an interactive learning form that teachers can utilize to stimulate students' creatively in creative writing. during the learning process, particularly in writing activities. A variety of media can be utilizing by teachers to encourage students' creativity in writing, including Padlet media.

Likewise, the current research is exploring the potential of the online platform Padlet for exchange purposes. According to [Puspita et al., \(2022\)](#) explain that Padlet is an online platform that facilitates collaborative learning and assessment among students and teachers, enabling them to communicate and share their ideas through the use of virtual sticky notes. Moreover, by utilizing Padlet as an educational platform, teachers can develop virtual walls to post students assignments or educational resources generated by instructors ([Ghanbari, 2021](#); [Im & Lee, 2022](#); [Qurbani et al., 2022](#)). In depth, Padlet is thought to be a beneficial learning platform for educators, as it simplifies the teaching process. According to [Ahmed \(2022\)](#) argued that teachers can leverage Padlet as a platform to integrate other educational application, such as Quizzes, YouTube, and so on, to facilitate learning activities and enhance students' skills. It means, it has been suggested that the utilization of Padlet may facilitate learning in the classroom by allowing teachers to upload materials directly or via links from other applications.

Numerous previous studies have investigated the effectiveness of utilizing Padlet media to enhance students' writing proficiency ([Firnanda et al., 2021](#); [Indriani & Khairul, 2022](#); [Khusna et al., 2021](#); [Mulyadi et al., 2021](#); [Suryani & Daulay, 2022](#)). These research were predominantly conducted during the period when Covid-19 was prevalent globally. Previous research has indicated that Padlet has a positive impact on students' writing abilities, as evidenced by their improved performance. Despite of the previous studies have examined the efficacy of Padlet in enhancing students' writing skills, there is a gaps of research specifically investigating the impact of Padlet on the creative writing abilities of secondary students. Moreover, in the previous research has primarily focused on the use of Padlet during the Covid-19 pandemic, leaving a gap in knowledge regarding how Padlet can be employed in conventional face-to-face classrooms to promote students' writing creativity. This research closed the research findings about (1) does the Padlet media can expand the students' imagination, (2) what is the students' challenges in using Padlet media for the creative writing, and (3) how the students' adresses their challenges in using Padlet in creative writing.

RESEARCH METHOD

The research employed a qualitative research design, and specifically utilized the narrative inquiry method due to its ability to facilitate in-depth and detailed understanding of the participant' experiences and perspectives, which was necessary for the research objectives. Narrative inquiry facilitate a collaborative process of mutual understanding between the researcher and the student participants, promoting rich and nuanced insight into their creative writing experiences ([Loh, 2013](#); [Ubaidillah & Widiati, 2022](#)).

The present study entails the recruitment of participations from an Islamic-affiliated private educational institution situated in Pasuruan, East Java, Indonesia. The rational behind selecting this particular locale is rooted in the researchers' belief that it aligns well with the research objectives and goals. To ensure a representative sampel, Four students were randomly chosen from each academic level. The students possessed prior proficinecy in academic writing and were adept at utilizing digital platforms. They had previously received instruction in the realm of creative writing, engaging in various activities such as composing narrative, advertisement, and procedural texts, among others. This research was conducted on March until May 2023. As a result, the researcher undertook a comprehensive investigation employing a combination of observational techniques and interviews to gather relevan data from the students participants. To ensure confidentiality, pesudonyms were assigned to all students during the data collection process.

Table 1. *Students' Information*

No	Name (Pseudonym)	Gender	Grade
1	Siti	Female	X
2	Putra	Male	XI
3	Lila	Female	XI
4	Ahmad	Male	X

Table 2. *Students' Writing Experiences*

No	Name (Pseudonym)	Writing Experiences
1	Siti	No
2	Putra	Yes
3	Lila	Yes
4	Ahmad	No

Furthermore, this research employed a mixed-methods approach, utilizing both observation and semi structured interviews to collect data. the decision to employ semi-structured interviews was based on its inherent flexibility, which allowed for a dynamic interaction between the interviewer and participants, while also facilitating the acquisition of in-depth information(Gili et al., 2008). During the data collection phase, the students initially immersed themselves in the acquisition of English writing skills through the utilization of the Padlet media platform. This approach has allowed the researcher to focus exclusively on the students' observations and the collection of their perceptions following their English writing learning experience with the utilization of Padlet media. Moreover, in order to facilitate comprehension and mitigate potential communication barriers, the researcher employed the Indonesian language as the medium of instruction during the interviews. These interviews were conducted immediately after the students' English class, following a scheduled break period.

Upon the completion of data collection, the researchers engaged in a meticulous analysis process whereby the interview transcripts were methodically reviewed multiple times. In this case, qualitative analysis is used to examining the data, reducing data through decoding, representing data, and narrative final report (Kim, 2016). Furthermore, this interactive examination aimed to extract the primary themes and overarching comprehension of the students experiences. Moreover, the researcher employed narrative inquiry to analyze the interview transcripts and identify overarching themes and sub-themes aligned with the research objectives. Furthermore, the researcher would be doing decoding to analyze the transcription. In this case, the researcher grouping the data interview In the context of utilizing Padlet as an educational tools, the issues confronted by students and the corresponding strategies employed in the realm of creative writing, as well as the influential factors contributing to the development of inventive writing ideas, can be regarded as central themes of inquiry.

Tabel 3. *Example of Data Analysis*

Data	Sub-Themes	Themes
“ I can think creatively when I use Padlet to write...”	Imagination	Imagine their ideas
“ ... I feel uneasy to use Padlet due to the internet connection”	Challenges	Students’ Challenges
“ I try to ask my teachers about my challenges in writing project...”	Challenges	Problem Solving

To ensure the trustworthiness of the collected data, this research adopts a data saturation approach with the participants. The objective of saturation of in this context is to determine the point at which each response from the participants reaches a state of completion, satisfying the research’s inquiry (Saunders et al., 2018). By employing this approach, the study aims to achieve a comprehensive understanding of the participants’ perspectives and ensure that no significant additional insight or information are likely to emerge from subsequent data collection

RESULT AND DISCUSSION

In the beginning of the findings, the researcher successfully gathered multiple findings through the data collection process. These findings effectively addressed the research questions that were previously outlined. The researchers categorized the findings derived from the interview data into three primary themes, namely students’ ways to imagine the ideas, Students’ challenges in using Padlet, and Strategies employed by students to overcome the challenges.

Students' Ways to Imagine the Ideas

In the initial thematic analysis, the researcher identified a diverse range of data variation that emerged from the participants' interviews. In order to enhance the organization and presentation of the findings, the researcher classified the data into distinct sub-themes, consist for students' imagination, and students' creativity.

Students Imagination

The students' imagination is a valuable aspect frequently sought after by researcher during data collection endeavors. Within the context of interview data collection, a noteworthy observation emerged from participant Siti, who expressed her belief in the positive impact of Padlet on her enhancing her imagination, particularly when seeking inspiration for her writing endeavors. By having access to her peers' written works on the platform, Siti found it conducive to explore a diverse range of ideas, thereby augmenting her imaginative thinking process. Moreover, Siti explained that her interest in the uniqueness of every informational material that the teacher affixed onto the Padlet board:

I feel that the Padlet application makes me enjoy writing even more. Usually, I only write on paper and keep my work in a notebook. However, with Padlet, I can unleash my creativity and imagination in writing because I aim to present high-quality work that is suitable for display on the platform.

It is line with Siti's statements, Lila perceived that employing Padlet enabled her to engage in more unconventional and innovative thinking, facilitating her ability to generate her imagination:

I believe that Padlet can enhance my imagination because the pictures that the teacher post are very interesting and captivating. I think after I look at it, I can get some ideas to crafting my creative writing...

according to the aforementioned data, Lila has expressed her usual practice of privately writing on paper and storing it in a personal notebook. However, she has discovered that by utilizing Padlet, she is able to present her written content in creative and innovative manner. Consequently, Lila seeks to further develop her ideas in order to generate compelling and suitable written material for publication on Padlet.

On the contrary, according to the findings presented by Putra, the utilization of Padlet does not demonstrate a significant impact on students' imaginative abilities. One of the data points presented by Putra supports this claim. Putra argued that while Padlet facilitated the process of composing English texts by providing convenience and capturing his interest, it did not significantly contribute to the enhancement of his English proficiency. Additionally, Putra revealed that his utilization of Padlet did not result in a discernible boost in his imaginative capacity

for writing. Instead, he tended to rely on the internet as a resource to gather ideas for his written work.

According to Putra's perspective, Ahmad shares a similar sentiment regarding his limited perceived assistance when using Padlet for writing purposes. In line with Putra's viewpoint, Ahmad also finds solace in leveraging internet-based media as a means to foster the development of his imaginative writing skills:

I feel more creative when generating ideas for writing my assignments. I also feel more creative because before posting it on Padlet. I decorate my writing assignment to make it more attractive ... When the teacher asked me to post my assignments on Padlet. I felt that my work had to be better than that of others.

followed by the data above, Ahmad argued that there is not elements within Padlet that elicit imaginative writing. This observation aligns with the diverse findings reported by researcher in this particular are of investigation.

Students' Creativity

The existing literature on students' utilization of Padlet as a platform for creative English writing reveals a range of perspectives and opinions. Notably, one students named Ahmad has expressed a positive inclination towards using Padlet as a catalyst for his English language learning. Although Ahmad does not identify any specific shortcomings in Padlet's functionality with regard to enhancing his imaginative abilities, he firmly believes that the platform's features have the potential to augment his creativity. In alignment with Ahmad's perspective, Siti posits that her creative capacity is enhanced when utilizing the digital platform known as Padlet:

... if I it requires creativity, then yes, because I can add embellishments to the text that copy and paste... I like the part where I am asked to paste a writing assignment because I can add colors, backgrounds, and decorations to the text that I create.

Siti placed a significant emphasis on the data provided, expressing her belief that it was imperative for her writing to possess a compelling element before being published on Padlet. She perceived her efforts as being diligent in striving to render her writings exceptionally captivating. Furthermore, Putra perceived that utilizing Padlet as a platform for pre-publishing his written work enhanced his creativity in terms of embellishing the content prior to its dissemination on the Padlet platform.

I do not think so. I usually rely on other apps to support my writing. If I imagine using Padlet, I do not really feel inclined to do so ... There is no part of the Padlet that allows me to be more imaginative.

Students' Challenges in Using Padlet

Then, in using Padlet, it was observed that students encountered certain challenges while utilizing Padlet. Analysis of the interview data revealed several difficulties encountered by participants when accessing the Padlet website.

According to Siti's statement, the most challenges encountered when using Padlet for creative writing pertains to the accessibility of the platform. Siti further contends that when students are instructed by their teachers to access the Padlet website, they occasionally experience disruptions in the functionality. Thus, it is imperative for the developers of Padlet to prioritize the user experience in order to enhance the website's seamless connectivity, this aligns with Lila's statements:

.... Additionally, I'm understanding that I am also facing issues connecting to the internet while using Padlet due to limited school Wi-Fi. I mean, this website would be stopped if much of users were accessing the website simultaneously.

On the other hand, Ahmad, said that Padlet is not really can assist him to improve her English writing. He argued that it is the main problem that he faces as Padlet users. He thinks that Padlet is only the writing media that just for collecting the writing assignment, not for improve his writing skill. Besides, Ahmad also argued:

I am experiencing difficulty in developing ideas because Padlet does not provide guidance on how to write good English. Additionally, accessing the Padlet website is challenging due to limitations in my internet network.

Despite of his difficulty to get ideas in writing projects. Ahmad also mentioned that using Padlet can be difficulty if the internet connection was unstable. However, Putra has differences perspective. He thinks that there is no specific challenges during using Padlet as the writing media. However, rarely he gets the little problems in internet connection but it is not make him difficulty to submit his writing project.

Students' Ways to Addresses the Challenges

Following the previous point regarding the difficulties encountered by students while utilizing Padlet as a medium for writing, analysis of interview transcripts reveals a recurring pattern in the strategies employed by the students to overcome these challenges. For instance, Siti mentioned seeking assistance from her peers to gain access to Padlet. Due to connectivity issues, Siti occasionally relied on her friends' internet data to access her project on Padlet. Similar to Siti, Putra posited that in instances where the school's Wi-Fi connection is unavailable, he resorts to utilizing his personal mobile internet data or seeking assistance from his peers to gain access to the Padlet platform. Lila also argued that using her internet data is the best choice to smoothly access the Padlet.

Moreover, Siti emphasized the paramount importance of her teacher as an invaluable resource from problem-solving endeavors. When confronted with obstacles in the realm creative writing while utilizing the Padlet platform, Siti actively sought her teacher's input, soliciting project evaluations and seeking guidance and advice. On the other hand, to gain the problems in language features, Lila have different ways to address her issues:

For the writing issues, I usually discuss with my friends about their ideas. I really need their opinions to improve my English writing skill. Not only that, My teacher ever said to me that reading is very importance for us to increase our writing skill so that I try to read a

lot of literacy to get many ideas and references for my writing project

In light of the aforementioned data, it is evident that Lila's engagement with her teacher extends beyond seeking assistance solely in matters pertaining to language. Additionally, she actively cultivates her writing skills by avidly consuming various literacy works, thereby utilizing as a means to garner inspiration and acquire valuable references. Consequently, her reading proficiency plays a pivotal role in enhancing her writing abilities.

In contrast to Lila's perspective, Ahmad posited that he addresses writing challenges encountered during the utilization of Padlet in writing project by using a strategy of seeking relevant references through Google. Furthermore, based on an in-depth interview conducted with Ahmad, he provided detailed insight regarding his writing practices. Prior to utilizing that he typically sought additional references from Google images or Google search. He emphasized that when tasked with composing a complex procedural text, he would search for relevant text on Google, and subsequently employ a process of copying the text while replacing certain elements and embellishing it to enhance its visual appeal. Only after this process was complete would he proceed to utilize Padlet for the purpose of publishing his written projects.

Discussion

The interview data findings offer valuable understanding of how students conceptualize ideas, the difficulties they encounter while using Padlet, and the approaches they employ to overcome these challenges. The first theme, students' ways to imagine the ideas, uncovers a range of different viewpoints among the participants.

Certain students, like Siti and Lila, view Padlet as a platform that enriches their ability to think creatively. they gain inspiration and explore various ideas by reading the written works of their peers on the platform. It is supported by (Suryani and Daulay, 2022) which found that most of the students feel more creatively when they using Padlet media in writing activity. Furthermore, Padlet can be the creative media to increase the students' interest in writing class (Firnanda et al., 2021; Indriani & Khairul, 2022). Furthermore, Siti emphasizes the distinctiveness of the informational content shared by the teacher on Padlet, which enhances her imaginative thinking. Conversely, Lila values the creative and innovative presentation options provided by Padlet. These results indicate that Padlet has the potential to inspire students' imagination and assist them in their creative writing projects (Ferawati et al., 2022).

However, differing viewpoints are also noticed. Putra and Ahmad express about the extent to which Padlet can enhance their imaginative capabilities. Putra leans towards using internet searches to gather ideas, while Ahmad views Padlet mainly as a platform for submitting assignments rather than a tool for improving his writing abilities. This statement is similar with the Rashid et al., (2019) stated that Padlet is only a blank wall or free space without any information or content. It means all the information is considered by the teachers who give the students materials. These perspectives suggest that the impact of Padlet on students' imagination may

differ, and some students may depend more on external sources for generating ideas.

Then, when examining the second topic, students' challenges in using Padlet, it becomes clear that student encounter certain difficulties while utilizing the platform. Siti and Lila recognize problems concerning the accessibility of Padlet, which can hinder their creative writing process. Ahmad, in particular, emphasizes the perceived lack of sufficient support from Padlet in enhancing his English writing abilities. Additionally, issues related to internet connectivity are mentioned although their effect on the participants vary. In contrast, [Suryani and Daulay, \(2022\)](#) find that most of the student feel easier to access the Padlet. This contradictive of this finding can be indicated about the location and school condition, and also the quality of internet connection is can be influence of the connection ([Indriani & Khairul, 2022](#)).

The last theme, is talk about the students deal with challenges in using Padlet, explores the various strategies that students use to overcome the difficulties they face. These include seeking help from their peers, using their own mobile internet data, and approaching teachers for guidance and feedback. Lila exemplifies a proactive approach by dedicating herself to extensive reading in order to improve her writing abilities and find references.

In general, these discover offer valuable insights into how students perceive the relationship between creative writing and the use of Padlet as a platform. While some students see Padlet as a way to stimulate their imagination and creativity, others mainly it as a tool for submitting assignments. The difficulties related to accessibility and internet connectivity indicate areas where improvements can be made to enhance the platform's user-friendliness. The strategies employed by students to overcome these challenges underscore the importance of peer support and teacher guidance in improving the writing experience. In surprisingly, the findings explore more deep about the conceptualization of ideas, which means the students perceive and imagine ideas using Padlet, highlighting the diversity of viewpoints among participants. This understanding adds a fresh perspective to the existing literature on creative writing platforms. Furthermore, identification of the impact of Padlet on students' imagination also contributes to the discourse on the role digital tools in fostering imagination in educational settings.

CONCLUSION

In conclusion, the research findings shed light on students' perceptions and experiences with Padlet as a creative writing platform. While some students view (1) Padlet as a source of inspiration and a tool for enhancing their imaginative thinking, other perceive it primarily as a means for submitting assignments. The Study also (2) identified challenges related to accessibility and internet connectivity that can hinder the creative writing process. However, (3) students employ strategies such as seeking peer and teacher support to overcome these difficulties. The research underscores the need for user-friendly improvements to the platform and highlights the importance of peer and teacher guidance in fostering a positive writing experience. In addition, this study contributes valuable insights to the existing literature on creative writing platforms and their impact on students' imagination.

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