

Improving Speech and Text Writing Skills through Digital Peer Feedback Using Padlet

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ABSTRACT

This study aimed to improve students' speech text writing skills through digital peer feedback using Padlet. The study was motivated by students' difficulties in developing ideas, organizing speech structures coherently, choosing appropriate diction, and providing constructive feedback on their peers' writing. Classroom action research based on the John Elliott model was conducted in two cycles, each consisting of planning, action, observation, and reflection, involving 39 Grade VIII students of SMP Negeri 2 Bogor. Data were collected through writing tests, observation checklists, and questionnaires and were analyzed descriptively with methodological triangulation. The results showed that digital peer feedback through Padlet improved students' speech text writing skills. The mean score increased from 56.9 in the Cycle I pre-test to 76.9 in the Cycle I post-test and reached 92.4 in the Cycle II post-test, with all students scoring at least 86. Students also became more active and confident in giving and receiving feedback and produced speech texts that were more coherent and persuasive. Therefore, digital peer feedback using Padlet, supported by explicit feedback modeling and teacher facilitation, is an effective strategy for improving speech text writing skills.

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Introduction

Indonesian language learning plays an essential role in developing students' comprehensive language proficiency, encompassing both spoken and written

communication, and it also contributes to the formation of students' character through good language habits (Samosir, 2026). One of the writing skills that junior high school students are expected to master is speech text writing, because it requires accurate content, a well-organized structure consisting of an opening, content, and closing, and the use of persuasive and courteous language. Previous studies have shown that persuasive speech writing remains difficult for junior high school students, particularly in terms of text structure and linguistic features, so innovative instructional strategies are needed (Kusmirawati et al., 2022; Nurfadillah, 2024).

In Class VIII of SMP Negeri 2 Bogor, the learning process for speech writing indicated that students tended to be passive and were not yet optimally engaged in classroom activities. When asked to write a speech text, many students experienced difficulties in developing main ideas, organizing their thoughts coherently, selecting appropriate diction, and adapting the content of the speech to its intended purpose and audience. Furthermore, students were not accustomed to providing constructive and critical feedback on their peers' writing. This situation suggests that the learning process had not yet encouraged active student participation, even though writing skills require continuous practice, reflection, and revision.

These conditions demonstrate that the challenges in teaching speech writing are not limited to the quality of students' written products but also stem from instructional practices that provide insufficient opportunities for interaction and feedback. Writing instruction becomes more effective when students are actively engaged in reading, evaluating, and revising written work collaboratively; collaborative learning has been shown to improve students' sentence structure, vocabulary, and motivation in writing (Haryadi, 2024). Learning media that are close to students' world also play an important role, as shown by the use of comic media, which made students enthusiastic and improved their skill in writing rhymed songs in Indonesian language learning (Sumirat et al., 2024).

In this context, digital peer feedback offers a relevant and promising alternative. When students provide and receive feedback, they not only evaluate the structure and language of a text but also reflect on the ideas of their peers; peer feedback improves grammatical accuracy, content organization, and coherence and can be as effective as teacher feedback when it is supported by clear guidelines and teacher facilitation (Widyadhana et al., 2026). Peer feedback has also been associated with significant gains in elementary students' narrative writing across content, organization, language use, vocabulary, and mechanics (Ella, 2026). Padlet allows students to upload their writing, read their classmates' work, and provide written comments in an open, interactive, and well-documented space. Recent studies reported that Padlet turns writing into an engaging collaborative process and supports revision through its commenting feature (Irnanda et al., 2026), increases students' confidence in giving and receiving peer feedback (Sugiarni & Firdaus, 2024), and improves writing outcomes at various levels of education (Fitriana & Susanti, 2025; Putra et al., 2025; Sudirman et al., 2025). The successful integration of such technology, however, depends on teachers' technological pedagogical content knowledge (TPACK) and on well-designed digital learning materials such as electronic student worksheets (Sundari, Gani, et al., 2025; Sundari, Yufiarti, & Bintoro, 2025).

Despite these promising findings, most studies on Padlet and peer feedback have been conducted in English as a foreign language classes, higher education, or elementary school writing of report and narrative texts. Studies that implement digital peer feedback through Padlet in Indonesian persuasive speech writing at the junior high school level, while documenting both the improvement of writing outcomes and the changes in students'

feedback practices through successive action research cycles, are still limited. Therefore, this classroom action research aims to improve the speech writing skills of Grade VIII students at SMP Negeri 2 Bogor through digital peer feedback using Padlet, to enhance students' active participation in giving and receiving feedback on their peers' writing, and to describe how digital peer feedback using Padlet is implemented in speech writing instruction. The findings are expected to strengthen the body of knowledge on collaborative and technology-enhanced writing instruction and to provide practical guidance for teachers in developing Indonesian language learning that is more interactive and participatory.

Method

This study employed Classroom Action Research (CAR) with a descriptive qualitative approach supported by simple quantitative analysis. This design was chosen because the primary objective was to improve the teaching and learning process of speech writing while simultaneously enhancing students' writing skills through systematically planned, implemented, observed, and reflected interventions. Classroom action research enables teachers to examine problems in their own classrooms and to improve their professional practice continuously (Jaelani et al., 2024). The study adopted the CAR model proposed by John Elliott, in which each cycle consists of planning, action, observation, and reflection, and the reflection of one cycle becomes the basis for revising the plan of the next cycle, as also applied in recent classroom action research on writing and peer feedback (Kusmirawati et al., 2022; Rahmawati et al., 2024; Sugiarni & Firdaus, 2024). The research procedure is illustrated in Figure 1.

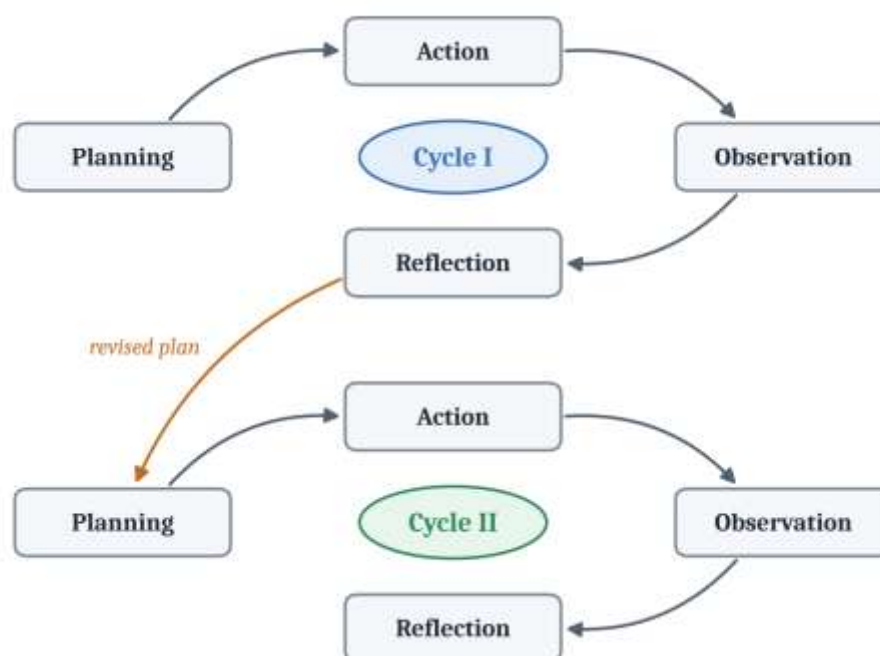


Figure 1. Classroom Action Research Cycle Based on the John Elliott Model

The participants were 39 students of Class VIII D at SMP Negeri 2 Bogor, consisting of 21 female and 18 male students. The class was selected purposively because

preliminary observations indicated a need to improve students' speech writing skills, particularly in developing ideas, organizing the structure of speech texts, selecting appropriate diction, and actively providing feedback on their peers' writing. In addition, the students possessed basic digital literacy skills that enabled the effective use of Padlet as a learning platform.

Data were collected through writing tests, classroom observations, and questionnaires. The writing test was administered as a pre-test and a post-test in each cycle and was scored using an analytic rubric covering the development of ideas, the structure of the speech text, the use of facts and data, the use of diction and persuasive language, and spelling and language conventions. Observation was carried out using an observation checklist to record student and teacher activities, as observation provides an in-depth picture of classroom interaction and group dynamics (Pratiwi et al., 2023). A closed-ended questionnaire was used to capture students' responses to the use of Padlet and peer feedback. The content validity of all instruments was established through expert judgment.

The test data were analyzed using descriptive statistics, namely the mean, standard deviation, minimum, and maximum scores, and the score gains between tests. The observation and questionnaire data were analyzed descriptively and qualitatively, and methodological triangulation was employed by comparing the results of the tests, observations, and questionnaires. The indicators of success included improvement in the quality of students' speech texts, the ability to provide peer feedback that combined appreciation with well-reasoned suggestions, active participation in discussions, increased self-confidence, and the achievement of at least 80% classical learning mastery (Rahmawati et al., 2024).

Results and Discussion

The implementation of digital peer feedback through Padlet improved students' speech writing scores consistently across the two cycles. The descriptive statistics of the four writing tests are presented in Table 1, and the development of the mean scores is illustrated in Figure 2.

Table 1. Descriptive Statistics of Students' Speech Writing Scores in Cycle I and Cycle II (n = 39)

Statistic	Cycle I Pre-test	Cycle I Post-test	Cycle II Pre-test	Cycle II Post-test
Number of students	39	39	39	39
Total score	2,220	2,998	3,490	3,602
Mean	56.9	76.9	89.5	92.4
Standard deviation	9.97	6.90	5.71	3.51
Minimum score	40	66	80	86
Maximum score	80	88	95	98
Students scoring ≥ 75 (%)	2 (5.1%)	20 (51.3%)	39 (100%)	39 (100%)

Source: Students' writing test results, processed by the authors.

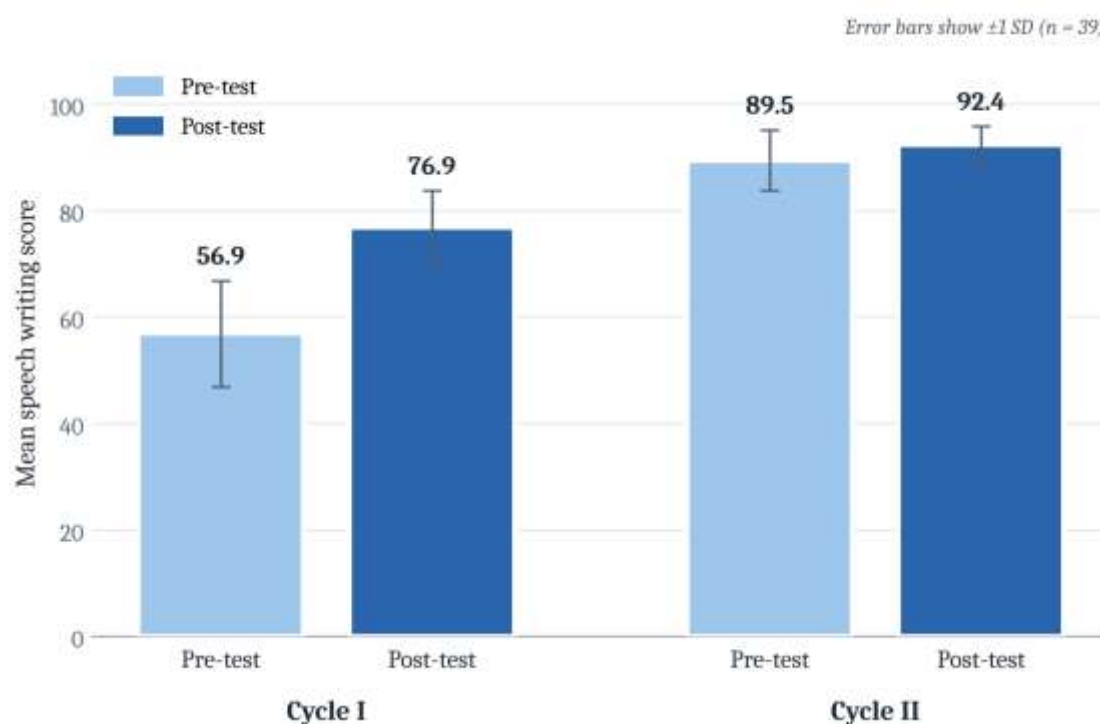


Figure 2. Mean Speech Writing Scores in the Pre-test and Post-test of Cycle I and Cycle II

Table 1 and Figure 2 show that the mean score increased from 56.9 in the Cycle I pre-test to 76.9 in the Cycle I post-test, a gain of 20.0 points. In Cycle II, the mean score rose from 89.5 in the pre-test to 92.4 in the post-test. The standard deviation decreased steadily from 9.97 to 3.51, indicating that students' writing abilities became more homogeneous, a pattern also reported in a study on the use of Padlet in writing instruction (Sudirman et al., 2025). In the Cycle II post-test, all students obtained a score of at least 86, so the indicator of at least 80% classical learning mastery was fully achieved.

Cycle I

In the planning stage of Cycle I, the researchers developed an instructional plan based on the Grade VIII Indonesian language teaching module, focusing on persuasive speech writing that is coherent, well-organized, polite, and appropriate for its communicative purpose. The plan integrated project-based activities and Padlet, an approach that has been shown to improve junior high school students' writing skills (Lubis & Prihartini, 2024; Nasution et al., 2024). The researchers prepared learning materials, the Duta Suara Peduli student worksheet (LKPD), an assessment rubric, and a Padlet board as the digital peer feedback platform. The worksheet was designed to guide students to identify factual information, scientific vocabulary, and persuasive sentences and to compose a speech text consisting of an opening, content, and closing, in line with the principle that a well-designed digital worksheet can guide students to construct understanding actively (Sundari, Gani, et al., 2025).

The action stage began with a pre-test to assess students' initial ability to write a speech text independently, which resulted in a mean score of 56.9. During the stimulus stage, students read their classmates' speech texts on Padlet and provided feedback. At first, most students felt hesitant and tended to write brief comments such as "It is already good" without specific explanations or suggestions. The teacher therefore modeled

constructive, respectful, and specific feedback, a strategy that is important for making collaborative writing on Padlet productive (Reka, 2025). After receiving feedback, students revised their speech texts in the post-test, and the mean score increased to 76.9. This improvement was accompanied by better organization of the speech structure, more effective use of facts and persuasive language, and greater confidence in presenting their speeches.

The observation results indicated that the learning process was carried out in accordance with the lesson plan, from the introductory activity, theme analysis, and speech writing to peer feedback through Padlet and text revision. The researchers acted as facilitators who guided students in understanding the structure of speech texts and supported them during peer feedback activities. Although most students participated actively, some still required assistance in developing ideas into coherent texts, and many were reluctant to give feedback, so their comments remained brief and general. To address this, the researchers provided examples of constructive feedback and guiding questions to help students formulate more meaningful comments.

The reflection of Cycle I showed that the intervention improved students' speech writing skills, supported by the worksheet, contextual topics, and peer feedback on Padlet. This result is consistent with the finding that peer feedback improves the organization and coherence of students' writing (Widyadhana et al., 2026). Nevertheless, only about half of the students (51.3%) reached a score of 75 or higher, many students were still hesitant to provide in-depth feedback, and several needed additional guidance in constructing coherent paragraphs. In line with the spiral principle of the John Elliott model, these findings became the basis for refining the intervention in Cycle II, particularly by strengthening revision guidance and providing more explicit examples of specific peer feedback from the beginning of the lesson.

Cycle II

In the planning stage of Cycle II, the researchers refined the teaching module so that the instructional procedures became more explicit and operational, starting from analyzing model texts, drafting a speech, uploading the draft to Padlet, providing peer feedback, and revising the text. Group roles were reorganized to ensure more balanced participation. The peer feedback guidelines were improved by including examples of comments that combined praise, justification, and suggestions for improvement, since the effectiveness of Padlet as a peer response medium depends on the availability of feedback models and continuous teacher guidance (Fitriana & Susanti, 2025). The worksheet and assessment rubric were also revised to become more systematic, and the researchers' role shifted from being the main instructor to being a facilitator who encouraged students to think critically and revise more independently.

The action stage of Cycle II began with a pre-test on the theme "The Dangers of Free Association among Adolescents," which students completed collaboratively in groups with clearly defined roles. This arrangement produced more dynamic discussions and more contextual ideas than in Cycle I. Students were also more familiar and confident in using Padlet, which is consistent with the finding that Padlet increases students' confidence in giving and receiving peer feedback (Sugiarni & Firdaus, 2024). Rather than general praise, students offered well-reasoned suggestions on content, organization, language use, and persuasiveness and responded to one another's comments. The post-test was conducted on the theme "The Importance of Maintaining Harmony among Friends at School," and after revising their texts based on peer feedback, students achieved a mean score of 92.4.

The observations in Cycle II indicated that the learning process was more orderly, efficient, and productive than in Cycle I. The project-based activities were more evident through the balanced distribution of group tasks, and Padlet had evolved from a source of initial uncertainty into a learning space that students understood and used actively. Students provided longer, more specific, and better-reasoned comments, and their attitudes toward criticism shifted from defensive to open and receptive. These changes in the learning process between the two cycles are summarized in Table 2.

Table 2. Changes in the Learning Process between Cycle I and Cycle II

Aspect	Cycle I	Cycle II
Quality of peer feedback	Brief and general comments, mostly simple praise	Longer, specific, and well-reasoned comments combining praise and suggestions
Student participation	Some students passive and hesitant to comment	Active and balanced participation supported by clear group roles
Use of Padlet	Students still adapting to the platform	Padlet used confidently as a space for interaction, reflection, and revision
Attitude toward criticism	Tendency to be defensive	Open and receptive to suggestions
Role of the teacher	Main instructor who models feedback	Facilitator who encourages independent critical revision
Quality of speech texts	Improved structure but limited development of ideas	Coherent, comprehensive, and persuasive texts with relevant facts

Source: Classroom observation and reflection results in Cycle I and Cycle II.

As shown in Table 2, the improvements in Cycle II were not attributable to a single factor but to the combined effects of more thorough instructional planning, explicit feedback modeling, effective teacher facilitation, and students' growing readiness to participate in collaborative learning. The reflection of Cycle II confirmed that all indicators of success had been met, so the study was concluded after the second cycle. In accordance with the John Elliott model, Cycle I functioned as a stage of diagnosis and initial learning, whereas Cycle II served as a stage of consolidation and refinement.

Discussion

The findings demonstrate that digital peer feedback through Padlet improved both the product and the process of speech writing. In terms of the product, students made considerable progress in developing ideas, organizing speech texts systematically, incorporating relevant facts, selecting appropriate diction, and composing persuasive sentences. This is in line with previous studies reporting that Padlet improves writing outcomes and engagement at various levels of education (Irnanda et al., 2026; Putra et al., 2025; Sudirman et al., 2025) and that peer feedback is associated with better writing quality in content, organization, and language use (Ella, 2026). The results also corroborate earlier classroom action research on persuasive speech writing, which found that an appropriate instructional method can raise both students' scores and their activeness across cycles (Kusmirawati et al., 2022).

In terms of the process, Padlet functioned not only as a digital platform but also as a collaborative environment in which students acted as writers and critical readers who helped improve one another's work. The shift from brief praise in Cycle I to specific and well-reasoned comments in Cycle II confirms that peer feedback becomes effective only

when it is supported by clear guidelines, scaffolding, and trust among learners (Widyadhana et al., 2026). This finding also shows the importance of teachers' ability to integrate technology, pedagogy, and content, as emphasized in studies on TPACK-based learning design (Sundari, Yufiarti, & Bintoro, 2025). Furthermore, the growth of students' confidence and openness to criticism reflects the character-building role of Indonesian language learning (Samosir, 2026).

Several limitations should be noted. The study involved a single class, and the Cycle II pre-test was completed collaboratively in groups, which partly explains its high mean score and the relatively small gain in Cycle II. Because scores in Cycle II were already close to the maximum, eleven students obtained slightly lower scores in the post-test than in the pre-test, which indicates a ceiling effect rather than a decline in ability. Student participation was also documented mainly through descriptive observation. Future studies are therefore recommended to use individual tests in every cycle, to quantify student participation, and to apply digital peer feedback to other text genres and school levels.

Conclusion

This classroom action research concludes that digital peer feedback through Padlet effectively improved the speech writing skills of Grade VIII students at SMP Negeri 2 Bogor, as shown by the increase in the mean score from 56.9 to 76.9 in Cycle I and from 89.5 to 92.4 in Cycle II, with all students scoring at least 86 in the final post-test. The improvement was reflected not only in students' ability to develop ideas, organize speech texts systematically, use relevant facts, select appropriate diction, and compose persuasive sentences but also in the learning process, as students moved from hesitant and brief comments to confident, specific, and constructive feedback while interacting more actively and collaboratively. These results were achieved through the reflective and iterative cycle of the John Elliott model, in which explicit feedback modeling, a more systematic student worksheet, clearer group roles, and teacher facilitation were strengthened in the second cycle. Therefore, Indonesian language teachers are encouraged to integrate collaborative digital platforms such as Padlet into writing instruction, accompanied by explicit guidance on constructive peer feedback from the beginning of the learning process, while future research is recommended to measure student participation quantitatively and to extend digital peer feedback to other genres of writing.

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Author Contributions

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Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Use of Artificial Intelligence

The authors used ChatGPT to assist with language refinement, sentence clarity, readability, and grammatical improvements. All AI-generated suggestions were carefully reviewed and verified by the authors, who take full responsibility for the accuracy, originality, and final content of the manuscript.

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