Integrating Web 2.0 Tools in Writing Class to Promote Assessment for Learning

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Technology has been implemented for instruction with various resources to explore course content and assess students' learning. In this study, Web 2.0 tools was implemented in writing classroom for Higher education students. A Web 2.0 tools that was used was *Padlet* because it is known as an online means and has been used to perpetuate interactions and communication within a collaborative learning. Assessment is central to teaching and learning, from which a decision whether or not the goals of education are being met. At the same time, the demand of today's era makes it quite challenging for educators to find the best way to assess their students. Action research method was employed in the study in which observation and individual semi-structured interviews we re used to collect the data. The result of the study is the knowledge of implementation of Web 2.0 tools in EFL (English as foreign language) classroom, from which a guidance of using Web 2.0 tools to promote assessment for learning will be arrived at. This study concludes that Web 2.0 tools can be applied to promote Assessment for learning, and it has several benefits to the student s to improve their learning quality.

Keywords: assessment for learning, English writing, online assessment, Padlet, web 2.0 tools

INTRODUCTION

The Global World of the twenty-first century is greatly influenced by the needs of the students to be actively engaged in digital communication on their daily basis that makes them digitally fluent. Thus, the technology that is familiar to students should be infused into the teaching-learning process Allen and Seaman (2013). One of the familiar technologies in digital communication is web 2.0 tools, for example Instagram, web-blog, Wiki, YouTube, and etc. Web 2.0 tools is the abbreviation of the World Wide Web, a place where digital means allow users to provide, alter, and exchange many sorts of information Stephens (2007). The idea of web 2.0 tools is to allow users to be able to engage with the online community, and able to converse, participate, share information and experience with the community online. Online Interaction with Web 2.0 tools initiates a virtual community that allows internet to support a global learning communities Yuen (2011). With the help of Web 2.0 tools students are able to create learning communities that allow them to widely share knowledge with the community.

Web 2.0 tools enables and facilitates active participation of each user. Over the years web 2.0 tools keep changing and change the way students communicate, share, and learn new information retrieved. Students are more active in an online world and stay connected 24 hours to this matters. These technologies have possible implications for educational benefits; it may make the learning process easier and more effective.

The development of Web 2.0 tools for educational purposes demonstrates potential possibilities for students to actively involved in listening, speaking, reading, and writing activities Anderson and Morgan (2012). Some web 2.0 tools that are created for educational purposes are Edmodo, Schoology, Coursera, Padlet, etc.

This study integrated the technology into classroom. Even though there are many examples of Web 2.0 tools that are widely developed nowadays, the researchers decided to use Padlet. Padlet (https://www.Padlet.com) is a free web application which has several features that allows users to post their ideas in form of pictures, video, words, that can be seen by anyone with the link of the Padlet's wall Rashid (2019). In contrast to other web based application, Padlet allows students to access information for prior knowledge and then transformed it into an effective representation Dalkir (2011). Padlet is an alternative medium for communication in which students are able to do a self-assessment and access various responses from their classmates.

Assessment in language learning is essential to the teaching and learning process, to help students to evaluate their strengths and weaknesses during the learning process. Vuoskoski and Morris (2017) explained that there are two forms and objectives of assessment. The first is to provide a score of students' achievement that enables students to graduate with a valid certificate of their performance in the subjects taken. This certification of achievement is used by formal and educational institutions, to make judgments about the candidate's ability in a certain field. Lastly, the objective of assessment is to facilitate learning. This type of assessment is done through the various kinds of tests or tasks. This kind of assessment allows students to measure their achievements and things that they have to consider learning more effectively in the subject. These two objectives are translated into two sets of assessment practices namely: summative and formative assessment.

Earl and Katz (2008) have elaborated and differentiated the purposes of assessment into three assessment purposes. First is assessment for learning, second, is assessment as learning, and lastly, assessment of learning. The basic concept of Assessment for learning is to give teachers prior knowledge of students' achievements that allows them to modify their teaching and learning activities in which the students are involved in, to fully understand students' approach in learning individually. This assessment provides a fact that students learn in their individual way. Assessment for learning is described as a process of assessment where the assessment information is used by teachers to modify their teaching strategies and for the students to adjust their learning strategies, so the teaching and learning process can be done effectively. It supports teaching and learning goals in three key ways; identifying the learning need, feedback, and informing the next teaching and learning steps.

Various studies show that there is a growing concern among educational practitioners to involve technology in the development of assessment processes Bauer and Anderson (2000). Online Assessment is one of great options to develop and also to adapt the technique of assessment into current trends, as part of continuous improvement in the quality of learning. This online assessment facilitates students' reflection, preparation, achievement, and improvement in the teaching-learning process Alonso (2005). Considering the importance of online assessment to accompany the delivery of online materials as well as to provide a guideline on how to do the online assessment, the study of online assessment is very important to be conducted. In this study, technology is going to be integrated into the assessment process, from which assessment for learning can be reached.

The notion that assessment process is ended once the test taken, is opposite to assessment for learning principle that strongly emphasize on the process of assessment that are continuous and developed as the process of learning occurred. To bridge the gap, this study tries to merge the urge of technology in language learning with the need of assessment for learning to improve the quality of learning. The objective of this research is to find out the implementation of web 2.0 tools in writing class to promote assessment for learning. This study attempted to integrate web 2.0 tools namely Padlet, into the learning process to promote assessment for learning in writing classroom.

METHODS

An action research design was adopted to investigate how web 2.0 tools might support student assessment for learning in the English Education Program. As mentioned earlier, assessment for learning is about informing learners and teachers of their progress in learning and teaching to encourage them to consider and apply a more effective way to improve their performances. To promote this, teachers must make students aware of their position in term of learning, from which they know what to do to make learning happen based on their situation and condition. This can be done by integrating *Padlet.* The target of success of this study is measured by students' attitude and responses toward the implementation of Padlet to promote assessment for learning by the end of the cycles. When they know what they have to do to be better, it means that assessment for learning is promoted by integrating *Padlet.*

This design consists of qualitative (classroom observation, and individual semi-structured interview) research methods to collect and analyze data from 36 students that joined in the subject of " *Paragraph Writin*g and *Writing for General Communication II* ". The first class was a course for first year students while the latter was for second year students. This study examined the integration of Web 2.0 tools in writing classroom to promote assessment for learning. It was conducted in a private university in Bogor.

Classroom action is associated to the process of taking and applying various activities in the classroom by introducing treatment to the participants, and the instruments includes thorough observation, data collection, and analysis Al-Naibi

(2018). According to Walliman (2017), there are some stages of action research : Identity the focus area, Data Collection, Action Plan development, Analysis of the data, and interpretation of the data. Coghlan (2019) proposes another type of action research cycle (see **Figure 1**) that can be applied in educational research.

FIGURE 1 | The Action Research Cycle
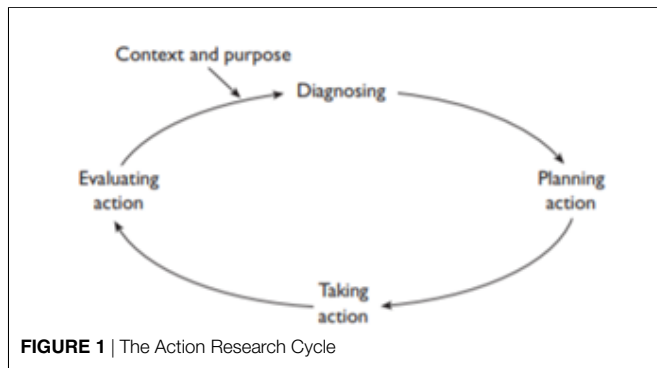
Action Research involves several cycles to conduct. In Diagnosis, the researcher named the possible issues as prior knowledge of which specific action will be planned and taken along the research. Diagnosing involved the analysis of potential issues and the theoretical basis of the action that needed to be taken thoroughly. Diagnosis required the researcher to be able to identify in details the possible matters and developed the foundation of the action that was employed. Next step was Planning Action, in this stage the researcher planned the action needed based on the diagnosis result as the foundation of the action that were taken. In taking action stage, the initial plans were carried out and the researcher collaboratively making intervention in the classroom. Lastly, during evaluating action the researcher examine the intended and unintended result from the action taken in the previous stage.

The instruments of this study were observation and Interview. According to Creswell and Creswell (2017) observation is an instrument to collect the data that can be used to obtain the comprehensive picture of a situation that is being observed. There are several types of observation and this study specifically employed Participant observer, because the researcher is also involved in the classroom activities. The researcher observes the classroom in 3 meetings. This study also employs semi- structured interview to collect the data. Semi-structured interview is conducted to gather students' responses toward the use of web 2.0 tools to promote assessment for learning. The interview was conducted individually for 36 students that were enrolled in 2 subjects respectively (18 students from Paragraph Writing's class and 18 students from Writing for General Communication II's class).

RESULTS AND DISCUSSION

Observation result of Cycle I, Cycle II, and Cycle III

In conducting the study, the researchers applied three cycles. It was done to get more understanding towards the situation and condition of the researchers' classroom from which an effective learning can be achieved. In every cycle, there were four steps completed; diagnosing, planning, action, and evaluation. In diagnosing step of the first cycle, the researchers prepared a set of task to be given to the students. When the students were completing the task given, the researchers took notes and observed the situations in the classroom. This task was then collected and analyzed to get some information regarding students' problems in their writing. It was informed to the students that the task was not going to be graded from which they were asked to work on the task individually. It was done by purpose to get a real picture of students' problems in writing. The tasks of the students were posted on *Padlet* by using a pseudonym, from which a discussion was started. In the discussion, the teacher asked the students to give some comments regarding the tasks posted with the guidance of the teacher. Then, both the teacher and students analyzed the tasks. From the analysis of the task, it was found that the students in both classes, Paragraph Writing and Writing for General Communication, had the same problems, such as punctuation, spelling, grammatical errors and word choices.
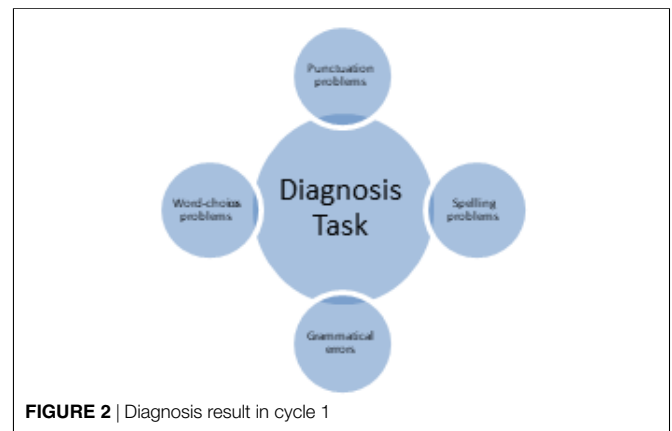

FIGURE 2 | Diagnosis result in cycle 1

Figure 2 shows that students have found their problems in their writing. It means that they have known what they need to do to make their writing better. It was also supported by the observation notes taken by the researchers when the students were working on their writing. Even though they had been reminded that they must work on their own, some students still asked to their friends about how to write some words. From the notes, it can be drawn that students did not know how to write some words correctly. The result of their works strengthens the notes. There were some spelling errors.

Planning was done after students' problems had been found. In this step, the researchers divided the problems into

chunks that would be taught in the following meeting. The first chunk is about punctuation and spelling problems. The researchers created a simple task in which students should write a simple paragraph in a given time. This task would be used in the classroom. The task in the planning step was given to the students in the class as the form of action step. In this step, students were requested to work individually within a given time with their phones. The result of the task was posted on *Padlet* and discussed together. The researcher was available in the classroom as a facilitator by roaming around the class observing the actions of the students and giving help or support when it was needed. Then, a discussion was done regarding their task result where the researchers asked the students to analyze the results of the task by giving focus on spelling and punctuation in a group of 5 students. This discussion allowed the students to express their problems and the class helped each other to solve the problems found. The researchers came into the discussion when the students could not find the solution. From the observation of the researchers, it was found that students felt more comfortable and free when they were discussing in a group.

The last step was evaluation in which the researchers analyzed the notes taken from the observation during the class and combined them with the task results. From the evaluation step, it was found that the previous steps (diagnosing, planning and action) ran successfully. In cycle two and three, the same steps were conducted by having a different focus. In cycle two, the focus was given to the grammatical errors and the last cycle was focusing on word choices. The summary of the three cycle can be seen from the following table.

In cycle 2, researchers created a task that had focus on grammatical errors. After the task was administered to the students and posted on *Padlet*, it was discussed together. Before discussion was conducted, students were given time to read and analyze each other works. They must give comment and suggestion if they found grammatical errors from their friends' work. In the discussion, everyone was allowed to give their opinion and feedback towards their friends' comment on someone's work. The discussion was led by the researcher. During the discussion, notes were taken by the researcher for incorrect responses from students and their behaviors. Then, it was followed by questions and answer session for clarifying doubts that students had. The same actions were done in cycle three, by g.ving focus on word-choices.

The implementation of *Padlet*, and Question & Answer Session

Padlet was used for 3 cycles. The interface of padlet's wall that is used in both of the classes can be seen in **Figure 3**. In each of the cycle, the students were asked to write and upload their writing in Padlet's wall using pseudonym.

FIGURE 3 | Padlet Wall

After the implementation of the *Padlet*, the students were asked several questions regarding *Padlet* and its implementation. Based on the interview, 36 out of 36 students were still able to recall their experience with *Padlet*. They remembered the learning activities with *Padlet*. This indicates that the students have no difficulties in dealing with *Padlet* in their learning situation.

During the learning activities, the students were asked to raise a question about things that they found in Padlet. It was then followed by a question and answer session. To the students, this activity has some benefits. When they were asked to raise a question about the writing in Padlet, 20 out of 36 students thought that it is beneficial for them because they understand the materials more. By posting questions on Padlet in the classroom, 7 out of 36 students stated that it is extending their knowledge about writing in English. In addition, the students also stated the benefit of posting question. Four out of thirty-six students stated that it also develops their confidence in raising a question and reveal their opinion about some matters. Three out of thirty-six students stated that having chance to ask a question improve their confidence in stating their opinion in English.

In the question and answer session, two out of thirty-six students stated that asking questions enable them to practice their English, and they understand what's wrong with their way of revealing their opinion. From students' point of view, it can be concluded that most of the students feel the benefit they gained from question and answer session. Padlet implementation helps the students understand the materials given better.

Anonymity in *Padlet*

When the students were asked to openly participate in communication, they used to feel hesitate, and afraid of making errors. This is one of the side effects of open communication, where it can inhibit students' participation in the classroom. To increase students' participation, they were asked to use a pseudonym, and they could choose any name that they liked without revealing their true identity while they were engaging in Padlet. This was applied to all activities using Padlet to encourage their confidence to communicate in English without feeling afraid of other's judgment.

From students' interview regarding their responses toward

TABLE 1 | Summary of each cycle

CAR Cycles	Cycle I	Cycle II	Cycle III
Diagnosing	• A task was given to all students • Result : students have punctuation, spelling, grammatical and word-choices problems	The diagnosis has been done in the first cycle.	The diagnosis has been done in the first cycle.
Planning Action	Creating a task that has focus on punctuation and spelling	Creating a task that has focus on grammatical errors	Creating a task that has focus on word-choices
Taking Action	• Give the task to the students • Ask them to post on Padlet • Discuss the task results • Q n A sessions	• Give the task to the students • Ask them to post on Padlet • Discuss the task results • Q n A sessions	• Give the task to the students • Ask them to post on Padlet • Discuss the task results • Q n A sessions
Evaluating Action	Read notes taken during the observation in action step.	Read notes taken during the observation in action step.	Read notes taken during the observation in action step.

anonymity in *Padlet*, it can be concluded that fourteen out of thirty-six students revealed that by posting their writing anonymously, t hey felt more secured because their identities were hidden. So, they did not feel embarrassed, and there were no judgment when they created some errors. Moreover, 11 out of 36 students said that anonymous writing improved their confidence in English writing.

"I feel more confident while writing in English through Padlet, because my identity was hidden" (Student 1)

By not revealing their identity, students were more confident to write and submit their writing through *Padlet*. Anonymity in *Padlet* kept the identity hidden from which students freely express ed their idea s without being afraid of judgment. Five out of thirty-six students stated that they prefer red to use a pseudonym because it encourages their creativity to create the name that best interests them. They freely stated their opinion and hide behind the pseudonym. In term of anonymous writing, four out of thirty-six students stated that anonymous writing facilitated them in expressing their thought freely, and set them free of worry about what other might say about their writing. Two out of thirty-six students added in their statement that using *Padlet* in writing class reduce d the use of paper and pen. They said that it is more eco-friendly. Giving the students the option to hide their identity was indeed a favorable activity as students highlighted this as one of positive aspects of activities involving *Padlet* in the classroom. It elevates their confidence and gives them courage to state their opinion without being afraid of judgment.

Applying Feedback with *Padle*t to promote Assessment for Learning

As an important part of the learning process, assessment for learning can be done through getting feedback, and it is an essential part of the learning process. By employing feedback in the classroom, students could assess themselves or other continuously to improve their learning quality. A study by Kho and Chuah (2016) investigates the affordances of Web 2.0 Tools. O ne example is *Padlet*. In their study, it is concluded that one of the affordances of web 2.0 tools in learning process is to encourage students on "getting immediate feedback". In this study, the feedback is done through *Peer Feedback*, in which one student needs to give feedback to other student's writing. Since the writing was done using a pseudonym, the students that were being corrected or analyzed did not worry that their errors would be open ed publicly. At the same time, they knew other's points of view in regards to their writing. As a result, they could learn without being judged.

In this study, the students w ere asked to give feedback to other writing that was written anonymously. The students were asked about the peer feedback that they had done earlier. F rom the answers, it can be concluded that fifteen out of thirty-six students stated that they still remembered about the peer assessment that they had done earlier. They were about grammar, word choice, coherence, and punctuation.

"I still remember about the feedback I had earlier, it is about grammar and other technical issues" (Student 3)

Twelve o ut of thirty six students re called that they analyze d a type of text, descriptive text. After the application of feedback through *Padlet*, nine out of thirty-six students remember ed that they analyze d their friends' work, even though they forgo t the content of their friends' writing. It means that most

of the students could re call the peer feedback activity that they did in the classroom.

After the feedback was made, the teacher discussed the errors that the students found in the feedback. The teacher analyzed and discussed some errors and together with the students, they solve d the problem s. With this action, the students learned about the errors found in the writing without being judged about who made the errors themselves. In the interview, the students were asked about the benefit of the discussion after feedback. A ll of the students stated that it was beneficial to them.

When it comes to the benefit of discussion, twenty-three out of thirty-six students stated that the discussion allows them to learn from their/ other errors without being judged. They also could learn about the errors in writing with *Padlet*.

"I don't have to worry about the mistakes I made, I can learn without my friends making fun of my mistakes"

Other results showed that seven out of thirty-six students said that the discussion about peer feedback result with *Padlet* made them learn and discuss things related to their errors in writing together. Six out of thirty six students claimed that the discussion about peer feedback in *Padlet* facilitate d them to learn some proper ways to write in English. The peer feedback that were employed in this study were in a form of comments among students' works. The students were asked to post their writing under pseudonym to *Padlet*'s wall, from which they had to analyze random works based on their understanding. By employing these actions, the students performed peer feedback toward other students writing.

After the whole process was done, the students were asked about their opinion about the benefit of peer feedback they did earlier. The result revealed that twenty out of thirty-six students admitted that peer feedback on *Padlet* gives them chances to explore their errors in writing English and learn from errors committed by others. From feedback and discussion, seven out of thirty students also stated that peer feedback activity on *Padlet* made the feedback structure d in order. It helped them in understanding the discussion because the errors were already arranged in order. Five out of thirty students argued that this kind of feedback explored their ability, and identified their weaknesses in English writing. Four out of thirty-six students added that this kind of learning was up to date and suitable for student's habits. In short, it can be derived that most of the students gave positive responses to the implementation of assessment for learning through *Padlet*. They felt the benefits of the assessment for learning that were integrated through *Padlet* .They also believed that this integration improves the quality of learning.

The result of this study is in line with a study conducted by Ibrahim and Ahmad (2015). In their study, they investigated 554 teachers from 20 vocational high schools. The results of their study revealed that assessment for learning could be done through portfolio. This assessment technique helped students to assess themselves, give feedback, and improve their quality of work. In this study, the technique used is different, because there was ICT integration, *Padlet* .The result was similar in which students could assess others, give feedback and improve their writing. In other words, both studies found that assessment for learning can be used to help students to improve their quality of learning. There are many ways to promote assessment for learning, depending on the situation and condition of the intended classroom.

CONCLUSION

The implementation of *Padlet* in writing classroom has promoted the assessment for learning. The interview informs us that the implementation of *Padlet* is seen as a positive activity because of some reasons. For example, the anonymity in writing encourages them to write freely without being afraid of judgment. Chances to raise a question in discussion sessions also encouraged them to practice their English and improve their confidence in stating their point of view. In addition, t he use of *Padlet* in the classroom allows students to learn about their errors in writing and how to solve them. In terms of assessment for l earning through *Padle*t, it is obvious that students feel motivated in learning because they can perform feedback for themselves and others. This activity allows an assessment for learning, where the students can learn from the assessment result continuously to improve their learning quality.

In conclusion, this study has proven that ICT (Information and Communication Technology) can be integrated into the EFL classroom to promote assessment for learning. Web 2.0 Tools, in this case, is *Padlet*, can be used to support assessment for learning considering some features that allow the students to assess and learn their works safely. This action will not only motivate the students but also create a safer environment for the learners. As a result, it is suggested that teachers o r ELT (English Language Teaching) practitioners integrate Web 2.0 tools to support assessment for learning in their classrooms.

ACKNOWLEDGMENTS

APPENDIX

Name   :
  NPM   :
  Class   :
Interview Guidelines

Please listen carefully to the questions given and answer them clearly. If you have some doubts about the questions, don't feel hesitate to ask for clarification.

1. Do you still remember about the use of Padlet in the writing classroom?

2. In the classroom, the teacher asked you to write and upload your writing through Padlet's wall using pseudonym; did you feel comfortable writing in disguise? Why?

3. Did you analyze your friends' writing? If you did, do you still remember about the item you analyze earlier? Elaborate your answer with some examples.

4. In the classroom, the teacher discussed the writing that you and your friends made. Did you think it is beneficial for you? Please justify your answer.

5. In discussion session, you were allowed to ask and being asked. Did you feel the benefit of doing it? Please give an example.

6. Did the feedback that y ou made and received help you learn ing about writing? Please support your answer with an example.

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