

Undergraduate Students' Perspective on The Use of Padlet As Learning Tool For English Writing

Silvia Nanda Putri Erito¹ Testiana Deni Wijayatiningsih²
Universitas Bina Sarana Informatika¹ Universitas Muhammadiyah Semarang²

silvia.snp@bsi.ac.id testiana@unimus.ac.id

Abstract

The impact of post-covid-19 made lecturers think hard to keep using digital learning and developing the use of ICT in conducting learning activities. One of the digital learning tools used is Padlet. This study aims to explain students' perceptions of using Padlet, particularly in English writing class. A total of twenty-five students in the fourth-grade semester of the English department at the University of Muhammadiyah Semarang. The research design was a qualitative case study. The data was gathered through an open-ended questionnaire. The findings showed that the students perceived the use of Padlet as a learning English writing tool positively, they think Padlet help them to learn English writing and provides simple activities that encourage them to enjoy the learning process, and they perceived that Padlet enhances their motivation and create collaborative learning and student relationship. Theoretically, the use of Padlet in English writing could be implemented as a media tool to provide writing. Practically, the result of the research benefits EFL learners and practitioners. Pedagogically, the implementation of Padlet needed student-lecturer collaboration to achieve the objective of the learning. The researchers suggested that adding advanced English programs and activities to Padlet, will help them to improve the learning process of English writing.

Keywords: Padlet, Learning Tool. Perception. English Writing.

Abstrak

Dampak pasca-covid-19 membuat dosen berpikir keras untuk tetap menggunakan pembelajaran digital dan mengembangkan pemanfaatan TIK dalam melakukan kegiatan pembelajaran. Salah satu perangkat pembelajaran digital yang digunakan adalah Padlet. Penelitian ini bertujuan untuk menjelaskan persepsi siswa tentang penggunaan Padlet, khususnya di kelas menulis bahasa Inggris. Sebanyak dua puluh lima mahasiswa semester empat di jurusan Bahasa Inggris Universitas Muhammadiyah Semarang. Desain penelitian adalah studi kasus kualitatif. Data dikumpulkan melalui kuesioner terbuka. Temuan menunjukkan bahwa siswa menganggap penggunaan Padlet sebagai alat belajar menulis bahasa Inggris secara positif, mereka berpikir Padlet membantu mereka untuk belajar menulis bahasa Inggris dan memberikan kegiatan sederhana yang mendorong mereka untuk menikmati proses belajar, dan mereka merasa bahwa Padlet meningkatkan motivasi dan menciptakan pembelajaran kolaboratif dan hubungan siswa. Secara teoritis, penggunaan Padlet dalam menulis bahasa Inggris dapat diimplementasikan sebagai alat media untuk memberikan tulisan. Secara praktis, hasil penelitian bermanfaat bagi pelajar dan praktisi EFL. Secara pedagogik, penerapan Padlet membutuhkan kerjasama dosen-mahasiswa untuk mencapai tujuan pembelajaran. Para peneliti menyarankan agar menambahkan program dan kegiatan bahasa Inggris lanjutan ke Padlet, akan membantu mereka meningkatkan proses pembelajaran menulis bahasa Inggris.

INTRODUCTION

Since the post-pandemic use of online learning media tools has been widely used by educators in various educational institutions. This online learning media tool plays an important role in following the development of technology. The use of online learning media tools, especially at the university level, is needed by students because, at that time, students were required to be independent in learning. The use of this online learning media tool will help them to solve the problem by trying it themselves, of course, this requires patience and a good level of accuracy so that they can maximize the use of this online learning media tool. Altun (2015) stated that the new generation (teacher/students) is good at technology. They are all engaged with technological tools and somehow are involved in the target language through technology. Therefore, online learning media tool that utilizes technology plays an important role in the progress of the learning process in the classroom.

Saxena et al (2020) have proposed some of the considerations in integrating online learning media tools, they are:

1. A multipurpose learning model must be created.
2. There should be a collection of digital content suitable to be used for the remote learning process.
3. The digital lesson contents should be in line with the curriculum of the educational institution so that it will be suitable for the objective of the course.
4. A virtual helpdesk can be provided to support students and teachers and help them solve the problems related to the use of ICT.
5. For additional materials, teachers can use printed study materials at home, newspaper or social media articles can also be used.
6. Radio and television education can be a good way of interactive verbal education.

This is especially useful in the area where either broadband connectivity is not there or the quality of it is very poor.

7. The quality of digital infrastructure and bandwidth must be improved to support remote learning.
8. For easy access, all the contents should be available to the students digitally on various digital platforms.
9. The material should be available on some devices, such as TV, mobile, laptops, and tablets.
10. For areas with low bandwidth, some alternative learning tools must be optimized.
11. Avoid long lectures. Short but high-quality lectures are proven to be more engaging for the students.
12. A manual for accessing the digital contents must be provided.

Based on the explanation it could be concluded that technology benefits the learning process. In the 4th semester class of the English department at the Muhammadiyah University of Semarang, researchers found a phenomenon about the use of online learning media tools that was applied by lecturers to their students in the class to do the task of writing texts in English, and as a solution cause of the lack of students in writing a text with new innovations. While the text they made was a narrative text that freed them to express themselves in English. One of the media learning tools is by employing Padlet. Padlet is a platform in which we can create single or multiple walls that are able to house all of the written posts that want to share. It could also add videos, images, documents, and audio. It supports the students to explore their ability in writing, it involves the students, lecturers, and guardians and is open to all by sharing the link that anyone invited can enter easily. This application supports the concept of learning that creates the students more enjoyable,

actively participating, and more interactive in the learning process.

Thus, the students in the field showed that they had distinctive responses regarding the way how they use Padlet and how they perceive it, for those reasons conducting this research is needed. It prompts them to discover their perception as the evaluation to have a better learning process.

The previous research related to the use of Padlet was conducted by some researchers, such as Mahmud (2019) revealed that Padlet is a good learning tool for English writing. Fageh (2011) found that Padlet could enhance students' writing skills. Yunus and Salehi (2012) agreed that Padlet as a learning tool has moved the learning strategies. Mehta, Miletich, and Detyna (2020) revealed that the majority of students perceived Padlet as easy to use and beneficial to learning. Awaludin, Abd Karim & Mohd Saad (2017) concluded that public university students achieved better grades in English writing after the integration of Padlet in their classroom. Rashid, Yunus & Wahi (2019) revealed that Padlet motivates students to participate in class activities, lower anxiety, and improve language accuracy through learning from peers. Padlet could be effectively used in an undergraduate course to facilitate collaborative writing among lower proficiency ESL learners. Nadem (2021) revealed that using Padlet enhanced student engagement, fostered active learning, and offered positive assessment experiences. Syahrizal & Rahayu (2020) revealed that students were pros of the use of Padlet for English-speaking activities, and students were also pros of the idea of; collaboration, flexibility, and autonomous learning.

Most of the previous studies showed that Padlet has a benefit for enhancing students' learning. Hence the novelty of this research is more prioritized on how the students perceive the use of Padlet in their English Writing. Thus by conducting this

research, it is expected to give new information related to the use of Padlet as a learning tool in online classroom activities.

METHODOLOGY

The research design employed a qualitative case study by Creswell (2012) he stated "the case (s) are bounded by time and activity, and researchers collect detailed information using various data collection procedures over a sustained period" (p. 204). The details are provided in this study to explain students' perception of the use of Padlet in English writing. The subject of the research was the twenty-five students of the fourth-grade semester of the English department of Universitas Muhammadiyah Semarang using the purposive sampling technique. The research used an open-ended questionnaire so that the students could answer free form on the list of structured questions. The form was constructed with Google Forms and distributed online.

FINDINGS AND DISCUSSION

The findings and discussions of the questionnaire were gathered by Google form. It attempts to explain the perception of the students in the use of Padlet as a learning tool for English writing.

Students' Understanding of Padlet for English writing

First, the students were asked about their understanding of Padlet to support their English writing activities. Here were the exemplary responses:

Padlet is a digital learning media platform that allows users to collaborate with other participants. (student#4, questionnaire, 150622)

Padlet is an application that possible to users to upload their post, comment, and collaborate for writing content. (student#14, questionnaire, 150622)

Padlet is a website or platform which functioned to post something. (student#22, questionnaire, 150622).

Padlet is a template that is used to upload works in the form of writing (students#10, questionnaire, 150622).

Padlet is a free online tools that is best described as an online notice board. (student#17, questionnaire, 150622).

From the answers, the students perceived Padlet as a tool that contains text, documents, videos, and audio that enable them to post. The students could define Padlet to support their learning process specifically in English writing. Their perception is positive in understanding the function of Padlet, many of them assumed their task will be easy to finish. It concluded that the students were familiar with Padlet. The Padlet is used to assess their task in writing a text.

Students' Perception of the use of Padlet as learning tools for English writing: Enhancing Students' Motivation, Creating Collaborative Learning and Student Relationship

To collect data on students' perceptions of the use of Padlet as a learning tool for English writing, we used an open-ended questionnaire, the following are some of the findings that we have reviewed:

Padlet enhances students' motivation in English writing

Below are the exemplary responses of the students:

When working on text using Padlet, I find it helpful because its features make me happy and motivated to complete it. (student#7, questionnaire, 150622).

Padlet is quite helpful for students in collecting assignments, especially writing assignments. Padlet provides a different atmosphere in writing which might normally only use words and then

collect them, but with Padlet we can experience new things. In the Padlet there are also interesting settings such as the color of the board, then you can insert images, can provide feedback to others, etc. In my opinion, it is quite helpful, so that students do not get bored with the monotonous technique of collecting assignments. (student#23, questionnaire, 150622).

I think it's a good tool to learn English, especially writing on Padlet because we can customize it as we want to. I was really motivated to finish the task (student#24, questionnaire, 150622).

I think it's very fun, because I like the features and ease to access. (student#14, questionnaire, 150622).

I think it's good to use Padlet because it will make students more enthusiastic in collecting assignments in writing, and will also increase shared knowledge. (student#6, questionnaire, 150622).

From the answer, we could concluded that they perceived positively on their experience in the use of Padlet in their English writing. The features of Padlet as a learning tool to figure out their English writing has been a significant contributing factor to students' motivation in English writing. Motivation is crucial in students learning in exploring their capabilities which is related to the concept of the autonomous learner. The students not only post their text but also they could comment and give feedback for their classmates to read. Another point is the lecturers can observe and monitor the learning process and evaluate their progress. Thus, it will create new innovations for knowledge sharing and access to help the students reduce their anxiety and more motivated in doing the task.

Padlet creates collaborative learning and students relationship

As explained earlier that Padlet greatly facilitates students in doing assignments, they also perceive that Padlet

activities to Padlet, it will help them to improve the learning process of English writing.

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