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STUDENTS' PERSPECTIVES OF PADLET APPLICATION AS EDUCATIONAL TOOL IN EFL WRITING CLASSROOM

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Abstract

Today, almost every level of education makes use of digital technologies such as mobile devices and applications. It is intended to improve students' classroom experience and performance by providing a fun and interesting learning environment. Among these applications is Padlet. It allows Students and teachers can post pictures, audio, videos, and assignments on its virtual wall. The purpose of this research is to find out what students think about the Padlet application in the EFL writing classroom. Purposive sampling was used to select 82 participants from twelfth-grade senior high school students. This study used a qualitative method with a case study approach to investigate in-depth information about students' perspectives. The instruments for this study were a closed-ended questionnaire and semi-structured interviews. According to the data gathered from the questionnaires and interviews, the students in their writing class have positive attitudes toward Padlet. Padlet provides students with a fun and interesting learning environment while also improving their motivation, collaboration, language development, and lowering their learning anxiety. However, when using Padlet, two factors must be considered: a lack of interaction between teacher and students, and an unstable internet connection. Overall, Padlet contributes significantly as a tool in the EFL writing classroom.

Keywords: Students' perspective; padlet application; educational tool; EFL writing classroom.

Introduction

In learning English, four skills need to be learned which are listening, reading, speaking, and writing. These abilities can assist students in expressing their ideas in written or spoken form, as well as listening to and comprehending the information they receive (Sreena & Ilankumaran, 2018). English has been taught in Indonesia from elementary school to university level. According to the Indonesian curriculum 2013, students are expected to be able to develop their communicative English competence in both written and spoken form.

Writing is a skill that is used to convert information into written form and to develop students' thinking abilities (Nasser, 2018). However, the students' writing skills remained low because they faced numerous challenges when writing in a second language, particularly in Indonesia. here are several weaknesses that make it difficult for Indonesian EFL students to learn to write. Firstly, the interference of first language grammatical aspects causes students to make errors in their second language writing (Irmalia, 2016). Then, two major factors that are causing the students' writing skills to remain low are the learners and the environment.

To help students overcome these weaknesses, teachers can use a variety of media in their writing classroom, particularly from the internet. Internet media such as applications, social media, blogs, and websites can help students develop their writing skills. Padlet is one of the applications that can be used to help students improve their writing skills. Its goal is to allow users to freely express their emotions and expressions (Padlet, 2019). Padlet can improve learners' language accuracy as well as their confidence by creating a better learning environment (Rashid et al., 2019). It also gives students more room to participate in classroom activities (Haris et al., 2017). Based on the explanations above, Padlet is an intriguing application that should be investigated from the standpoint of students. This study investigates how senior high school twelfth-grade students perceive Padlet as an educational tool in their EFL writing classroom. This study also includes explanations of the learners' behavior, benefits, and challenges when using Padlet in their writing classroom.

Literature Review

Nowadays, digital technology plays an important role in almost everyone's daily activities. As a result, digital technologies were used to aid the teaching and learning process at almost every level of education. Digital technology is a type of information and communication technology (ICT) that includes computer activities, learning management

systems (LMS), and digital media (Dube & Scott, 2017). The use of digital technology in education can assist students in creating, accessing, and gaining the information they require. It can also be used to capture, convert, accumulate, and transmit data.

Because of the importance of sharing information, digital technology is being used in education in teaching and learning activities. Web-based learning, e-mail, weblogs, social media, and mobile devices are examples of digital technology being used in education (Amiri & Branch, 2012). The use of these applications can help students learn more effectively, especially when they are learning a second language. It can also assist with obstacles in the teaching and learning process, such as time, place, interaction, and communication. Web-based applications such as blogs, Facebook, Instagram, Grammarly, and Padlet are just a few of the many applications that can help students improve their writing.

Padlet is a web-based application that allows users to freely express their ideas and thoughts. Padlet, as described on its website (<http://padlet.com/>), is a web-based application that allows users to upload items such as documents, videos, audios, or links to its virtual wall, with the goal of allowing users to express their ideas without fear. The features provided by Padlet enable users, particularly teachers, to create a variety of creative and appealing content. Such posts will eventually be displayed on its virtual wall, attracting students' attention and encouraging them to learn (Taufikurohman, 2018). As a result, Padlet can be used as an educational tool to support teaching and learning activities by allowing students and teachers to communicate, post, or comment on the displayed topic. It will enable students to be more collaborative in their learning processes, particularly in writing.

The use of Padlet in the writing classroom begins with teachers explaining the features of Padlet, such as how to create a post or comment on others' postings (Awaludin et al., 2017). The teacher then presented a topic and asked the students to comment on it based on their own experiences. Students can also include links, photos, or videos in their comments to make it more interesting. The students will be able to write any type of text, have a discussion with their friends or teacher about the aspects of writing that they did not understand, and it will allow the students to explain and provide feedback on the displayed topic.

Students will encounter some advantages and disadvantages when using Padlet. Padlet can help students develop their language knowledge through visual mapping, improve their vocabulary, and create meaningful learning activities (Affendi et al., 2020). Despite the advantage, there are some disadvantages that students will face. Students, teachers, and parents

all need time to learn how to use Padlet. Teachers must reconsider their students' devices and internet access in order for them to access Padlet (England, 2017).

There are two studies that are relevant to this study. First, consider the study "Enhancing Classroom Engagement through Padlet as a Learning Tool: A Case Study" by Mohd. Zainuddin et al.. The goals of this study are to determine whether the Padlet application, as an e-learning tool, can stimulate learners' engagement in active learning activities. According to the findings of their study, using the Padlet application in a postgraduate classroom can increase student engagement both inside and outside of the classroom. Furthermore, the use of the Padlet application allows students to manage their assignments more effectively and with less stress (Mohd. Zainuddin et al., 2020).

Rashid et al. conducted the most recent relevant research, titled "Using Padlet for Collaborative Writing among ESL Learners." The purpose of this study is to determine whether using Padlet can improve ESL students' collaborative learning. Furthermore, the researchers of this study wanted to know if Padlet could help students improve their language skills, communication skills, motivation, and ability to become autonomous learners. The study found that using the Padlet application as a learning tool in an ESL classroom can foster a positive environment that encourages student collaboration, improves language skills, and boosts students' confidence (Rashid et al., 2019). Padlet has an impact as an educational tool used in university degrees based on these two relevant studies. As a result, the current study differs from previous relevant studies in that it seeks to learn about the students' perspectives on the use of Padlet in their English writing classroom at the senior high school level. Furthermore, the differences between this study and previous studies are the objective, location, time, and method of the study

Methods

This study was carried out using qualitative research and a case study approach. According to Mohajan (2018), qualitative research is used to gather information from participants' perspectives and experiences in order to better understand issues or phenomena. As a result, the researcher used qualitative research to explain and collect detailed information from people's perspectives on a particular issue or phenomenon. In terms of methodology, the researcher employed a case study approach. A case study is an in-depth examination of an individual, group, or phenomenon as seen from various perspectives (Creswell, 2014). Its goal is to learn about people's perspectives on issues or events.

The goals of this study are to reveal the perspectives of Indonesian EFL students on the use of Padlet as an educational tool in their writing classroom, including their feelings, the benefits they receive, and the challenges they face when using the application. Students who had been taught using Padlet were participants in this study. The sample is a small group of participants who have information for the research and who were drawn from a larger group of participants known as the population (Fraenkel & Wallen, 2012). Purposive sampling is used by the researcher to select samples for this study. Purposive sampling requires the researcher to be subjective in determining the sample's ability to provide specific information related to the research topic (Palinkas et al., 2015). Thus, 82 students (55 female and 22 male) from three twelfth-grade science majors participated in this study.

The researcher used two techniques to collect data from the participants in this study. A questionnaire was used as the first research method in this study. It is used in the initial stage of data collection to gather the necessary information (Cohen et al., 2018). In this study, three indicators are used in the questionnaires: students' feelings, the benefits they receive, and the challenges they face when using Padlet. The questionnaire contains 30 statements and is formatted as a Likert scale in Google Forms. The researcher used manual analysis to analyze the data after receiving the questionnaire data. The researcher first displayed the questionnaire results in tables based on the questionnaire indicators. The researcher then looked at the Likert scale and selected the percentages ranging from highest to lowest.

Interviews were used as the second data collection technique in this study. An interview is used to obtain additional information from the participants' point of view or experience (Turner, 2010). The researcher used open-ended questions in the interview to learn more about the students' feelings, benefits, and challenges when using Padlet. The interview was conducted over the phone, and the participants in this section were drawn from the three classes. Following receipt of the interview data, the researcher applied Miles and Huberman's (1994) data analysis technique models of data collection, data display, and conclusion drawing and verification. The researcher first carefully listened to and analyzed the interview recordings, and then transcribed all of them into a file document. However, only the statements containing significant information were chosen and displayed in the findings from all of the information and transcriptions. The interview data were then presented in the form of narration in the findings before the researcher came to a conclusion and verified the data that had been collected.

Results

The findings provide an answer to the research question, which was to learn about the use of the Padlet application as an educational tool in an EFL writing classroom. The data from the questionnaire and interview responses are explained using the indicators from the previous chapter, which begin with students' feelings, the benefits they receive (motivation, lower learning anxiety, collaboration, and language development), and the challenges they faced. The following is an explanation for these findings:

Students' Feeling

The aspect that will be discussed in this indicator is the students' feelings about using Padlet in their writing classroom, whether they are positive or negative. Students' emotions can also have an impact on their learning activities, particularly when it comes to learning a second language. Positive feelings will eventually assist and encourage the process of language learning, whereas negative feelings will make them feel hindered and distanced from the learning activity (Uysal & Güven, 2018).

Table 1. Questionnaire results of students' feeling when they use padlet application in their EFL writing classroom.

No	Statement	Alternative Answers				Total (%)
		SDA	DA	A	SA	
1	I am glad that I have my own Padlet account.	0%	11%	74.4%	14.6%	100%
2	It is easy to create and publish some posting on Padlet's wall.	0%	8.5%	69.5%	22%	100%
3	I have no difficulties in using Padlet.	2.4%	19.5%	67.1%	11%	100%
4	I feel comfortable in English writing when using Padlet.	0%	11%	67.1%	22%	100%
5	Writing on padlet in English is both fun and interesting.	2.4%	8.5%	58.5%	30.5%	100%
6	I don't think it is a waste of time learning to write in English on Padlet.	2.4%	11%	59.8%	26.8%	100%
7	Updating information on the Padlet is fast and easy.	0%	24.4%	57.3%	18.3%	100%
8	I like to post articles, pictures, or clips of films on Padlet.	4.9%	40.2%	46.3%	8.5%	100%
9	After I post something on Padlet, I like to invite my classmates to read it.	4.9%	34.1%	50%	11%	100%
10	I will be using Padlet in learning English in the future.	2.4%	18.3%	67.1%	12.2%	100%

Annotation:

SDA	= Strongly Disagree	A	= Agree
DA	= Disagree	SA	= Strongly Agree

According to the questionnaire results, the majority of students have positive feelings about using the Padlet application in their writing classroom. According to the student's six responses, Padlet is a new learning environment, but the appearance, such as the features within this application, can make her feel challenged and inspired to learn English more. She stated:

"Kalau menurut saya, Padlet itu merupakan suasana baru dalam pembelajaran bahasa Inggris di SMA. Tampilan di Padlet itu sendiri dapat menghibur karena tidak terlihat membosankan. Lalu, pembelajaran yang berbasis internet ini membuat kami terpancing dan lebih niat untuk belajar bahasa Inggris, dibandingkan dengan pembelajaran berbasis buku."

(Padlet, in my opinion, is a new learning environment for senior high school students, particularly those studying English. Padlet's appearance can entertain us and is not boring to look at. As a result, rather than using books for learning, these internet-based learning activities were able to sway our wills and hook us into learning English more).

The Benefits

The aspect that will be discussed in this indicator is the benefits that students receive from using Padlet in their writing classroom. The goal of this indicator is to reveal whether or not the students benefited from using this application. The benefits that will be highlighted are motivation, decreased learning anxiety, collaboration, and language development. The first point in this indicator is the students' motivation. Motivation was essential for students' learning activities, particularly writing.

Table 2. The questionnaire result of the benefits that students get when they use padlet in their writing class (motivation).

No	Statement	Alternative Answers				Total (%)
		SDA	DA	A	SA	
1	Padlet motivates me to finish the tasks my teacher had given.	3.7%	13.4%	63.4%	19.5%	100%
2	Padlet motivates me to communicate with my classmates; inside or outside of the classroom.	2.4%	26.6%	52.4%	18.3%	100%
3	Padlet motivates me to connect with my classmates and finish the given tasks together.	3.7%	20.7%	53.7%	22%	100%
4	Padlet helps me to prepare my essay project.	2.4%	12.2%	64.6%	20.7%	100%

According to the interview results, student 4 stated that the Padlet application helps her motivation by allowing her to see her classmates' posts that she believes are better than hers. She stated:

"Memotivasi, karena kalau diberikan tugas itukan di forum dan secara umum. Saya pun bisa melihat hasil pekerjaan teman-teman saya. Bukan maksud untuk menyontek, namun hasil

jawaban teman-teman saya itu saya jadikan referensi agar jawaban saya bisa lebih lengkap lagi."

(It motivates me because when the assignments are posted in the forum, I can see the work of my friends as well. It does not imply that I cheat, but the outcomes of my friends' work serve as references for me to provide a detailed answer).

Following the findings about students' motivation, the next point that will be highlighted in this indicator is students' learning anxiety. Learning anxiety is characterized by negative reactions and a sense of pressure to learn, particularly when learning a second language (Basith et al., 2019). However, by using Padlet, the students were able to alleviate some of their learning anxiety.

Table 3. The questionnaire result of the benefits that students get when they use padlet in their writing class (lower learning anxiety).

No	Statement	Alternative Answers				Total (%)
		SDA	DA	A	SA	
1	I tend to work in a group to finish my essay, rather than working alone when using Padlet.	4.9%	25.6%	39%	30.5%	100%
2	As I work inside a group to complete the essay in Padlet, I feel less anxious.	3.7%	19.5%	51.2%	25.6%	100%

According to student 4, when she uses the Padlet application, she feels less anxious and is able to express her thoughts more expressively. She stated:

"Di Padlet, kita bisa berekspresif secara natural. Jadi tidak terlalu takut atau cemas dalam berbahasa inggris. Bebas dan tidak ada batasan."

(We can express ourselves more naturally in Padlet, so I'm not as afraid or nervous when using English. It is not limited in any way).

The third point revealed by this indicator is the students' collaboration. Collaboration is an important aspect that must be understood, and it should occur during the teaching and learning process as well. Padlet, on the other hand, appears to have the potential to significantly improve student collaboration.

Table 4. The questionnaire result of the benefits that students get when they use padlet in their writing class (collaboration).

No	Statement	Alternative Answers				Total (%)
		SDA	DA	A	SA	
1	Padlet helps my group to work together and finish the given tasks together.	0%	15.9%	54.9%	29.3%	100%
2	In Padlet, my interaction was understandable.	0%	11%	74.4%	14.6%	100%

3	Padlet allows me to engage academically with classmates and teachers anywhere and anytime.	0%	11%	65.9%	23.2%	100%
4	When I post on Padlet's wall, I carefully check my grammars and the words' appropriateness.	2.4%	1.2%	64.6%	31.7%	100%
5	I do not worry about making errors when I'm writing on the Padlet.	2.4%	46.3%	37.8%	13.4%	100%

Concerning their collaboration, the students' opinions are divided into two groups. According to student 4, using Padlet increases her collaboration because it acts as a discussion forum for her. It also allowed her to give and receive feedback from her classmates and teacher. she stated:

“Cukup meningkat, karena di padlet ini seperti ruang diskusi, jadi seperti berbincang dengan teman-teman dan memberi komentar atau pendapat ke teman-teman saya begitupun sebaliknya.”

(Padlet is similar to a forum discussion, so the number has increased significantly. As a result, we can communicate with our friends, leave comments or feedback on their posts, and they can do the same on mine).

Student 1, on the other hand, holds a different viewpoint on the subject. When it comes to group projects, she believes that not every student will work collaboratively. She stated:

“Kalau menurut saya kurang, karena di Padlet itu kita akan mengerjakan tugasnya masing-masing, dan bisa saja ada beberapa anggota yang tidak bekerja”

(I believe it is deficient because, when using Padlet, we mostly work individually, and some group members may not be working on the assignments.).

The findings of the third point in this indicator will be shown after the findings of the third point in this indicator. The final point that will be shown is the students' language development. Based on the previous three points, the researcher believes that the students should work on their language development. As a result, the results demonstrated that Padlet can also assist students in their language development.

Table 5. The questionnaire result of the benefits that students get when they use padlet in their writing class (language development).

No	Statement	Alternative Answers				Total (%)
		SDA	DA	A	SA	
1	Padlet allows me to learn from my classmates by reading their posts and comments on our class wall.	2.4%	2.4%	57.3%	37.8%	100%
2	As I read my friends' posts or comments, I discover new vocabularies.	2.4%	3.7%	39%	54.9%	100%
3	I am more active in checking the meaning of difficult words in the English language when it comes to Padlet activities.	1.2%	15.9%	45.1%	37.6%	100%

Student 3 believes that when she sees her classmates' work, she sometimes discovers new vocabularies and is curious to find out the meaning of the words by asking her friends or searching the meaning of the words on Google or dictionary. She stated:

"Iya, karena kalau lihat punya temen-temen lain ingin tahu arti dari kata-kata tersebut apa, terus aku kadangkadang suka cari di kamus apa artinya jadi nambah juga nambah kosakata baru, tata bahasa baru, jadi aku paham."

(Yes, because when I see my friends' posts, I want to know what these words mean. As a result, I occasionally attempted to look up the definition in a dictionary in order to better understand and acquire new vocabulary, as well as language structure.)

The Challenges

The purpose of this indicator is to learn about the difficulties that students encountered while using Padlet. There should be obstacles and challenges that students face in the writing classroom, especially when using a tool like Padlet. These impediments or challenges can have an impact on the teaching and learning of writing activities.

Table 6. The questionnaire result of the challenges the students' faced when they use padlet in their writing class.

No	Statement	Alternative Answers				Total (%)
		SDA	DA	A	SA	
1	Padlet was not effective due to the lack of interaction between students and teachers.	9.8%	39%	39%	12.2%	100%
2	The material which the teacher has does not presented well when using Padlet.	7.3%	45.1%	39%	8.5%	100%
3	Padlet required a good smartphone in order to be used.	18.3%	50%	22%	9.8%	100%
4	Padlet need a stable network connection in order to be used in the classroom or at home.	1.2%	19.5%	57.3%	22%	100%
5	Learning English writing using Padlet is harder for me than without Padlet.	8.5%	61%	22%	8.5%	100%
6	For me, Padlet is really costly.	12.2%	41.5%	37.8%	8.5%	100%

According to his interview responses, student 7 stated that communication between students and teachers is not clear and interesting. He stated:

"Karena terkadang ada typo, penjelasan dari guru terlalu bercabang sehingga membuat pikiran kita juga bercabang"

(ometimes there are typos, and the explanations are ambiguous, which causes our minds to be divided).

Another issue that the students encountered was a poor internet connection. Padlet requires a stable internet connection to function. Student 5 stated that the network, particularly

in school, is a problem when using Padlet. He needs to find a better location for a better signal or ask their friends to share a hotspot. He stated:

“Saat menggunakannya disekolah, entah kenapa jaringannya tidak stabil untuk upload tugas. Jadi kalau tidak minta hotspot temen ya pergi mencari tempat yang jaringannya stabil. Sedangkan kalau dari rumah bagus jaringannya, bisa lebih cepat.”

(When using Padlet at school, I'm not sure why the internet connection was so unstable that I had to ask my friends to share a hotspot or find a suitable location with a stable connection. However, the internet connection at home is very stable).

Discussion

The participants agreed that Padlet has interesting and fun features that make them enjoy their time learning to write. It is supported by Anwar et al, who stated that students respond positively because Padlet allows them to express their ideas more freely, and they see Padlet as an application with an interesting display and features. Padlet also appears to be capable of providing a good learning environment for students (Anwar et al., 2019).

When the students used Padlet, they discovered several advantages that helped them improve their writing skills. Padlet appears to be beneficial as an educational tool for students to help them improve their motivation, collaboration, and language development. This can be seen in how the students used their classmates' essays, which were posted on Padlet, as references to write well.

In terms of collaboration, the students' responses indicate that Padlet can also improve their collaboration in English writing activities. Their collaboration improves because, in Padlet, they must collaborate, receive and give feedback, check their postings for errors, and exchange information with their friends (Awaludin et al., 2017).

When students use Padlet in their writing classroom, their language development may improve as well. According to the students' responses, Padlet helps them improve their language development. Padlet, as a tool for discussion, assignment, and material receipt, can also be used to help students develop their vocabulary (Hamid et al., 2019).

Finally, every educational tool has challenged that student will eventually face when using it. When using the Padlet application, the students encountered two major challenges. First, there was a lack of clarity in the interaction and process of delivering material from the teacher to the students. The students are having difficulty understanding what the teacher is attempting to convey. Overall, it can be concluded that students have a positive attitude toward

the use of the Padlet application in their English writing classroom because it is beneficial and can assist students in improving and developing their English skills, particularly in writing.

Conclusion

Students have positive attitudes toward the use of the Padlet application as an educational tool in the EFL writing classroom. Padlet, in the students' opinion, is an application that provides a fun and enjoyable learning environment, allows students to freely express their ideas, and the features within Padlet themselves are interesting to use. Padlet also provided several advantages to students, such as increased motivation, collaboration, language development, and decreased learning anxiety.

Despite the positive responses from the students, there are a few points that must be addressed. The interaction between the teacher and the students is the first challenge from the students' point of view. The teacher was unable to provide a clear explanation of the subject matter. The second issue that arose was an unstable internet connection. Some students had a stable, while others did not. As a result, when using Padlet, the content must be delivered clearly, and the internet connection must be stable. Overall, Padlet is an effective educational application, particularly for assisting both teachers and students in writing activities.

When a teacher wants to use Padlet as a tool to help them with writing activities, they must first deliver the material in creative and interesting ways in order to pique the students' interest in the class. When using digital media in the classroom, the institution can also provide a stable network connection, allowing teachers to use the computer lab, and some training to improve teachers' skills in using digital technologies in education

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