

Students' Perception on the Use of Padlet in English Language Learning

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Abstract

Padlet is one of Web-based applications which can be used to help students to learn English. This research aimed to identify the students' perception on the use of Padlet in English language learning in terms of the benefits and the challenges of using it. The researcher used qualitative approach to collect, analyze and interpret the data and used descriptive qualitative as research design under qualitative research approach. This research took place at an English Language Education Department at one of the private university in Yogyakarta. To gather the data for this research, the researcher interviewed six students who have learned Padlet , the researcher chose batch 2016 as participants of this research. This research revealed that the benefits of using Padlet are that Padlet facilitates students to learn writing skill, reading skill, and listening skill, Padlet also enables students and teachers to give feedback, and lastly, Padlet makes students actively in discussion forum. However, it has been found the challenges of using Padlet such as Padlet triggers students to cheat, its written feedbacks are not clearer teachers' than oral feedbacks, and sometimes students do not understand the topic of discussion

Keywords: web-based application online, padlet, students' perception

Introduction

Web-based learning applications are tools that help students in language learning process. Web-based learning applications are used in English Language Education Department (ELED) at a university in Yogyakarta. The one of web based learning applications used in ELED is called Padlet. Padlet is one of web based learning applications that is used to create an online bulletin board that can be used by students to display information of any topics through mobile devices using the internet connection (Sangeetha, 2016). Student can easily create an account and build a new board. Padlet enables users to add image, video, link, document to the wall. Teachers and students will be able to access it for free, no matter what device they have.

Students and teachers in English Language Education Department (ELED) implement web based learning in their learning process. Commonly used web based learning at the ELED to support learning English are Edmodo, Padlet, Schoology, and Storybird. The application of web based learning in the learning process is interesting. Each application has its own purposes. Students learn with Edmodo for group learning. Students learn to use Padlet as expressing ideas or opinions. Students use Schoology for groups and individual assignments and students use Storybird to write stories with interesting images.

The researcher found that students faced problem in using Padlet. In general, a problem is often faced by students is Padlet requires a good internet connection, because if the internet is bad, it will be difficult for students to open or write something in the Padlet. At this university, there are some students who do not know how to use Padlet because they don't know about this application before. Moreover Padlet is rarely to use in side ELED classroom. The researcher also identified several students used newer web based learning application that is more attractive. By looking at the background, the researcher is interested to find out students' perception on the use of Padlet in English language learning.

Students in ELED at one of the private university at Yogyakarta use about Padlet in the third semester on online computer literacy courses. When using Padlet, students learn about how the Padlet is used to submit assignments according to the instructions the teacher has written before. The task submitted can be written directly on the wall Padlet or students can upload their

task into Microsoft office word. Students can comment on the students' post or like their post. The teacher can upload the paper in Padlet and students can download the paper.

There are several problems during the implementation of Padlet. First, the existence of new Web Based Learning is used as a place to submit assignments and information for students makes Padlet is rarely used. Second, there is a small number of studies that seeks out on students' perception on the benefits and challenges of using Padlet. It is because when the students apply Padlet in their learning activity, they may give clear information to explain the use of Padlet for this research. Students might have different opinions and perceptions when they use Padlet to learn English language. It is important to know students' perception on the use of Padlet as the web based learning in order to facilitate their language skill in English language learning.

Literature Review

Padlet

Padlet is a widely used technology in education. Deni and Zainal (2017) stated that Padlet is an web 2.0 tool where students and lecturers can create of virtual walls. Padlet has another name, Wallwisher. Padlet is one of the interactive board applications in web 2.0. The function of Padlet is allows students and teachers to discuss using text, images, video, and audio in one platforms. They can see messages written on the wall and can exchange ideas.

The Features of Padlet

Padlet has several features that can be used by teachers and students to support learning and teaching activities. Some features provided by Padlet are boxes of notes, text, images, videos, and drawings. Teachers and students can also add documents from their computer. Another feature is that Padlet can be embedded into blog or website. Students can invite other people to post or do collaborate their work in the same wall at the same time. With this features it ease teachers and students in teaching learning process. Weller (2013) as cited in Dewitt (2015) stated that Padlet is easy because it has simple features that are suitable for beginners.

Padlet as Learning Media

Padlet is a web application that can be used as learning media. Learning media is everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills from students as a facility in the learning process (Ramdhani & Muhammadiyah, 2015). Learning media is used to deliver or learning materials such as books, videos, music, texts. Through Padlet students get new experiences in the learning process.

According to Lestari & Kurniawan (2018) stated that Padlet as learning media can be used for discussion, doing assignments, and giving comments between students and teachers. Not only that, Padlet can be used as media in learning writing skill and teachers can use it as teaching learning practice. There are several other examples of the use of Padlet as learning media, such as supports students for collaborative learning, using features of the Padlet in learning process, and Padlet can be used as a presentations tool.

Advantages of Padlet

As an educational tool, Padlet has several advantages. Deni and Zainal (2017) stated that some advantages from Padlet can support in language learning. First, padlet can be used by lecturers and students as interaction in writing skills because teachers can put a comment or feedback directly written on the student worksheet and by doing so, students can also directly correct their work. The students can also comment on the other student worksheet, which leads to positive interaction in the learning and the interaction is safe also in accordance with the class rules. Second, Padlet is a technology that is used as a tool to enable students to post and share notes with others in the form of links, pictures, videos and document files (Deni & Zainal, 2017). Third, Padlet can make students have an important role in class participation (Deni & Zainal, 2017). For teachers and students, Padlet can make the activities in the classroom more efficiently. Fourth, Padlet can increase students' vocabulary. Wulandari (2018) said that Padlet gives several advantages of increasing vocabulary for students. Padlet facilitates users to share images, text or videos that can make students remember vocabularies. Fifth, Padlet can improve students' motivation (Wulandari, 2018). In learning, motivation is an important aspect of success in learning English because it can change the mindset of students to be more diligent in learning.

Disadvantages of Padlet

While there are several advantages offered by using Padlet. There are disadvantages of using Padlet such as monotonous activities, problem when open Padlet through tablets or smartphones, and the last is cheating online. First, there is can be a monotonous activity. When the teacher uses Padlet just to submit a task or upload the material. Student feels not interested in opening Padlet as a learning activity.

Second, there is a problem when students open Padlet through tablets or smartphones. Padlet has small screen experience when open Padlet through smartphone (Deni & Zainal, 2015). The third disadvantages of Padlet is Cheating in online learning (Wulandari, 2018). When talking about learning online media is always related to cheating. When teacher create an assignment on Padlet, students sometimes are able to see the work of other students' works.

Challenges of Padlet

Besides having benefits, Padlet has several challenges for students and teachers. There are internet connection, the posting arrangement, and difficulty to differentiate between teacher's feedback and student's answer. First, there is problem with internet connection. As we know that Padlet is an online learning that requires internet or Wi-Fi to access it. When students do not have internet connection, it causes them do not know the latest information sent by the teacher through the Padlet. Deni and Zainal (2015) stated that students sometimes gave up accessing Padlet because connection problem

Second, post setting on the wall of Padlet can get messy. It's difficult to find their own post because there are so many messy posts (Deni & Zainal, 2015). Padlet does not have a file feature where Padlet cannot directly combine all the tasks sent by the student. Third, it was difficult to differentiate between teacher's feedback and student's answer (Deni & Zainal, 2015). If there is no identification name at the comment, students will find it difficult to identify between students and lecturers comments on the wall, because students can also give comments on a post and the teacher can also give feedback to his students.

Methodology

Based on the research purpose, the researcher used qualitative approach to collect, analyze and interpret data . This research investigated student's perception on the use of Padlet in English language learning. Creswell (2012) defined that qualitative approach is a design to explore a problem and develop detailed understanding of a central phenomenon. By using qualitative approach the researcher is able to explore participants' perception about the use of Padlet, its benefits and its challenges.

This research will take place at an English Language Education Department at a private university in Yogyakarta. The participants were English Language Education Department students of a private university of Yogyakarta batch 2016. The researcher chose six students, and they have learned about Padlet and used it in learning the English language. They were one male and five female and the age around 20 years old. The researcher used the interview as the data collection technique in this research. In the interview, the researcher used open-ended questions.

There are several steps in conducting the interview. The first step was choosing the participants to be interviewed. The researcher asked for teacher's recommendations on the suitable participants. After the participants were selected, researcher contacted the participants and asked their permission to be interviewed as a research project. The researcher made appointments with each participant to conduct the interview. Place and time were determined by mutual agreement or a comfortable place for participants. Next, the researcher conducted interviews with each of the participants. In this step, the researcher explained the purpose of this research, the reasons why the participants were chosen, and a brief explanation of this research. Then, the researcher conducted the interviews. The interview lasted for 15-20 minutes for each participant. After the data were collected, the researcher started to analyze the data.

Data analysis designed to identify and find out the answer regarding the research questions. First, the researcher transcribed all the recorded conversations into text. Second step was coding. Transcribing data aims to facilitate researchers in analyzing data. After transcribing, the researcher could chose and arranged sentences which were answers to research questions. Next, the researcher conducted member checking. Next step was coding. Coding is a label which

is used to categorize specific information (Cohen., et al, 2011). There were four types of coding done by the researcher namely open coding, analytical coding, axial coding and selective coding.

Findings

In this research, the researcher will use pseudonyms to mention participants' name to keep their privacy. The researcher used pseudonym name for each participant such as Mawar for participant 1, Melati for participant 2, Tulip for participant 3, Kamboja for participant 4, Anggrek for Participant 5, and Dahlia for participant 6.

Benefits of Using Padlet In English Language Learning

The first finding is that Padlet facilitate students to learn writing skills. The participant stated that Padlet can influence students' writing skills. Padlet can have a positive influence on students such as grammar, spelling and vocabulary. As another participant said that Padlet's advantage is to provide us to write. Students can learn to write and Padlet becomes a tool for writing. The second finding is Padlet facilitating students to learn reading skill. The participant, stated that, she felt that Padlet facilitate her reading so tha t her skill could improve. She admitted that Padlet can increase students' reading skill. The participant felt improved her reading skills was vocabulary, because with writing, students could pick up new vocabularies in other students' assignments. So, students add new vocabulary and make them write with a variety of sentences because they have got a new vocab.

The third finding is that Padlet facilitate students to learn listening skill. Teachers are able to attach video or audio in Padlet. The participant stated Padlet can also improve listening skills. It is also found that students get new vocabulary from listening to audio or video given by teacher. The fourth finding is Padlet enables teacher and students to give feedback. Teachers and students are able to give comment each other in Padlet, it is called padlet box. It is not only a palce for students write the assessment but also a palce to give comment section. The fifth finding is Padlet makes students participate in discussion forum. The participant said Padlet makes students more actively participating. The reason why sudents more active in class is students do not feel ashamed to express their opinions through writing. Sometimes in the offline class, students still feel ashamed to give their opinions in front of other students.

Challenges of Using Padlet in English Language Learning

The first challenge is that Padlet makes students cheat. In the use of online applications for learning, a common problem is cheating. The participant explained that some students still see the answers of others' answer and then they develop their answer, but sometimes some students only change a few words. This causes students to stick with the opinions of others and make students less in critical thinking. The second challenge it is more difficult to understand written feedback than oral feedback. The participant mentioned that in Padlet, teacher feedback is still limited and not detailed so sometimes make me confused .The third challenge is sometimes students do not understand the topic of discussion in Padlet. The participant said that sometimes when I am having discussion, I am still confused about what to answer. The mean of this statement is students do not understand what is discussed in the forum.

Conclusion

This study aimed to know the students' perception on the use of Padlet in English Language Learning. The researcher found that students faced problem in implement Padlet. There are some students who do not know how to apply Padlet because they don't know about this application before, moreover Padlet rarely to use in ELED. By looking at the background, the researcher is interested to find out the students' perception on the use of Padlet in learning.

Based on the data result, there were five benefits perceived by students when using Padlet as a learning media. First, Padlet facilitate students to learn writing skill. Students felt Padlet have positive influence on their grammar, spelling and vocabulary. Second, Padlet facilitate students to learn students' reading skill. Reading skill is improved because students can get new vocabulary and practice their reading comprehension. Third, Padlet facilitate students to learn listening skill. Students listen the audio in Padlet and they can get new vocabularies and learn how to pronounce it. Fourth, Padlet enables teacher and student to give feedback. Padlet provide place for teacher and student to give feedback, they can comment in other student's post and give suggestion. Students are able to correct their mistake when doing the assignments. Fifth, Padlet makes student actively participate in classroom. Students can participate in class without worrying about being seen by other friends, so they can give opinion properly.

In this study, the researcher has found three challenges faced by students in English Language Learning. First, Padlet triggers students think to cheat. For example, students are confused to answer the question so students look at other student's post and copy their answer. It makes the students are less critical thinking. Second, written feedbacks are not clear that oral feedback. Students felt feedback through Padlet is not clear, because students feel afraid if they do not understand what is written in Padlet, they afraid make a mistake. Thirdly, sometimes students do not understand the topic of discussion. Students felt that they still confused to answer because they do not understand the topic of the discussion talking about.

Recommendation

First recommendation is for the students. Because this study provides the benefits and challenges when they use Padlet, the students can handle the challenges if they apply Padlet in the classroom. The researcher suggests to the students when they apply Padlet in class, try to use the feature that they never see. Second, recommendation is for the teachers. This research explained benefits and challenges to give teachers a suggestion to implement Padlet more effective in learning activity. They can also encourage this application for their students to facilitate and practice Language skill. Third, for other researcher. The researcher recommends other researchers to develop this research by adding additional information towards the activities that can be used by Padlet in order to gain deeper and better of data results.

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