

The Students' Perception towards the Use of Padlet in L2 Writing

Novia Indri Susanti,¹ English Department, Tidar University, Indonesia
Marlinda Ayuni, English Department, Tidar University, Indonesia

Abstract: *The use of technology to make the learning process more interesting had become very popular. Padlet is one of the applications which have features to support the teaching and active learning activity in the classroom or even out of the classroom. It is a web-based application which enables you to write or pin up files such as pictures or video to the virtual walls on Padlet. This study discusses the using of Padlet to enhance the students' interest in writing class and how this application can improve the students' writing skill. This study use qualitative research and questionnaire to get the data. This study used 5 questions of questionnaire that is given after 41 students try Padlet for writing practice. The results of this study are based on students' perception that agree that accessing and using Padlet is easy and it is more fun than traditional way, using Padlet for writing practice is interesting because of its features, and they can improve their writing skill by practicing on Padlet. The suggestion that is given is teacher should make sure there are enough facilities to make the using of Padlet effective.*

Keywords: *Padlet, students' interest, writing class*

INTRODUCTION

The using of technology in teaching had become very popular in the past few years. Technology in teaching refers to digital tools or applications that support the teaching activity and make the learning process become more interesting. Managing classroom learning can be effective if it is based on the establishing of positive classroom environment principle including teacher and students (Harms, de Boer, van Kuijk, & Simone, 2014). In the present, the using of ICT (Information and Communication Technology) in the education field becomes popular (Cahyono & Mutiaraningrum, 2016). The students' learning, interaction with their classmates and teachers, and also how they deal with their life's aspects are affected by internet and the development of ICT. Technology becomes an important factor to encourage active learning activity and make students become creative and increase their problem solving (Gregoire, Bracewell, & Laferriere, 1996).

Writing teaching which is internet-based, is the solution of some obstacles in teaching writing such as limitation of time in teaching writing (Aliweh, 2011), media which do not support (Bilal, Tariq, Din, Latif, & Anjum, 2014), and the low of motivation (Erkan & Saban, 2011). Teaching of writing uses ITC because it gives promising and also prominent effects to the writing of the students (Deore, 2012). Padlet site is a free site for social-networking that can be a tool for people to discuss some topics and use its multimedia features for vocabulary development (Algraini, 2014).

The purpose of this study is to know how Padlet application can support teaching activity and enhance the students' interest in writing class. Specifically, this study discusses the following questions:

1. What is the students' opinion about the using of Padlet in writing class?
2. What is the students' opinion about the enhancement of their interest in writing class and their writing skill by using Padlet?
3. How Padlet support the teaching and learning activity in the classroom and outside the classroom?

REVIEW OF LITERATURE

Writing

Writing is a means of communication that represents the function which is essential in the professional and personal human beings' lives (Kashani, Mahmud, & Kalajahi, 2013). It is used as a media to express the human's thoughts and opinions through the specific symbol. It is a media to help people in expressing their ideas and feelings and writing skills is a language skill which is productive (Algraini, 2014).

Teaching writing

The process of writing in the traditional classroom is done by learning which is teacher-centered, it means that the students write based on a certain topic then the teacher evaluates their writing. In the end, students only get feedback from their teacher (Yang, Ko, & Chung, 2005). While in writing environment which is internet-based gives the students an opportunity of communication and interaction with their friends in the class and also their teacher.

Padlet

Padlet is a social-networking web tool which is free and enables to create wall which is virtual (Deni & Zainal, 2015). The function of these virtual walls is like a white board which is used to write something or announcement board which we can pin things such as pictures and files. By using Padlet, the students are able to comments on their friends' or their teacher's post, make virtual walls which can be private or public, share information to each other, upload files such as photos, videos, and also documents.



Figure 1: Padlet application

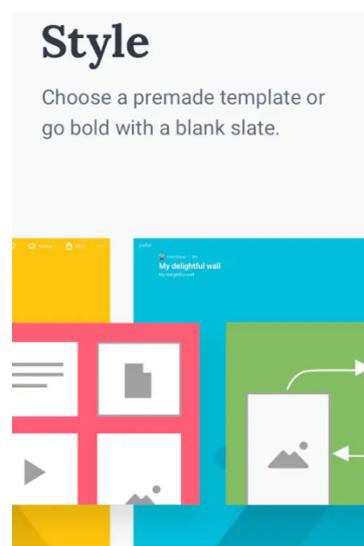


Figure 2: Choose template on Padlet

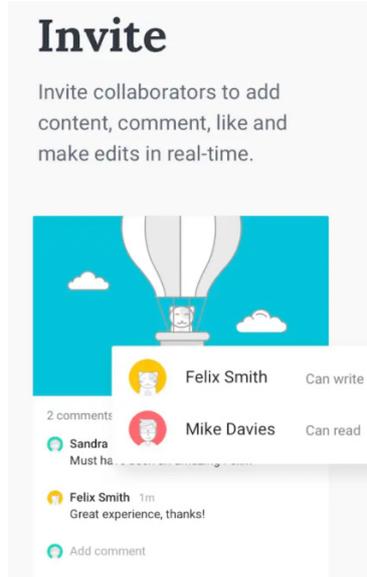


Figure 3: Invite friends to join Padlet

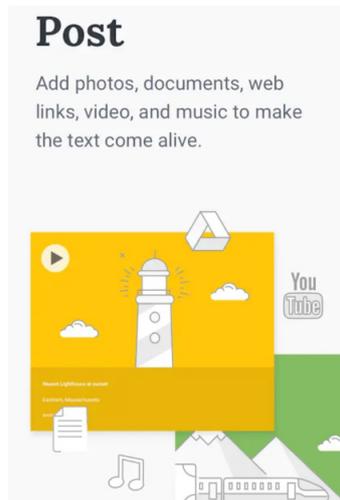


Figure 4: Posting on Padlet

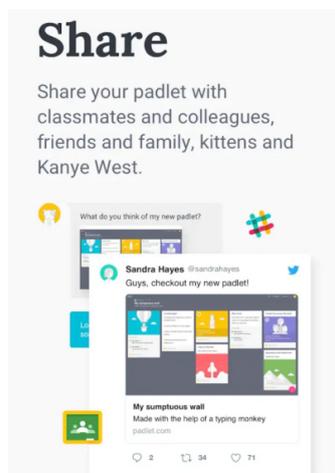


Figure 5: Sharing post on Padlet

METHOD

Research design

This study used qualitative research to get the data from the participants. The 5 questions questionnaire was given to the participants to get the data.

Participants

The participants of this study were the students of English Department from second until sixth semester. There were forty one participants in total who used Padlet for writing practice and answer the questionnaire that is given. The participants consisted of 16 male students and 25 female students.

Instruments

In order to know how the Padlet application can support the teaching activity and enhance the students' interest in writing class, this study used the questionnaire that was adapted from Deni & Zainal (2015). The questionnaire consisted of 2 yes-no questions, 2 yes-no questions with the reason, and 1 open-ended question. The questions asked about the students' opinion about the using of Padlet in writing class.

Procedures

After the students used Padlet for writing practice, they had to answer 5 questions on questionnaire. The questionnaire that used in this study consisted of 2 yes-no questions (see table 1), 2 yes-no questions with the reason (see table 2) and 1 open-ended question (see table 3). Questions number 1 and 2 asked about the students' opinion about the using of Padlet as an interesting application in writing class. Questions number 3 and 4 asked about the students' opinion about the using of Padlet for enhancing their interest in writing class and their writing skill. The last question was open-ended question that asked the students about their suggestion for teacher about the using of Padlet in writing class.

Table 1.1: Yes-No Questions

No	Questions	Yes	No
1.	<i>Is Padlet easy to access and use?</i>		
2.	<i>Do you think that using Padlet in writing class is more fun than using traditional way?</i>		

Table 1.2: Yes-No Question with the Reason

No	Questions	Yes	No	Reason
3.	<i>Do you think that using Padlet enhance your interest in writing class?</i>			
4.	<i>Do you think that your writing skill can be improved by practicing on Padlet?</i>			

Table 1.3: Open-Ended Question

No	Question	Answer
5.	<i>What is your suggestion for teacher in using Padlet in writing class?</i>	

Data Analysis

The result of the questionnaire from forty one participants is analyzed to answer the questions of the study. This study use qualitative description to get the percentage of the variables.

FINDINGS

Students' perception of using Padlet in L2 writing

The result of yes-no questions on questionnaire about the students' perception about the using of Padlet application in L2 writing is shown in the table below:

Table 2.1: Students' Perception of Using Padlet in L2 Writing

No	Questions	Yes (%)	No (%)
1.	Is Padlet easy to access and use?	95.1	4.9
2.	Do you think that using Padlet in writing class is more fun than the traditional way?	97.6	2.4

95.1% of the participants agree that they can access and use Padlet easily on any kinds of devices such as phone, tablet, and computer. 97.6 % of the participants agree that using Padlet for writing practice in the class is also more fun than using the traditional way because technology is already popular and interesting among students.

The enhancement of students' interest in L2 writing and their writing skill

The result of yes-no questions with the reason on questionnaire about the students' opinion about the enhancement of their interest and their writing skill by using Padlet is show in the table below:

Table 2.2: The Enhancement of Students' Interest in L2 Writing and Their Writing Skill

No	Question	Yes (%)	No (%)	Reason
3.	Do you think that using Padlet enhance your interest in writing class?	87.8	12.2	S.1 Technology makes me more interest to write. S.2 Technology has features which have purpose to make the learning activity becomes more fun and interesting. S.3 Padlet can turn the old way of teaching writing into the interesting new one.
4.	Do you think that your writing skill can be improved by practicing on Padlet?	95.1	4.9	S.1 Padlet has interesting features which makes me enjoy writing so I will keep practicing on Padlet. S.2 We will be more focus when we do something that I like. S.3 Padlet is a very fun application to practice writing.

87.8% of the participants agree that they are more interest to practice writing by using Padlet because it has interesting features which support the students to write. 95.1% of the participants

agree that they can improve their writing skill by using Padlet because they enjoy practicing writing on Padlet.

How Padlet support the teaching activity in the classroom and outside the classroom

The result of open-ended question on questionnaire about how Padlet support the teaching and learning activity in the classroom and outside the classroom is show in the table below:

Table 2.3: How Padlet Support the Teaching and Learning Activity in the Classroom and outside the Classroom

<i>No</i>	<i>Question</i>	<i>Answer</i>
5.	<i>What is your suggestion for teacher in using Padlet in writing class?</i>	<i>S.1 Teachers should make sure that there is internet connection to access Padlet. S.2 Teachers have to make sure that there is clear instruction of using Padlet. S.3 Fullfill the internet and clear instruction of Padlet will be very effective to make students more interest to practice writing.</i>

Most of the students answer that in order to make the using of Padlet in writing class effective, teachers have to make sure that there are enough facilities to support the learning activity that using Padlet.

DISCUSSION

Students' perspection of using Padlet in L2 writing

Based on the result of the questionnaire, 95.1% of participants agree that using and accessing Padlet is easy. Padlet is easy to access and use because they don't need to register and they can use any electronic devices which are able to connect to the internet such as mobile phone, tablets, or others. Students just need to enter the Padlet's site then post their writing on it. It is a free social-networking web tool so students don't need to pay and it is only need internet connection which can be gotten by the internet connection that is provided by the school.

4.9% of participants difficult to access and use Padlet because they are difficult to get the internet connection. Even if there is internet connection, but the connection isn't good enough. Although accessing and using Padlet is free, but by accessing and using it by their own internet connections also need extra cost to pay the internet connection.

97.6% of the participants agree that using Padlet in writing class is more interesting than using the traditional way. It is because technology is very popular among students as a cool thing. Technology can turns the traditional way of practicing writing which is boring into a new interesting learning activity. Students already have interest in technology and Padlet has interesting features to support the teaching and learning activity.

2.4% of the participants prefer another application to practice writing because there are many others applications with the same function. The others application can be used to practice writing as good as Padlet. Some of them also prefer using traditional way like using paper for practicing writing because the paper is easy to get.

The enhancement of students' interest in L2 writing and their writing skill

87.8% of participants agree that by using Padlet, they become more interest to practice writing. It is because the features of Padlet can turn the old way of traditional learning with the new one which is interesting. The interesting learning activity can enhance their willingness

to practice writing. The features of Padlet such as giving comment and suggestion gives the students feedback from their friends. The interaction among students makes the learning activity become more active and fun.

12.2% of the participants disagree if Padlet enhance their interest in writing because they have had interest in writing so they don't need application to support them in writing. Students who already have the interest in writing do find much difficulties in writing practice although they only use conventional paper.

95.1% of the participants agree that their writing skill can be improved by practicing writing on Padlet. It is because practicing writing needs willingness of the students to make the practice more effective. If the students have had the willingness to write, they will easily express their thoughts and opinion on their writing. The features of Padlet support their practice of writing so feel more comfortable during the practice. The willingness of the students and comfortable environment will make the students keep practicing so their writing skill will be improved.

4.9% of the participants disagree if their writing skill can be improved by practicing on Padlet because they can use other application or even the traditional or conventional way just like paper. The students who answer no to the questions think that the internet connection that is provided by the school is enough so the use of Padlet becomes difficult.

How Padlet support the teaching and learning activity in the classroom and outside the classroom

Teacher can use Padlet in order to enhance the interest of the students in writing class by asking them to do an active learning activity on Padlet. Teacher starts the lesson by posting a certain topic on Padlet, and then the teacher asks the students to give their opinions about the topic or answer some questions. Students have to respond the topic that is given by their teacher and post the responds on Padlet. After the students post their opinions or answer some questions on Padlet, teacher can ask the students to comment on their peers' post. By commenting on the other posts, students will get feedback from their peers. Padlet is a good media to collaborate real-time in a virtual environment (Algraini, 2014).

The result of open-ended question about the participants' suggestion for the teacher about the using of Padlet in writing class in order to support the teaching and learning activity are mostly about the facility. They think that using Padlet is very effective to enhance their interest in writing and their writing skill because of its features. To make the using of Padlet in writing class effective, the facilities that support the teaching and learning activity are already fulfilled. It is because Padlet needs internet connection to access and use it so the teachers have to make sure that there's enough internet connection during the class.

Not only facilities, teachers also should give clear instruction about the using of Padlet in writing class. Teachers also have to manage and control the using of Padlet during the writing activity. The using of Padlet, in general, gets positive respond from the students. Teacher should take some measures purposed to increase the effectiveness of using Padlet (Deni & Zainal, 2015). Teachers should make sure that Padlet is easy to access by the students, and it starts from the internet connection, devices, etc.

CONCLUSION

In general, Padlet is easy to access and use because it is a free application and only needs internet connection. It can be accessed by using any devices such as phone, tablet, and computer. Padlet can turn the old traditional way of learning become the interesting one. It is because Padlet has interesting features to make the teaching and learning activity becomes more fun.

The fun learning activity using Padlet enhance the students' interest in writing class because the features allow students to give comment and suggestion to each other. The comment and suggestion makes the students interact to each other and the learning becomes more active. The comfortable environment of learning by using Padlet makes the students have willingness to practice writing. Students keep practicing on Padlet so their writing skill will be improved. To achieve all the benefits above, teachers should make sure that the Padlet is accessible for the students. Teachers also should give clear instruction to the students about the using of Padlet. Teachers also have to manage and control the class during the using of Padlet in writing activity.

REFERENCES

- Algraini, F. N. (2014). The effect of using padlet on enhancing EFL writing performance. *Department of English Language and Literature, Al-Imam Muhammad Ibn Saud Islamic University* , 4-47.
- Aliweh, A. (2011). The effect of electronic portofolios on promoting Egyptian EFL college students' writing competence and autonomy. *Asian EFL Journal* , 90-132.
- Bilal, H. A., Tariq, A. R., Din, N., Latif, H., & Anjum, M. N. (2014). Investigating the problem faced by the teachers in developing English writing skill. *Asian Journal of Social Sciences and Humanities* , 238-244.
- Cahyono, B. Y., & Mutiaraningrum, I. (2016). Indonesian EFL teachers' familiarity with and opinion on the internet-based teaching of writing. *English Language Teaching* , Volume 9, 199-208.
- Cahyono, B. Y., & Widiati, U. (2007). Challenges and possibilities in the integration of the internet in English teacher education. *Internet and the English Language Classroom* , 187-209.
- Deni, A., & Zainal, Z. I. (2015). Let's write on the wall: virtual collaborative learning using Padlet. *TOJET: The Turkish Online Journal of Educational Technology* , 364-369.
- Deore, K. (2012). The educational advantages of using internet. *International Educational E-Journal* , 111-112.
- Erkan, D. Y., & Saban, A. I. (2011). Writing performance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing: a correlational study in turkish tertiary-level efl. *Asian EFL Journal* , 163-191.
- Gregoire, R., Bracewell, R., & Laferriere, T. (1996). The contribution of new technologies to learning and teaching in elementary and secondary school. *Unpublished* .
- Harms, K. H., de Boer, T., van Kuijk, H., & Simone, M. D. (2014). Effective classroom management strategies and classroom management programs for educational practice. *University of Groningen* .
- Yang, J. C., Ko, H. W., & Chung, I. L. (2005). Web-based interactive writing environment: development and evaluation. *Educational Technology & Society* , 214-229.