STUDENTS' PERCEPTIONS ON THE USE OF PADLET IN WRITING ACTIVITIES: A CASE STUDY

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ABSTRACT

This study is aimed to investigate students' opinions on the use of Padlet as a learning tool and their interest in writing activities after using Padlet. The data was collected through interview with twenty-five of 10th grade students majoring natural sciences in SMA Mutiara Insan Nusantara. This study uses a qualitative descriptive method which describes students' perceptions based on the interview conducted by the researcher. The interview provided by researcher involved 6 questions which appropriate to the use of Padlet in writing activities. The result of the study showed that students had a positive perception towards the use of Padlet in writing activities. Moreover, most of the students strongly agree that the use of Padlet in writing activities can enhance their interest in the learning process. It implies that students experienced and increased the beneficial outcomes in the implementation of Padlet in writing activities. The result of this study gives the contribution to the EFL (English as a Foreign Language) learning and teaching activities, especially in writing activities using technology.

INTRODUCTION

In the 21st century, language teaching and learning strategy has been moved into the form of technology. The rapid development of technology has influenced teaching and learning method. In other words, the traditional teaching and learning methods have been affected by various changes that have combined technology in education as new teaching methods. The new teaching methods, bring the education to the use of technology, have been considered as a significant factor in encouraging an active learning process and building students' creativity and their ability to solve problems (Grégoire, Bracewell & Laferrière, 1996). Recently, the role of ICT (Information and Communication Technology) in the field of education becomes popular (Cahyono & Mutiaraningrum, 2016).

Since ICT becomes popular in education field, all teaching and learning process uses technology. Technology in teaching refers to digital tools or applications that support teaching and learning activities. Additionally, it makes the learning process more interesting. Thomas, Morin, & Ly (2015), confirmed that technology especially learning tools, are beneficial for improving students' critical thinking skills. The learning tools maintain students' engagement in the classroom activities and promote critical thinking skills. Fageeh (2011) added that

technology usage has changed the teaching routines and improves students' critical thinking skills. Furthermore, it facilitates teacher to imbue an independent learning and provides an active learning (Nugroho, 2021). The traditional teaching methods of use chalk and a blackboard while nowadays teachers have optimized the use of technology into teaching methods which helps them in conducting classes.

Recently, almost all subjects are carried out with application or website with no exception, including English subject. In English class, students are required to be active to share their thoughts and feelings in the English form. Consistently, writing is considered as one of important skills that can make students able to share their ideas. In addition, writing is considered a way of communication that represents the function that is fundamental for humans' lives, whether professionally or personally (Kashani, Mahmud, Kalajahi, 2013). However, students and teacher might find the obstacle in the learning process such as students' low motivation, the limitation of time (Aliweh, 2011), and also the learning media which do not support (Bilal et al, 2014).

Several studies have shown that the usage of technology offers the easier learning process (Yunus & Salehi, 2012). It also leads the learning process to the more effective and interesting way of learning (Baharuddin & Badus, 2016). Many webs and applications have been used in the classes, one of them is Padlet. Padlet is a good tool for learning, especially in learning language (Mahmud, 2019). This platform enables students and teacher to send the notes in the wall of Padlet, provide the notes with links, images, audio, video, and other files to be attached (Sangeetha, 2016). Padlet also promoted students' participation whether it is inside or outside the classroom (Fuchs, 2014).

In line with the fact that Padlet is a good platform to use in the learning process, a research done by Awaludin, Abd Karim, and Mohd Saad (2017) showed that the use of Padlet has helped public university students to achieve a good result in writing class. In addition, writing skills of non-English department students in higher education also improved after implementing Padlet in their class (Lestari, 2017). In line with it, the use of Padlet enhance students to learn writing better, especially Paragraph Writing and Writing for General Communication (Rahmawanti and Umam, 2018). Those studies are discussing the result of writing after using Padlet in the university level. Based on the previous studies mentioned, the use of Padlet is help the process of learning writing. However, few studies have investigated the students' perception on the use of Padlet in writing class especially for students in the secondary level. Therefore, this study focuses on the students in secondary level. Moreover, it is aimed to describe about students' opinion about the use of Padlet as a learning tool and students' opinion about their enhancement of their interest in writing class.

LITERATURE REVIEW
Perceptions

According to Vernoy, & Vernoy (1997), perception is process selection, organizing and interpreting sensory data into useful mental repsentation of the world. Borger & Seaborne (1966), also said that perception is a person processes incoming sensory data in a certain way arrive at a destination that will impress the people around him. In other word, perception can be interpreted with the process

of selection, organization and interpretation of sensory data that can be useful for around. Meanwhile, Perception also can be said with dynamic system behavior that is always changing. It means, perception also can affect a person's habit system.

In the process of perceptions, people need to accept of stimuli use the sense organ and perception stage. The perception stage begins with attention that called by selection, the second stage is observing something that directed to understand object and event, and there is sensation as sensory, that is of the body's sensory receptors must be stimulated, Halsey and Shores (1976: 510). Dakir (as quotes by Sujiyana, 2001:7) argue in more detail of categorizes the perception process into three steps there are selection on the stimuli by sense organs then the interpretation and the last is a form of one's behavior asn a result of the intrepretation process. The result can be positive or negative.

Writing Skills

Writing is the skill of language must use the knowledge to produce language to achieve good communication in the form of written language. Brown (2001) said that writing is form of description of a thing that will produce a thought, arrangement, and revision procedure and requires different skills from each person. Writing also help to remembers, think and communicative. In another word writing is the process of description of think to express thought in written form. However, writing is not just write the idea or opinion, it also includes considering the grammar rules, structures, and organizations of the text itself (Graham, Harris, and McKeown, 2013).

Writing is a skill that deals with process and product. Brown H (2001) stated that a teacher teaches writing it is not only about the final product, such as the essay, report, or strory, but it is also compose good writing. Mc Donald (2002) proposes the process of writing into three stage there are, pre-writing, writing and re-writing. Richard & Renandya (2002) said that writing processes have four stage there are, planning, drafting, revising and editing.
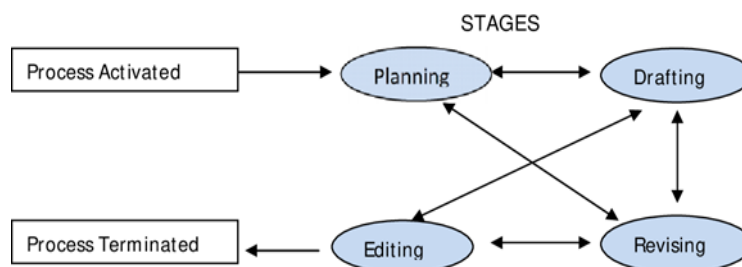

Figure 1
The Writing Process
(Anthony Seow in Richard & Renandya, 2002)

1. Planning
Students try to order or list their idea and arrange them according to their priority topic. The student put ideas into subsist based on the main idea and eliminate all the irrelevant ones.
2. Drafting

Students focus on writing fluency and are not preoccupied with grammar accuracy or draft neatness. Students begin to write down their ideas based on the preparation of main ideas at the pre-writing stage. Students can consult with the teacher and ask for help in composing sentences. Meanwhile, the teacher's response to students' written products is to provide written or oral comments and feedback.

3. Revising

Students revise their writing by reviewing their draft based on the feedback or comment given by the teacher in the drafting stage.

4. Editing

Students organize their texts as they prepare the final draft for evaluation by the teacher. They edit their grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual material such as quotes, examples, and the like. This
 step is almost the same as the activity of revising, but in revising the main concern is adding, deleting, and modifying.

Writing also consist of two, there are micro and macro. According to Brown (2003) stated that macro and micro-skills that can lead us to the criterion of assessment procedure. Micro skill for imitative and intensive tasks, while macro skill are essential for responsive and extensive writing task.

Padlet

Padlet is the one of technology hat use by teacher to help the process of teaching and learning writing skill. Aneros, N & Herniwati (2020) said that Padlet can be done through accesing the official website or by using the Padlet applications available or both android and iOSs operating systems. It mean that padlet is the application that can help teacher in teaching and learning writing skill using website, android or iOSs operating systems. Padlet also is a web space where the administrator can share files, links, videos, and more material, Mahmud (2019). It is makes Padlet one of the applications that help teacher and students in learning writing, Padlet is very practical to use and easy.

In addition, Padlet offers interaction on virtual wall that allows students to express ideas on a common topic or simple to complicated instructional tasks among experts such as (Jaganathan (2016) and Weller (2013). It provides an online paper sheet which enables students to post any contents (e.g. images, videos, documents, texts) anywhere on the page. Padlet is accessible from devices such as laptop, PC, tablet, or smartphone (Kaya, 2015). Using Padlet in teaching field allows the availability of pleasant spaces for learners to carry out collaborative classroom activities (Fuchs, 2014)

Moreover, Padlet works well with many activities like brainstorming, discussion, and project work, Stannard (2015). Then after learning by Padlet, students can also share on facebook, email or the Blog (Wood, 2016). In other word, Padlet Make the students easy to be creative in writing skill and share the result of writing.

According to Awaludin, Abd Karim, and Mohd Saad (2017) stated that Padlet has four goals based on the usage. Firstly, students can write using the variety of genres, such as personal and academic. Secondly, students can discuss and negotiate a variety of issues related to academic writing. Then, students are

able to provide a space outside the classroom to collaborate and argue. Lastly, students are able to create the text which expresses their feelings, opinions, or thoughts.

METHOD

This study was conducted through the following stages: 1) observing the research subject, 2) preparing for data collection by making questionnaire, 3) collecting the data, 4) conducting data analysis, 5) processing the data, and 6) making interpretations and conclusions. This study applied descriptive qualitative research method. According to Mack et al (2005), qualitative research is a scientific research approach that acquires the specific information related to values, opinions, social context, and behaviors. Moreover, Best (1981) also argues that descriptive qualitative studies are aimed at describing the characteristics of existing situations, developing opinions, ongoing processes, significant impacts, or trends which are being society's excitement.

The participants in this study were 25 secondary students in SMA Mutiara Insan Nusantara. The twenty-five participants had experienced in using Padlet for writing practice and had answered the questions given. The interview was online-based which is made from Google Form that queried regarding participants' personal data and perceptions toward the use of Padlet. The interview consisted of 6 questions. (see table 1.1)

Table 1.1 Interview

No.	Questions	Yes	No	Reason
1.	Is Padlet accessible and easy to use?			
2.	Do you need a technical person to help you to use Padlet?			
3.	Are the various functions of Padlet well-integrated?			
4.	Does Padlet build your creativity through tools that you use? (Text, photo, link, audio, video, and comment)			
5.	Does Padlet make you confident to write?			
6.	Do you think that your interest in learning writing is improved by using Padlet?			

In analysing the data, the researcher adopted three data analysis steps: data reduction, data display, and data verification or conclusion. Those steps of data analysis were adopted from Miles and Huberman (1994). Firstly, the data was identified based on the research questions. Secondly, the interview result presented in the form of text contains explanation of students' perceptions on the use of Padlet in writing activities. Lastly, the conclusion of the research was drawn.

FINDINGS AND DISCUSSIONS
Findings

This section presents findings related to research questions regarding students; perceptions on the use of Padlet as a learning tool. The results of the study were obtained from students' answers related to the interview given to 25

students in SMA Mutiara Insan Nusantara. These students have experienced using Padlet in writing activities since their learning process is online. Each questions from the interview section was analyzed and calculated in the form of percentage. The finding of this study will be described accordance with research questions. The table below involves questions which cover students' perceptions on the use of Padlet (question number 1-3) and their perceptions on the enhancement of their interest in writing class (question number 4-6).

Table 2.1: Students' perception on the use of Padlet and their enhancement of their interest in writing class

No.	Questions	Yes (%)	No (%)
1.	Is Padlet accessible and easy to use?	100%	-
2.	Do you need a technical person to help you to use Padlet?	12%	88%
3.	Are the various functions of Padlet well-integrated?	92%	8%
4.	Does Padlet build your creativity through features that you use? (Text, photo, link, audio, video, and comment)	96%	4%
5.	Does Padlet make you confident to write?	84%	16%
6.	Do you think that your interest in writing class is improved by using Padlet?	92%	8%

From the data, all students agreed that Padlet is an easy platform to use in writing activities, because Padlet can be accessed through the link without downloading the application. Moreover, Padlet can be accessed using smartphone, laptop, gadget, etc. Thus, students do not have to download the application in their smartphone. It can be opened through website just by clicking the link of Padlet. It is also a free site to use as it is costless. Consequently, both students and teacher need an internet connection to access. From the result above, it can also be inferred that most of students didn't need a guidance from technical person in implementing Padlet in their learning process. They have understood how to operate Padlet since they started to use it. They didn't found any difficulties in operating Padlet. Moreover, they stated that various functions which provided by Padlet are well-integrated. It can be connected to other links, pictures, and documents that are attached in the wall of Padlet. From the interview results, the researcher found that most of students are able to build their creativity by using all features in Padlet. Students can explore the material given by the teacher and share what they have learned in the class. Furthermore, they are feel free to create their own writing in the wall. As they often practice their writing in Padlet, they feel more confident in writing. By practicing writing repeatedly, students would reveal their mistakes and errors. They also stated that the feedback from their classmates and students help them in managing their mistakes in writing. According to the result, students' interest is also improved. It means that implementing Padlet as a media in writing is applicable. It gives them motivation to learn writing more. By reviewing the result, it can be concluded that most of students gave good perceptions on the use of Padlet.

DISCUSSIONS
Students' perceptions on the use of Padlet as a learning tool

Based on the findings derived from the interview, it is known that Padlet can facilitate students in learning writing. All of students agreed that Padlet is easy to use. In the interview section, students have to explain their reasons of the questions given. The following is some of students' response to the first question:

> *Student 1: I can access Padlet using mobile phone or laptop. It is easy for me.*
>
> *Student 2: I usually open Padlet just using browser without downloading the application.*

As stated by Student 1, Padlet is accessible because it can be opened through mobile phone, laptop, or other gadgets. According to Susanti and Ayuni (2018), students and teacher can register, use every electronic devices to use Padlet, and make sure that the devices connect to the internet. Furthermore, students stated that they often use Padlet through website rather than the application. Therefore, to support the learning process using Padlet, the internet connection should be stable.

In the second question, most of students (88%) stated that they didn't need a technical person to help them in operating Padlet, while 12% of them still need a guidance in using Padlet. Students 3 stated that the features in Padlet is really simple, thus it is easy to use without a help from technical person. Meanwhile, students 4 stated that some of features in Padlet like attaching the file in Padlet is a bit confusing without someone help her. Here are their response:

> *Student 3: I can easily understand how to use it since the first time I used Padlet.*
>
> *Student 4: Before I got the explanation from the teacher, I still found it difficult, especially when I tried to attach the file.*

However, Lestari (2017) stated that Padlet is a simple platform for online learning especially in learning writing. Setting up a Padlet takes just a one-click button on every feature provided such as creating designs of wall, adding some videos, photos, or links in students' writing. Although some of students found the difficulties in using Padlet, they can deal with it after they have learned with their peers and teacher.

Furthermore, most of students (92%) agreed that the various functions of Padlet are well-integrated, while the rest of students (8%) disagreed with that. The majority of students stated that they are able to share their ideas without limitation. They can see all the ideas gathered on the teacher board immediately. The following is some reasons given by the students:

> *Student 5: The features in Padlet can connect to Youtube, it makes me easier to understand the material.*
>
> *Student 6: Various kinds of learning can be done by using Padlet.*

As can be seen above, student 5 stated that Padlet linked to another platform such as Youtube that can be a media for him to learn. Moreover, student 6 said that Padlet can support all types of learning process. Dewitt et al (2015) also added that has been used as a media for simple instructional tasks as well as the complicated ones.

From those statements above, it can be inferred that Padlet is the greatest platform to be used in online learning. Most of students agreed that Padlet can support them in learning writing. The simple design of Padlet make them easier to use it in writing activities. Furthermore, the features of Padlet can bring them into the interesting learning process. Thus, they can learn independently by utilizing the features.

Students' perceptions on the enhancement of their interest in writing activities

Based on the interview, question number 4-6 covers students' perceptions related to their interest in writing class. It can be seen in the findings that 96% of students agreed that Padlet can build their creativity. Meanwhile, there are 4% of students disagreed with that. The students who agreed stated that they could freely create ways to write creatively by using features such as photo, link, video, audio, and comment. The students revealed that writing which just consist of words is bored. The students added photo, link, or even video to make the writing more interesting as it can be comprehend not just by words, but also by the photo or video attached. Wood (2016) also revealed that users of Padlet can add some photos, links, audios, videos, etc. to make them feel free to create good writing product. The following are students' opinions:

Student 7: An essay or writing that only consists of words is bored. We can develop our creativity by giving attachment. This is also one of Padlet's advantages, so our essay will be more attractive and the readers can feel and imagine our writing more real.
Student 8: Through the tools provided by Padlet, I can make a new way of enhancing my writing skill. For example, I can make my own reminder in Padlet, I can choose the design of the wall. Moreover, the link feature make me easier to connect me to the website related to the material.

In the next question, students were asked whether or not their confidence in writing improved. Accordance with the result, 84% of students stated that they are feel confident to write after implementing Padlet as their media to learn. On the other hand, 16% of students stated that they still lack of confident in writing. Here are some opinions of students:

Student 9: In my opinion, Padlet helps me to be more confident in writing. There's no limit for me to practice writing. Moreover, I often get a compliment or feedback directly from teacher and my classmates that build my confidence.
Student 10: Yes, it does. One of the things that affect me to be confident in writing is the sharing session with my classmates through Padlet. We can share our opinion about others' writing anonymously.

Based on the students' opinions above, it can be concluded that the feedbacks they got from peers and teacher give the effect to their confidence. It is supported by DeWitt et al (2014) which found that Padlet supports the collaboration and interaction between the users. Moreover, student 10 stated that he felt confident when writing his ideas or opinions because he was able to hide his identity in Padlet. Thus, the feedback he got from teacher and peers are really objective.

Students seemed to place a high value on being able to respond to their peers' writing objectively. It can be inferred that they saw a benefit of anonymity. Furthermore, a study by Christianakis (2010) and VanDeWeghe (2004) revealed that anonymity can build their confidence in writing, because they are more focus on their writing rather than social concerns.

In the last question, students were asked about their interest of writing class after using Padlet. Based on the interview, 92% of students agreed that their interest in writing class was improved. Besides, the rest of them (8%) disagreed with that. They think that they don't need Padlet in enhancing their interest in writing class. However, some students gave good perceptions which can be seen below:

Student 11: The writing class is more interesting by using Padlet, because I can learn writing in a various way.
Student 12: I think I started love writing class, since I can learn by choosing different kinds of learning process. What I love the most is by playing a game or having some quizzes.

From students' opinions above, it can be concluded that their interest of writing class is improved, because the learning process of writing can be done through various interesting ways. Most of students believed that the interesting learning can build their interest in writing class. The features of Padlet can turn the traditional teaching with the new attractive learning. Thus, the students are enjoy in the learning process, especially writing. Susanti and Ayuni (2018) have proofed that the interesting learning way can enhance students' willingness in practicing their writing.

CONCLUSION
The purpose of this study was to determine students' perception on the use of Padlet in writing activities. This study has found that, generally, students' perceptions in writing activities vary widely. Of course, most students had positive response to the use of Padlet as their learning media in writing activities. It implies that students experienced and increased numerous beneficial outcomes in the implementation of Padlet in writing activities. From the students' perceptions, Padlet has good features to be used in writing activities. It also offers various ways of learning. It could be concluded that Padlet offers a positive contribution to education. Furthermore, Padlet build students' interest in writing activities as the students could be more creative and confident in the learning process.

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