STUDENTS' PERCEPTION OF USING PADLET IN LEARNING ENGLISH

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Abstract

This study aimed to know students' perception of using Padlet in learning English in the first semester of Islamic Education Department STAI Hubbulwathan Duri. This research used a quantitative approach. The design of the research was a survey. In this research, the writer conducted a descriptive survey. The total population was the first semester of Islamic education STAI Hubbulwathan Duri. The undergraduate students have the same qualification and academic background before doing a survey. They had ever learned English by using Padlet. The sample of this research was 61 respondents. The total rating percentage of students' perception using Padlet in learning English 54.5%. it was the agreed category. This category showed the respondents Agree to use Padlet application in the teaching-learning process. Based on the overall mean is 3.15 and the standard deviation is 0.673 respondents agree used it in the teaching-learning process. The respondents gave positive responses. It meant that the Padlet platform gave a positive perception to use it in the English learning process.

Keywords: Student's Perception, Padlet

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Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam penggunaan padlet dalam pembelajaran bahasa Inggris pada semester satu Pendidikan Agama Islam (PAI) STAI Hubbulwathan Duri. Penelitian ini menggunakan pendekatan kuantitatif. Disain penelitian ini menggunakan survey. Pada penelitian ini, penulis di dukung dengan model deskripsi survey. Total populasi

adalah semester satu jurusan PAI STAI hubbulwathan Duri. Mahasiswa yang mempunyai kualifikasi yang sama dan latar belakang yang sama sebelum melaksanakan survey. Mereka telah pernah mempelajari bahasa Inggris dengan menggunakan Padlet. Sampel penelitian ini 61 responden. Total rata-rata persentase persepsi siswa menggunakan Padlet dalam pembelajaran bahasa Inggris 54.5%. ini tergolong kategori setuju. Kategori ini menunjukan responden setuju menggunakan aplikasi padlet dalam proses pembelajaran. Berdasarkan keseluruhan rata-rata dan standar deviasi menunjukan responden setuju menggunakan aplikasi ini dalam pross pembelajaran. Responden memberikan respon postif. Artinya aplikasi Padlet memberikan positif persepsi untuk menggunakan padlet dalam proses pembelajaran bahasa Inggris.

Keywords: Student's Perception, Padlet

INTRODUCTION

English is one of the general courses in majoring in Islamic education. In majoring Islamic education, the English language becomes one of course that must be taken by undergraduate students. English as a global language and universal in the world. Learning English is the first good step to be able to communicate with others in scope International. Nowadays, a lot of research and sources of knowledge are written and presented in English. So, mastery English language as one way to comprehend modern knowledge. Science and technology have been widely written using English. This affects resource users in English such as academics and undergraduate students. The sources of written knowledge in English can be books, articles, and journals. It requires them to be able to speak English both written and oral. An academic or undergraduate student will be recognized as a creation if he can create a breakthrough that is beneficial to the world is usually written or presented to the public or the world uses the English language.

Learning the outcome of learning English in majoring Islamic education is the undergraduate students can speak for daily conversation, written, read, and comprehend the journals, books, and articles in English. The undergraduate students are demanded to comprehend using the English language. Now, journals, books, and articles in online form like E-book, online journals, and online articles. The undergraduate students can be easy to get books, journals, and articles because it can be download. They can read more information from it. By digital or technology, information about the development of Islamic education will be got easily.

Technology is a facilitating and supportive tool of education with which teachers and students can get a lot of benefits. To integrate technology in language teaching, Altun (2015) argued that since different technological materials offer different advantages, a teacher should be aware of utilizing technology by applying technology to his/her teaching skills and needs. Development of technologies introduced in education claiming their effectiveness for learning, several studies have been done to see whether the integration of these tools could promote active learning for students and support for teaching (Bower, 2015, Yunus, Kiing & Salehi, 2013). This is particularly looking at the booming of Education 4.0 such as Blendspace, Slideshare, Padlet, Voki, and Storybird. Education 4.0 offers a platform to establish a learning network, collaborate and share information to engage students with their learning (Boyd, 2007; McLoughlin & Lee, 2007; Brown, 2010; Amelia A. Rahman Sidek & Melor Md. Yunus, 2012). Technology makes the learning process to be easy. The learning process can be done in process learning and outside.

In majoring in Islamic education, there are some problems to teach English. The undergraduate students still lack awareness of learning English and using the English language. Learning English is difficult for them. Teaching English can use as a game, story, song, film, and using some media will make undergraduate students interesting. In the teaching-learning process, the writer uses audiovisual media. The writer uses it to make it easy in the teaching-learning process. The writer use platform Padlet in the online class. The writer has prepared the class for majoring in Islamic education by using an online class exactly Padlet. After 6 six months, the writer used Padlet in teaching English in the first semester of Islamic Education. Based on it, the writer is interested to investigate How the students' perception of using Padlet in learning English during the first semester of Islamic Education STAI Hubbulwathan Duri is.

Technology is the application of scientific knowledge to practical tasks by organizations that involve people and machines. Technology related with complete equipment, but it can be easy to use by human. Technology in teaching refers to digital tools or applications that support in teaching activity and make the learning process become more interesting. Thomas, Morin & Ly (2015), they said that technology especially learning tools are beneficial for improving students' critical thinking skills. The learning tools are useful in teaching as these tools keep the students engaged in classroom activities and also promoting critical thinking skills. Fageed (2011) the usage of technology has changed daily routine and improve the students' critical thinking skill. The traditional teaching methods of using chalk and a blackboard, nowadays the lecturer have been integrating the technology into teaching methods which helps them in teaching. Using

technologically advanced tools such as Padlet platform, social networking sites and many more in assisting the lecturers in teaching. The integrated of technological learning tools in the classroom also has made the biggest changed to teaching method, shifting from the teacher-centered to student-centered.

Technology make the undergraduate students interesting in learning process. 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. ICT has three main functions, it is used for learning activities. Firstly, technology functions as a tool. In this case, ICT is used as a tool for users or students to help learning. Next, technology function as science. In this case student must master technology as part of scientific discipline that? At the last, Technology functions as materials and tool for learning (literacy). In this case, the technology interpreted as learning material at once as a tool to master a computer-assisted competency. Computer has been programmed in such a way that students are guided in stages using the principle of complete learning for master competence. The position of technology is like a teacher, which functions as: facilitator, motivator, transmitter, and evaluator (Riyana, 2017). Not only Computer can be used in learning process, undergraduate students can use hand phone. Now, every undergraduate students have hand phone that can be used in learning process, make it easy and simple.

Padlet (http://padlet.com) is an online board that both teachers and students can use express their thought or to post content on the page (Kaya, 2015). It has some features that it can help the teacher and students in teaching learning process. Padlet features an online wall web-based where ideas are collating via virtual post from the users (Shield, 2014). Byrne (2015) identified "Padlet" as one of the collaborative research tools that is a free-of-charge service allowing the creation of online pages of shared notes, videos, and documents. It can be also supported by Wood (2016), users can also add links, images, text, documents and video files in their wall and move them round freely like sticky notes on the wall. Sign in up for an account will be beneficial for teachers as their can manage their classroom interaction and performance. An email will be sent to notify the teacher each time a student responded to the teacher's wall.


Picture 1 Padlet Application

Padlet is a useful tool in the information literacy classroom because it works on a variety of different devices, does not require participants to create accounts to use it, and requires no special technical know-how" (Fuchs, 2014). It means that using Padlet in instruction has provided a supportive space for collection and classroom collaboration because students are encouraged to contribute and learn from one another. Students can learn through Padlet anytime anywhere with any internet-enable devices such as smart phone, tablet, and computer with internet connection. 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.

Padlet has key fatures; works on any internet enabled destop, laptop, phone or tablet. No sign up required for students to use Padlet. Instant view of other students posts. The creator of the wall can monitor, move, and delete posts. Students can only edit their own posts. Privacy setting can restrict the wall to certain users. Drag and drop documents from your destop. Add different media to your comments. (eg. Video, images, and other documents). Layout posts in free form or vertical format (like blog post). Copies of walls can be shared or exported in a variety formats or embedded in web –based content. (www.uq.edu.au/tediteach/social-media-tools). Padlet can be used to complement activities that require students to discuss ideas during or outside class time, bring their own point of view, share content and show how they work through problems.
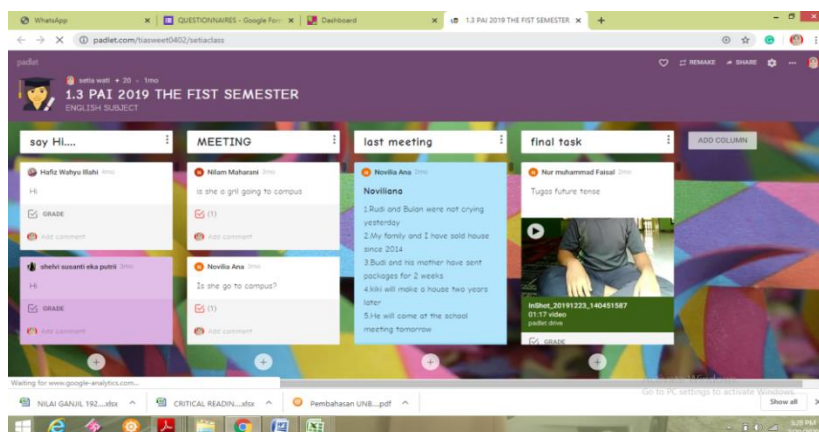
The writer has done the learning process by using padlet. There are three classes of learning English majoring Islamic education. They are PAI 1, PAI 2, PAI 3.
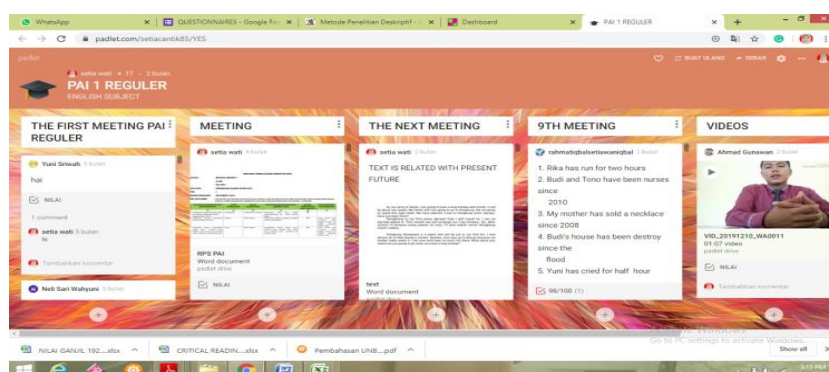
Picture 2 Padlet Class PAI.1
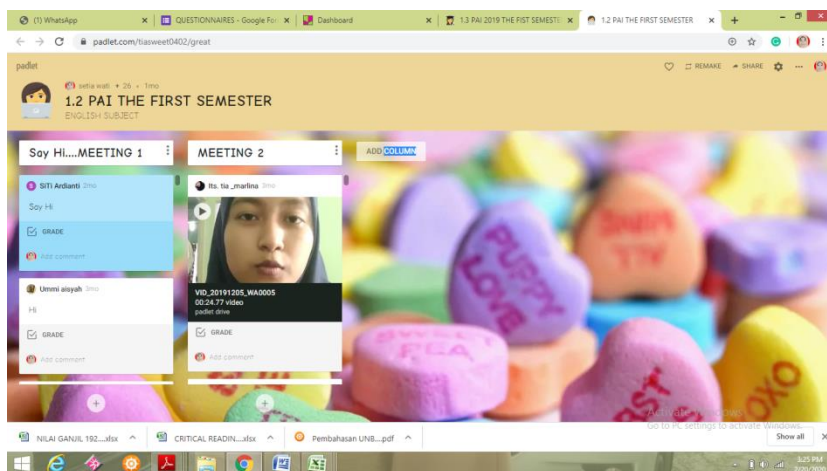
Picture 3 Padlet Class PAI.2

Picture 4 Padlet Class PAI.3

METHOD

This research used quantitative approach. The design of research was survey. Kumar (2006) said that survey has been further classified into four categories: (*a*) Descriptive (*b*) Analytical (*c*) School survey and (*d*) Genetic. Cohen, Lawrence, and Keith (2007) were also supported that survey can be descriptive and analytic. This research, the writer conducted descriptive. Total population was the first semester of Islamic education STAI Hubbulwathan Duri. The undergraduate students have the same qualification and academic background

before doing survey. They had ever learned English by using Padlet. Sample of this research was 61 respondents

The technique of research, the writer had collected data by doing questionnaires. it is supported by Kumar (2006) said descriptive research uses the questionnaire as research tool for data collection. The respondents were required to respond on each item based on the given rating scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The rating scale was presented in even number considering the issues of the existence of middle category (i.e. „Neither Agree Nor Disagree", „Indifferent" or "Neutral") that will prevent the participants for making the real choice (Dornyei, 2003). The writer shared the questionnaires by using google form. Every respondent answers the questionnaires by using google form in their handphone. Google form showed the result percentages of every questionnaire.

FINDING AND DISCUSSION

The result of the research showed that Total rating percentage of students' perception using Padlet in learning English 54.5%. It was agreeing category. These categories showed the respondents agree to use Padlet application in teaching learning process. Based on the questionnaires were also analyzed quantitatively to determine the mean and the standards deviation. The writer used SPPS 17 to analyze it. The respondents were asked to rate their agreement to the thirteen statements. It is showed mean score Agree (3). Overall mean is 3.15 and standart deviation is 0.673. The respondents gave positive responds.

Descriptive analysis

The questionnaire items have been analyzed and the data was calculated in percentages. The result can be referred in Table below:

Table 1 Questionnaires Analysis (Students' Perception of using Padlet in Learning English)

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Learning the English language via Padlet is a good idea. (Belajar bahasa Inggris dengan padlet adalah ide	54.1%	39.3%	1.6%	4.9%

	yang bagus				
2	My interaction in Padlet messaging was clear. (Interaksi saya pada pesan di padlet sangat jelas)	27.9%	63.9%	4.9%	3.3%
3	My interaction in Padlet messaging was understandable. (interaksi saya dalam pesan padlet dapat dimengerti)	32.8%	59%	6.6%	1.6%
4	It was easy for me to become skillful in discovering information via Padlet. (Mudah bagi saya untuk menjadi terampil dalam menemukan informasi melalui Padlet)	29.5%	54.4%	9.8%	3.3%
5	Learning the English language using Padlet is convenient for me. (Mempelajari bahasa Inggris menggunakan Padlet mudah bagi saya)	23%	65.6%	9.8%	1.6%
6	Padlet is convenient for academic engagement purposes. (Padlet nyaman untuk tujuan keterlibatan akademik)	29.5%	54.1%	14.8%	1.6%
7	Padlet allows me to academically engage with peers and lecturers at any time and any place. (Padlet memungkinkan saya untuk terlibat secara akademis dengan teman sebaya dan dosen kapan saja dan di mana saja)	36.1%	57.4%	3.3%	3.3%
8	I found that Padlet is useful in my English language	31.1%	60.7%	6.6%	1.6%

	learning. (Saya menemukan bahwa Padlet berguna dalam pembelajaran bahasa Inggris saya)				
9	Using Padlet was effectively improved my English language learning. (Menggunakan Padlet secara efektif meningkatkan pembelajaran bahasa Inggris saya)	27.9%	60.7%	9.8%	1.6%
10	My performance in English language learning was improved by the use of Padlet.(Kinerja saya dalam pembelajaran bahasa Inggris ditingkatkan dengan penggunaan Padlet.)	18%	67.2%	13.1%	1.6%
11	My performance in English writing has improved through the use of Padlet. (Kinerja saya dalam menulisbahasa Inggris telah meningkat melalui penggunaan Padlet.)	26.2%	55.7%	13.1%	4.9%
12	Interaction via Padlet helped me to become active in English language activity. (Interaksi melalui Padletmembantu saya menjadi aktif dalam kegiatan bahasa Inggris.)	36.1%	54.1%	6.6%	3.3%
13	In the future, I will use Padlet in learning the English language. (Di masa depan, saya akan menggunakanPadlet dalam mempelajari bahasa Inggris)	18%	65.6%	14.8%	1.6%

Based on the table above, 54% respondents respond strong agree about Learning the English language via Padlet is a good idea. My interaction in Padlet messaging was clear, it had been responded 63.9% agree. My interaction in Padlet messaging was understandable 59% agree. It was easy for me to become skillful in discovering information via Padlet 54.4% agree. Learning the English language using Padlet is convenient for me 65.6% agree. Padlet is convenient for academic engagement purposes 54.1% agree. Padlet allows me to academically engage with peers and lecturers at any time and any place 54.7% agree. I found that Padlet is useful in my English language learning 60.7% agree. Using Padlet was effectively improved my English language learning 60.7% agree. My performance in English language learning was improved by the use of Padlet 67.2% agree. My performance in English writing has improved through the use of Padlet 55,7% agree. Interaction via Padlet helped me to become active in English language activity 54.1% agree. In the future, I will use Padlet in learning the English language 65.6% agree. Total rating percentage of respondents' respond was 54.5%. Categories of the percentages conducted below:

Table 2 Categories of the Percentages

Minimal percentage 25%	
Maximal percentage 100%	
By 4 scales	
Range percentages	**Scales**
0 - 25%	Strongly disagree
26% - 50%	Disagree
51% - 75%	Agree
76% - 100%	Strongly agree

Total rating percentage of students' perception using Padlet in learning English 54.5%. it was agree category. This categories showed the respondents Agree to use Padlet application in teaching learning process. The respondents gave positive responds. It meant that Padlet platform gave positive perception to use it in English learning process

Data collected from the questionnaires were also analyzed quantitatively to determine the mean and the standards deviation. The writer used SPPS 17 to analyze it. The respondents were asked to rate their agreement to the thirteen statements.

Table 3 Questionnaire Results: Descriptive Statistics

No	Items	Mean	Std. Dev
1	Learning the English language via Padlet is a good idea. (Belajar bahasa Inggris dengan padlet adalah ide yang bagus	3.43	0.763
2	My interaction in Padlet messaging was clear. (Interaksi saya pada pesan di padlet sangat jelas)	3.16	0.663
3	My interaction in Padlet messaging was understandable. (Interaksi saya dalam pesan padlet dapat dimengerti)	3.23	0.643
4	It was easy for me to become skillful in discovering information via Padlet. (Mudah bagi saya untuk menjadi terampil dalam menemukan informasi melalui Padlet)	3.13	0.718
5	Learning the English language using Padlet is convenient for me. (Mempelajari bahasa Inggris menggunakan Padlet mudah bagi saya)	3.1	0.625
6	Padlet is convenient for academic engagement purposes. (Padlet nyaman untuk tujuan keterlibatan akademik.)	3.11	0.709
7	Padlet allows me to academically engage with peers and lecturers at any time and any place. (Padlet memungkinkan saya untuk terlibat secara akademis dengan teman sebaya dan dosen kapan saja dan di mana saja)	3.26	0.628
8	I found that Padlet is useful in my English language learning. (Saya menemukan bahwa Padlet berguna dalam pembelajaran bahasa Inggris saya)	3.21	0.635
9	Using Padlet was effectively	3.15	0.654

	improved my English language learning. (Menggunakan Padlet secara efektif meningkatkan pembelajaran bahasa Inggris saya)		
10	My performance in English language learning was improved by the use of Padlet. (Kinerja saya dalam pembelajaran bahasa Inggris ditingkatkan dengan penggunaan Padlet)	3.02	0.619
11	My performance in English writing has improved through the use of Padlet. (Kinerja saya dalam menulisbahasa Inggris telah meningkat melalui penggunaan Padlet)	3.03	0.774
12	Interaction via Padlet helped me to become active in English language activity. (Interaksi melalui Padletmembantu saya menjadi aktif dalam kegiatan bahasa Inggris)	3.21	0.71
13	In the future, I will use Padlet in learning the English language. (Di masa depan, saya akan menggunakanPadlet dalam mempelajari bahasa Inggris)		
	Overall	**3.15**	**0.673**

*N=61

From table above showed that overall mean is 3.15 and standart deviation is 0.673. It meant learning the English language via Padlet is a good idea, interaction in Padlet messaging was clear, interaction in Padlet messaging was understandable, It was easy for me to become skillful in discovering information via Padlet, learning the English language using Padlet is convenient, Padlet is convenient for academic engagement purposes, Padlet allows undergraduate students to academically engage with peers and lecturers at any time and any place, Padlet is useful in my English language learning, Using Padlet was effectively improved my English language learning, their performance in English

language learning was improved by the use of Padlet, their performance in English writing has improved through the use of Padlet, interaction via Padlet helped me to become active in English language activity, In the future, they will use Padlet in learning the English language. The respondents gave positive respond for all questionnaires that had given.

Based on the data collected from the questionnaires were also analyzed quantitatively to determine the mean and the standards deviation. The writer used SPPS 17 to analyze it. The respondents were asked to rate their agreement to the thirteen statements. It is showed mean score Agree (3). Overall mean is 3.15 and standart deviation is 0.673. It has positive perception using Padlet in English teaching Learning Process both in classroom and in outside.

CONCLUSION

From data obtained through the questionnaires distributed to 61 respondents of the first semester Islamic Education Department STAI Hubbulwathan Duri, the researcher could conclude that respondents respond positively perception of the use of this media in the teaching-learning process. Most of the respondents thought that Padlet was something new to them. Padlet is easy to access and use because it is a free application and only needs an internet connection. It can be accessed by using any devices such as phones, tablets, and computers. Padlet can turn the old traditional way of learning to become an interesting one. It is because Padlet has interesting features to make the teaching and learning activity becomes more active. Interaction via Padlet also helped them to become active in English language activity.

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