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UTILIZING PADLET APPLICATION ON WRITING ACTIVITIES: EFL LEARNERS' VIEWS

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Abstract
The objectives of this research determined the students' perception of using the Padlet Application through writing activities. Padlet is the digital equivalent of sticking 'post it' notes to the "wall" for organizing students' writing; the entire class can use it to organize ideas, brainstorm, comment, and create a stream of text and images. Students of EFL Writing Class were the subject of this research. The study used descriptive qualitative research with the questionnaire survey to collect the data. Based on the researcher's survey, all the data was analyzed descriptively to describe learners' views. The researcher offers some questions in the form of a questionnaire that focuses on using Padlet through writing class. The research results are based on students' views that Padlet is easier to use, students enjoy the writing class, students are more interested in writing activities, and students feel motivated to complete the writing. Meanwhile, the challenge of using Padlet is the internet connection. So, most of the students believed that using Padlet to help their writing process was useful. Padlet is an effective tool for students to do writing activities and stay motivated.

Keywords: EFL learner, Padlet application, writing activity

Introduction

Digital technology is intended to improve students' experience and performance in the classroom by creating an exciting and motivating learning environment. Digital technology emerges to mark the beginning of modern society. It provides multiple advantages, including interactions with others, amusement, financial and bank services, conveyance, and educational possibilities. In terms of education opportunities, digital technology facilitates learners as well as educators to obtain content and information adapted to their specific needs. Digital technologies facilitate the creation, access, and dissemination of global information. It also helps people learn and study. Thus, it can be stated that digital technology encompasses a wide range of technologies for comprehending, converting, accumulating, and conveying information, as well as allowing users to create, provide, and obtain information.

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In support educational field, the integration of technology into the curriculum not only enhances students' learning during their studies but also assists them in their future endeavors (Sadry, 2022). Digital technologies have several purposes, first digital technologies can provide the user with the ability to request information. Additionally, it enables technology-based teaching and learning, and the use of digital technology can enhance academic activities and student engagement, In the educational field, digital technology provides access to a wide range of materials that teachers can use. Digital technology has become a tool for facilitating language teaching and learning in the classroom (Rony, 2021).

The development and the various technologies as teaching media will support the learning of English skills, one of them is writing activities. Writing remains a challenging skill for second and foreign-language learners to master. Students appear hesitant to focus on writing activities, and they have less enthusiasm and confidence in writing. There are several reasons for this reluctance, including the fact that most students write in their native language. Writing is not a habit for them, and most students are uncomfortable conveying their ideas and thoughts or sharing their personal experiences in writing. Furthermore, the students were unable to write both freely and systematically in the previous grade. Other reasons include a lack of ideas and knowledge about what to say. The students take a lot of practice to improve their writing skills. With writing, students need to create words, phrases, sentences, and paragraphs at the same time (Firnanda et al., 2021).

One of the digital tools as teaching media is Padlet, Suparmi (2022) states that teachers and students can create Padlet, which were previously known as Wall Wishers. This platform allows teachers to easily send materials and gather feedback from students using any Internet-connected device, including mobile phones and PCs. In addition, Fadillah (2021) said that Padlet is an online paper sheet that allows students to post any content (such as images, videos, documents, or text) anywhere on the page. Padlet provides an easily accessible platform. However, it can be used to share texts. Students will be able to share their writing products using Padlet, which will help them improve their writing (Khusna et al., 2021). Previous study shows that Padlet encourages learners to engage in class activities, reduces anxiety, promotes interaction between classmates and their teacher, and strengthens language proficiency through peer learning (Rashid et al., 2019). Using Padlet in the form of a writing learning process facilitates student collaboration. They can post their paragraphs or essays on a poster board, and other students can provide feedback as recommendations or corrections. They can expand their perspectives and acquire new information from one another (Mulyadi et al., 2021).

This study provides the limitation of the research about EFL learners' views of Padlet application applied in students' writing activities which includes feelings, benefits, and obstacles the students face when using the tool. The purpose of this research is to determine the EFL learners' views of the Padlet tool as educational media to support writing activities.

Method

This study used a descriptive qualitative research method. Qualitative research is a scientific research approach that collects specific information about values, opinions, social context, and behaviors. Descriptive research is concerned with describing situations and conditions to present them in a study report.

Qualitative descriptive research is a method of investigating the status of a group of people to produce an object, such as a painting or a photograph, that is systematic, factual, and accurate about the facts or phenomena under consideration (Dari & Zasrianita, 2021). In addition, Best (in Fadillah, 2021) argues that descriptive qualitative studies are aimed at describing the characteristics of existing situations, developing opinions, ongoing processes, significant impacts, or trends that are being society's excitement.

The participants in this study were students in 2nd semester of EFL learners. The subjects were given questions in the form of a questionnaire. The data collected in this research, first the author created the question, made the questionnaire on Google form, shared the link of Google form, and then collected the data from the questionnaire. The questionnaire consisted of 10 questions (Fadillah, 2021; Suryani & Daulay, 2022) as follows:

1. Are the various functions of Padlet well-integrated?
2. Would be Padlet simple to access and use?
3. How would you think that using a Padlet in writing class is more relish than the traditional way?
4. Do you think using Padlet increases your interest in a writing class?
5. Do you think using a Padlet makes the material easy to access?
6. Does Padlet improve your writing over the equipment that you apply? (Text site, picture, multimedia, audio, and comments?
7. Padlet motivates me to complete tasks assigned by the lecturer/teacher.
8. I have mobile phones or laptops that can support Padlet to learn English writing.
9. I find it difficult with the Internet connection to access Padlet.
10. I am distracted by various features on Padlet.

After the research instruments, the data then was analyzed. In analyzing 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 by Miles and Huberman (1994). Firstly, the data was identified based on the research questions. Secondly, the result presented in the form of text contains an explanation of students' perceptions of the use of Padlet in writing activities. Lastly, the conclusion of the research was drawn.

Findings and Discussion

This research is shown based on the use of Padlet that are familiar to students. In addition, this media was chosen because it is easily accessible to all students and is a free site. In this study, the researcher used a questionnaire, it was used to make it easier to get a wider range of data and respondents. The explanation below shows the results of the questionnaire distribution to determine EFL learners' views on the application of Padlet in writing activities:

Table 1. Students' view on applying Padlet in writing activities

No	Questions	Yes (%)	No (%)
1	Are the various functions of Padlet well-integrated?	83.3%	16.7%
2	Would be Padlet simple to access and use?	91.7%	8.3%

No	Questions	Yes (%)	No (%)
3	How would you think that using a Padlet in writing class is more relish than the traditional way?	91.7%	8.3%
4	Do you think using Padlet increases your interest in a writing class?	91.7%	8.3%
5	Do you think using a Padlet makes the material easy to access?	83.3%	16.7%
6	Does Padlet improve your writing over the equipment that you apply? (Text site, picture, multimedia, audio, and comments?	91.7%	8.3%
7	Padlet motivates me to complete tasks assigned by the lecturer/teacher	83.3%	16.7%
8	I have mobile phones or laptops that can support Padlet to learn English writing	91.7%	8.3%
9	I find it difficult with the Internet connection to access Padlet.	58.3%	41.7%
10	I am distracted by various features on Padlet	41.7%	58.3%

The table above shows the responses to distributed questionnaires. The table shows that using Padlet can engage students' activities, particularly writing. Most respondents responded positively to the use of Padlet. The response to the first question shows that 83.3% of students agree that the various functions of Padlet are well-integrated, which means that the EFL learners understand how to integrate the various templates. According to Saepuloh and Salsabila (2020) stated that Padlet can be used as media for collaborative learning that allows students to interact with each other on one platform. Then, the second statement shows that 91.7% of respondents understand how to access Padlet, it represents that the students can access and use Padlet easily. It is related to the study from Susanti and Ayuni (2018) that students agree that accessing and using Padlet is easy. The next statement shows that 91.7% of learners enjoy operating the Padlet tool than the traditional way, which means that the students were happy using the Padlet media as digital technology. This result is supported by previous research by Erito (2022) that Padlet helps students to learn English writing and provides simple activities that encourage students to enjoy the learning process, they perceived that Padlet enhances their motivation and creates collaborative learning and student relationships.

The fourth statement released that 91.7% of students are more interested join the writing class; it means that the students' interest increases in writing class. This is supported by the previous research by Mahmud (2019) stated that students believed by using Padlet as a learning tool, they have developed new ideas and knowledge from the activities, sharing their ideas with friends, collaborating, and interacting with friends. Then, statement number five shows that 83.3% of respondents answered yes to the material easy to access. Next, statement number six revealed that 91.7% of students can improve their writing over Padlet features. It is related to the previous study by Arif et al. (2020) that the majority of the students agreed that the usage of Padlet aided their writing process. The seventh question shows that 83.3% of students are motivated to complete the writing tasks, which means that using Padlet interacts with the student's motivation in collecting the complete writing activities. The virtual bulletin board promotes creativity and collaborative learning in the classroom and optimizes classroom

performance (Ramachandiran & Mahmud, 2018). It is related to the study from Kim (2023) that learners had relatively high satisfaction with the use of Padlet in class activities specific reasons for satisfaction with using Padlet were found to be ease of use, interactive sharing, fun and interesting, and convenience. Then, statement number eight shows that 91.7% of students have mobile phones or laptops that can support Padlet in learning writing, which means that most of the students have both laptops and mobile phones, only 8.3% of students have one of them.

Next, the ninth question reveals that 41.7% of students find no difficulties in their internet connection, while 58.3% of students feel uneasy about their internet connection; it means that an unstable internet connection becomes a challenge for the students in applying the Padlet application. The last statement shows that 58.3% of students are not distracted by the various features on Padlet, and 41.7% of respondents still get distracted by the many features on Padlet. The ninth and tenth results also happened in previous research by Saroh (2022) in carrying out the teaching and learning process through the network, there are several obstacles faced by students, teachers, and lecturers because all learning activities must be carried out through the network, this is a new condition that must be faced. In addition, it is also supported by (Jong & Kim Hua, 2021) limited internet connection and lack of Information Communication Technology (ICT) skills among the students are the two major issues found during the intervention. Next, the students' writing activities using Padlet to make students motivated to collect and complete the writing tasks as well as to gain students' interest in doing writing activities, can be shown in the picture below:

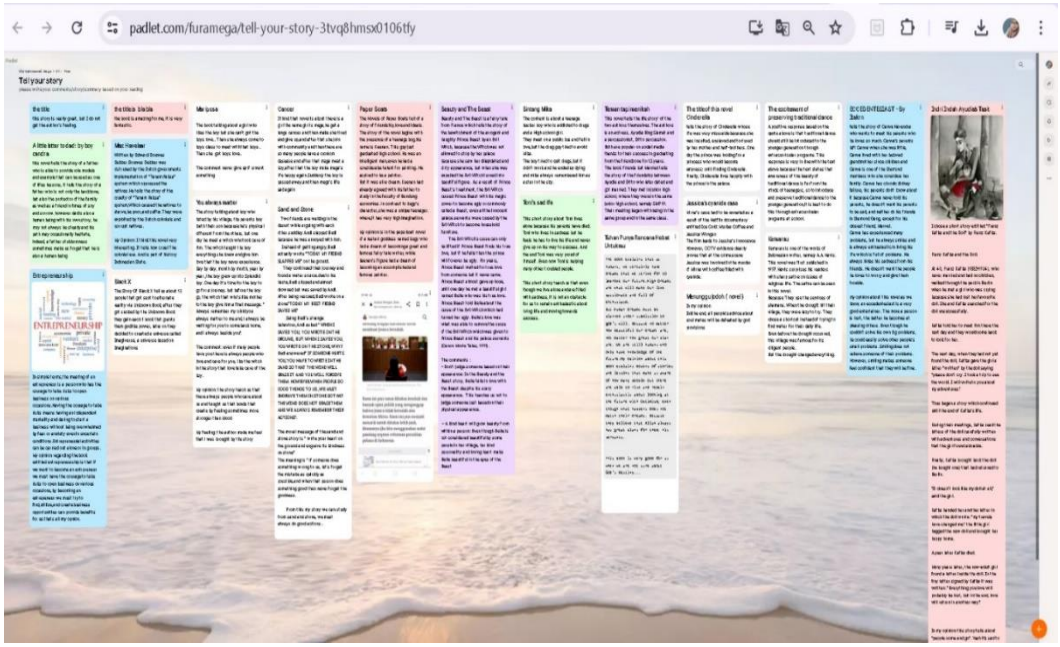


Figure 1. Screen capture of writing activity using Padlet

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 a smartphone,

laptop, gadget, etc. Thus, students do not have to download the application on their smartphones. It can be opened through the website just by clicking the link of Padlet. It is also a free site to use as it is costless. Consequently, both students and lecturers need an internet connection to access, it is in line with the research by Anwar et al. (2019) stated that the utilization of Padlet in the writing classes established a pleasant atmosphere where learners could acquire knowledge both inside and outside of the class, in any location they were connected to the Internet.

From the result above, the students did not find any difficulties in operating Padlet. Moreover, they stated that various functions provided by Padlet are well-integrated. It can be connected to other links, pictures, and documents that are attached to the wall of Padlet. Students can explore the material given by the lecturer and share what they have learned in the class. Furthermore, they are free to create their writing on the wall. As they often practice their writing in Padlet, they feel more motivated to write. So that they can complete the writing activities to be collected. According to the result, students' interest is also improved. It means that implementing Padlet as a medium in writing is applicable. It gives them motivation to learn writing more. By reviewing the result, it can be concluded that most of the students gave good perceptions of the use of Padlet. It is supported by the previous findings from Bakar and Hashim (2022) that it has a positive view on the perception of the participants in using Padlet as a learning tool in the ESL classroom. The Padlet platform gave a positive perception to use in the English learning process (Setiawati, 2020).

In addition, the accessibility and features provided by Padlet are the main reasons why respondents offer a positive response to the Padlet application. This reason is also supported by research conducted by Lestari and Kurniawan (2018) which underlines that the use of Padlet can be used to improve the original writing ability to be applied with the right strategy. The use of Padlet also shows that technological advances have entered and been applied to learning. The students agreed that Padlet provided several benefits to their learning process (Etfita et al., 2022). Supported by previous findings the use of Padlet is also a technological breakthrough in the field of education which can certainly help learning, one of which is in improving students' writing skills (Taufikurohman, 2018). In other words, the application of technology in learning is expected to help improve education in Indonesia.

Conclusion

Based on the research findings above, it can be concluded that the majority of EFL learners have positive views and responses in utilizing the Padlet application to do the writing activities. Padlet is a platform that can be utilized to share text, documents, images, audio files, and videos. This media is easy to access and it also has an interesting background that can attract students. It indicates that learners encountered and elevated numerous advantageous results by implementing Padlet for writing activities. From the students' views, Padlet has good features to be used in writing activities and offers various ways of learning. It could be concluded that Padlet produces a positive impact on education. Padlet also increases students' interest in writing activities, allowing them to be more creative and comfortable in the learning process. However, in its implementation using Padlet still has obstacles, particularly internet connection. So, the application will run better if

supported by a stable internet connection. From this study, the researcher recommends that this type of research should be conducted in classes in other subjects to determine whether the utilization of Padlet media has advantages in different kinds of classes.

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