EFL STUDENTS' PERCEPTION TOWARDS THE USE OF PADLET AS AN INTERACTIVE LEARNING TOOL

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Abstract

The Interactive Digital Board in learning English is the topic of this research which aims to collect students' experiences in learning English using Padlet and analyze experiences and examine learning experiences. This research was conducted with a qualitative method. Data analysis in this study used thematic analysis by Barkhuizen, Benson & Chik (2014). This research was conducted at a private university in Cirebon and involved second, third and fourth semester students to fill out a questionnaire. And four female students as participants in this study were selected by purposive sampling. Data was collected through interview sessions. The results showed that Padlet as a digital teaching board stated that it was very comfortable to use and provided benefits as a learning tool.

Keywords: *Padlet, learning English, student experience*

Sari

Papan Digital Interaktif dalam pembelajaran Bahasa Inggris merupakan topik dalam penelitian ini yang bertujuan untuk mengumpulkan pengalaman siswa dalam belajar Bahasa Inggris menggunakan Padlet serta menganalisis dan mengkaji pengalaman belajar tersebut. Penelitian ini dilakukan dengan metode kualitatif. Analisis data dalam penelitian ini menggunakan analisis tematik oleh Barkhuizen, Benson & Chik (2014). Penelitian ini dilaksanakan di salah satu universitas swasta di Cirebon dan melibatkan mahasiswa semester dua, tiga, dan empat untuk mengisi kuesioner. Empat mahasiswi dipilih sebagai partisipan dalam penelitian ini melalui teknik purposive sampling. Data dikumpulkan melalui sesi wawancara. Hasil penelitian menunjukkan bahwa Padlet sebagai papan ajar digital dinyatakan sangat nyaman digunakan dan memberikan manfaat sebagai alat bantu pembelajaran.

Kata kunci: *Padlet, pembelajaran Bahasa Inggris, pengalaman siswa*

Introduction

In the current era, blended learning is one strategy to overcome learning in a pandemic,students had to shift from traditional classroom settings to online learning in their respective homes. The teacher must combine web 2.0 applications into lesson planning to promote student participation in the learning process through sharing posts, engaging in discussions, making progress together on projects, and other possibilities for purposeful activities that support teaching and learning. They give students a platform for creating innovative learning as they exchange essential information and make enthusiasm from student content(Rogers et al., 2010; Zhu, 2012 & Webster, 2018).A Digital board is one of the language learning tools that can support collaborative learning.

Students' perceptions of the advantages of using technology, such as digital boards, are also related to the learning collaboration they can engage in, which includes various characteristics, including motivation, self-management, and self-understanding. Discover the advantages students consider of using a language learning perspective that focuses on the TAM (Technology Acceptance) approach, which identifies two elements that determine whether individuals accept or reject technology (Davis, 1989). The first concern is the observed advantages; people decide whether or not they should utilize the media depending on whether they think it would improve their work. The perception of usability is the second factor to consider; even if potential users think a particular application is helpful, they might still think it is simple to use and comfortable.

The use of interactive digital boards in classrooms has become well-known. Although the interactive digital board might be seen as a flexible tool, its reported use in subjects like physics, geometry, and engineering isn't always the most successful. 2011 (Perez Santos). Scientific sources have been analyzed, and the results allow us to say that contemporary scientists still use terminology like "virtual digital board," "virtual electronic whiteboard," "interactive whiteboard," "virtual interactive whiteboard," and others. (2010). (Bodnenko, D. M., et al. The researcher did not intend for this

investigation to define the distinction between these terminologies. Consequently, the study utilized an allencompassing definition of interactive digital boards.

Using interactive digital boards in the teaching and learning process can help teachers organize distant education activities and systems, according to Hernández Bravo et al. in 2020. By doing so, opportunities for increased student engagement are created. 1) Making effective use of technology for chemistry education. 2) Encourage students' creativity to grow in order to keep them interested in their lessons (improve learning outcomes). 3) Presentation elaboration with video or animation lets the user pause, highlight, and alter visuals to improve them. Four) Problem-based instruction (generating, recording, and verifying ideas). 5) Develop knowledge and abilities 6) Even in teleconferences and distance learning, reuse multimedia elements for future presentations with the potential to improve them.

From those statements, the use of the digital board as an interactive tool (Padlet) in language learning strongly supports student-centered relationships which are currently being widely applied in various schools. Features that are easy to access and easy to understand to support conveying material in learning are very good for students. This application allows instructors and learners to collaborate on projects, access class materials, gather feedback, and search for valuable space (Zhi & Su, 2015). In addition, when using this resource, students can collaborate with other students while working simultaneously, allowing for more opportunities for collaboration. Therefore, the researcher is interested to conduct the research entitled "EFL Students' Perception towards The Use of Padlet As an Interactive Learning Tool."

Methods

The surveys and interviews utilized in this research comprise a variety of multi-data. Participants were given a questionnaire they could choose from in order to provide the research with the data it needs and to find the proper participants for the study. According to Kumar (2011:144), conducting interviews to gather more in-depth information about participants' understanding of Padlet in learning. EFL students in grades 2, 3, and 4 will participate in this study.

The intended participants have used a digital whiteboard (Padlet) for learning activities. Researchers used a questionnaire to assess participants' impressions of using Padlet in collaborative learning as well as their understanding of how it relates to learning. Four of the 54 participants who completed the questionnaire and had correct responses and high scores were chosen by the researcher to continue as research participants. The information will come from a specific location at a private university in Cirebon.

Table 1. Participants' Demographic Information

Participant Name	Gender	Year	Interview	TA
P1	Female	2nd	Yes	124
P2	Female	4th	Yes	98
P3	Female	2nd	Yes	94
P4	Female	4th	Yes	88

Thematic analysis will be used by the researcher to examine the data. 'Thematic', 'content', or 'grounded theory' analysis is a method used in qualitative research, according to Barkhuizen, Benson, and Chik (2014:74). The researcher will provide a brief description of the data analysis in this thematic analysis, which discusses qualitative data analysis in detail.

Purposive sampling and the utilization of statements in the questionnaire as data collection tools are used in this study. The participants in this study were interviewed using structured questions. Asking people about their situations is one of the most efficient ways to learn about their situation in the case study of research design (Lune & Berg, 2017:172). Four EFL students who satisfied a series of requirements were purposefully chosen by the author to participate in the interview session and complete the questionnaire. They are English students who view the usage of digital boards as an interactive tool for group learning positively.

Results and Discussion

In the study's findings, two themes were identified that were used to describe the findings of the self-interviews: how EFL students perceived the use of Padlet as an interactive tool. Therefore, the author gives the following code to help make it easier for readers: P1 for Participant 1, P2 for Participant 2, P3 for Participant 3, and P4 for Participant 4.

EFL Students' Perceptions of The Use of Padlet As an Interactive Tool

Participants approved the usage of Padlet as an interactive learning tool for online classes. Participants claimed that using Padlet was similar to utilizing a virtual whiteboard for online instruction. In addition, Padlet is very simple to use and understand, which helps to enhance participation in obtaining lecture materials.

Perceived ease of use

This is evident from how simple it is to use web-based Padlet for English learning. Accessible without downloading and very light. Padlet can make learning more convenient and cost-free (User Friendly). Access on mobile devices doesn't use up memory and doesn't need a lot of bandwidth (internet access) to take online courses. In general, every participant in this study acknowledged that they had utilized Padlet as their primary learning tool while learning English online. The Padlet proved simple to use for participants, whether it was accessed from a mobile device or any location via the internet.

> *"I think the Padlet is easy to use because as users we don't need to log in except the creator, and can start following the lessons on the Padlet."(P4)*

> *"... easy to access because you don't need a large quota to open it, it's not complicated because you only add comments so learning can start."(P3)*

> *"Padlet is easy to use because Padlet is web-based, we don't need to install and consume memory on the mobilephone, and its easy to use and understand."(P2)*

Participants reported that learning with Padlet was very simple and that the features were simple to grasp. Simple features of the Padlet are highly thorough and

engaging for communicating educational content. Make learning exercises less exhausting for participants.

> *"Using Padlet is very easy and very effective because we can choose a template, background, and add comments."(P1)*

> *" Being more flexible makes me happy because using the Padlet feels light and can be combined with other activities."(P3)*

The participants thought that the Padlet's characteristics could increase learning's interactivity. Learning exercises can be made more effective and the material can be absorbed more readily through interactive learning. Participants-interesting characteristics help the submission of material in learning.

> *"... Padlet also makes it easier for us to give feedback."(P4)*

> *"I think the use of media using Padlet is very effective and interesting because I can exchange opinions with friends as well as add video images and other features in Padlet so that learning materials can be conveyed properly."(P1)*

All study participants appreciated the ease of use of the padlet as an interactive learning tool. The participants' sense of convenience had a positive effect on learning. Because Padlet merely opens the web, it is easy for them to use, doesn't cost anything, doesn't consume data, and doesn't take up any storage space on their devices (user friendly). Effectiveness Padlet allows users to build learning materials of their own choosing, is particularly adaptable when learning online, and allows for free discussion, opinionexchange, and development with groups or classmates.

Perceived usefulness

Participants notice and feel that the Padlet has a function that can boost their ability to learn English thanks to its characteristics that are simple to utilize in learning. Participants might dare to express themselves in learning by using the Padlet. Additionally, Padlet can be used to build vocabulary and keep track of study materials..

" I can freely express my opinion in writing, especially I am an introvert person, I am more daring to express my opinion through a Padlet than to express it directly." (P4)

" I can use the Padlet to make Vocabulary Notes when watched videos on social media, even materials and questions for me to study." (P1)

Interviewees believed that Padlet can provide some rather engaging learning opportunities. On Padlet, learning activities make use of a variety of aspects that are simple to comprehend as learning. Additionally, Padlets can offer resources to help learners become more excited and motivated to participate actively in educational events.

"We can exchange ideas onPadlet, amd we can compare opinions provide feedback/scores, as well as an attractive visualization display that affects brain performance in learning."(P2)

"Very simple, interesting, and there is no letter limit, so you are more flexible in filling out and answering questions."(P3)

Participants highlighted the importance of utilizing Padlet to assess and enhance their English learning abilities. Learn English in a more engaging way, learn to work in teams, and learn to write better while you're learning as a goal for the future. Padlet might provide as inspiration for individuals to get better at speaking English.

"Critical thinking skills to develop opinions and digital skills so we can use Padlet aswell and teamwork that is used for discussions…" (P1)

"Skills in communicating with group colleagues and lecturers can be improved in order to achieve good learning collaboration."(P2)

" for me is to improve writing skills, because in the Padlet we only rely on our ability to explain in writing." (P3)

"we need to find the data and then develop the data so that it can be divided into groups." (P4)

Participants agreed that the amazing simplicity of learning in Padlet might be implemented in learning. If the participant were to join the teaching faculty in the future, they would wish to suggest using Padlet as a learning tool because of this perception. I was quite pleased to learn about the Padlet web.

"… Padlet as an online whiteboard, and we imagine that we can write a whiteboard virtually …"(P4)

" In the future I will use the Padlet as a reference if I as a teacher will use the Padlet in my learning, because in my opinion students are not bored …" (P3)

The conclusion of participants' opinions of Padlet online as an interactive learning tool were generally consistent with regard to its usability and ease of use. They learn English online and find Padlet to be a very user-friendly tool. As previously mentioned, the learning feature of Padlet is very simple and adaptable. You could start by choosing your own template theme with your preferred color, and the information you want to transmit in Padlet can be successfully conveyed and readily comprehended. This can boost the quality of online education and inspire students to learn and evaluate what they have learned.

Discussion

The Use of Padlet As an Interactive Tool The first theme talked about students' perceptions when using Padlet as an interactive tool in learning. The theme has two topics.

The first is the ease of use. Due to its ease of access via a link and lack of a fee, Padlet is thought to be user-friendly. Participants are less stressed out while studying because to the simple Padlet feature, which makes learning sessions more enjoyable and adaptable. Additionally, the appealing Padlet feature is a big help for interactive learning.

The second is perceived as useful. Participants are encouraged to increase their vocabulary because Padlet might give them the confidence to express their ideas during lessons. Discussions on learning become more engaging as a result of Padlet. Similar findings were made in a study conducted in 2014 by Saad, Yunus, and Embi, which

revealed that students identified using and practicing English with a kind of success. The ability to learn in a Padlet encourages students to evaluate themselves, which is an impressive and user-friendly feature that encourages participants to suggest or use the Padlet as a teaching or learning tool. In line With Davis's (1989) TA (Technology Acceptance) approach, two elements influence whether people accept or reject technology. First, learn what advantages students perceive from using language learning innovation.

Conclusion & recommendation

The study's findings demonstrate that EFL students have a favorable opinion of the use of digital whiteboards (Padlet) as a collaborative learning tool for English. EFL students appreciate how simple and convenient Padlet is to use. The first Padlet is user-friendly, simple to start learning without paying, and easy to access via mobile or anything internetbased, which is the first benefit realized while using it.

Second, in terms of the usefulness of EFL that students experience when using Padlets to learn English among others, Padlets are quite complete in terms of distributing learning materials freely. Padlet has interesting features with colorful designs that are not monotonous. Students can read everyone's posts and correct each other.

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Conflict of Interest

No potential conflict of interest is reported.

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