

The Use of Padlet in EFL Classroom: A case study of PMPBI Students 2017 of State University of Jakarta

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Abstract—Padlet (<https://padlet.com/>) is a web 2.0, bulletin board-like platform where digital content is placed by anyone, for anyone, from anywhere (Padlet, n.d.; in Baida, 2014). Padlet can be accessed through any electronic devices as long as the devices are connected with Internet. Thus, Padlet may allow any students engage within collaborative learning from anywhere and at any time they are free. This research was designed to explore the use of using padlet in EFL Classroom and its challenges that student faced in using Padlet. The research also is conducted using qualitative design, specifically a case study approach. The participants of this study were 48 PMPBI 2017 students at UNJ who used Padlet in their classroom. The instrument used in this study was questionnaire and interview. The results of this research are 40 completed questionnaires revealed that using Padlet made students more interesting (83%), reading suggestion posted by other students enhanced students' learning experience (79%), however students likely were more to contribute to a class discussion verbally than Padlet. Also, there is no significant difference in students' preference for using Padlet according to their English Language Proficiency. The researchers suggest that the use of Padlet may help to increase the engagement between students and lecturers

Keywords: *Padlet, EFL Classroom*

I. Introduction

Information and Communications Technology (ICT) has become one of the basic building blocks of modern society within a very short time (Daniels, 2002). Many countries now regard understanding ICT and its concepts and mastering the basic skills and as part of the core of education, alongside reading, writing and numeracy, including Indonesia

Related to 21st century curriculum that has been a hot issue in education (Lombardt, 2007; Alismail & McGuire, 2015), students should be able to engage actively and effectively in learning environment and develop 21st century skills such as critical thinking, problem solving and collaboration. The teachers are also demanded to play a significant role in helping students develop 21st century skills by applying methods that align with the students' needs.

Today's students -- the "Net Generation" (Harasim 2013:2) -- socialize and communicate online; therefore, it should be

natural for ESL/EFL educators to integrate online applications in the language classroom as an extension of current collaborative preferences among classmates. Padlet (<https://padlet.com/>) is a web 2.0, bulletin board-like platform where digital content is placed by anyone, for anyone, from anywhere (Padlet, n.d.; in Baida, 2014). Padlet can be accessed through any electronic devices as long as the devices are connected with Internet. Thus Padlet may allow any students engage within collaborative learning from anywhere and at any time they are free. This study was designed to investigate the effectiveness of using Padlet in English language classroom. In order to achieve the purpose of this study, the following research questions were addressed: **What is the students' perception and attitude towards using Padlet in classroom?**

II. Literature Review

Padlet features an „online wall l“web-based where ideas are collating via virtual post from the users (Shield, 2014). This tool offers enormous benefits to its users without the need to have an account. Users can create unlimited walls, invite others to collaborate on their walls, customize and set privacy on their Padlets merely by using a free account (Fiester & Green, 2016; Miller, 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.

Students can learn through Padlet anytime anywhere with any internet-enable devices such as smartphone, tablet, and computer with internet connection. There is no software needed to be downloaded to use Padlet. Students can then share their works on Facebook, Google+, e-mail or even embedded the URL into their blog (Wood, 2016). Previous studies on Padlet mostly covered the usefulness of Padlet to support collaborative activities (Dembo & Bellow, 2013; Fuchs, 2014; Ellis, 2015). However, there is very little research that has been done on the effectiveness of Padlet in enhancing students' language performance in classroom.

Previous studies related the use of Padlet in classroom context has been conducted before. Algrainii (2014) investigated the effect of using Padlet on enhancing female Saudi EFL learners’ writing performance. The research was conducted by using experimental study which the participants divided into two groups: control group and experimental group.

The experimental group received an intensive training and writing exercises through using Padlet while the control group was instructed through the traditional lecture-discussion instruction method after pretested at the beginning of the study to make sure that they were homogenous. At the end of the experiment, they were post-tested using a writing skill post-test in order to evaluate their writing skills. The findings of the study revealed that there were statistically significant differences between the means of two groups in favor of the experimental group achieved better results in the post-test after being taught by using Padlet

Using Padlet in language learning sessions has been proven to be beneficial in enhancing student interest and may increase learner motivation. Richardson (2009) states web applications may enhance learning in language settings as today’s students are naturally attracted technology (in Jabar & Ali 2016:160).

III. Methodology

This study is conducted using qualitative design, specifically a case study approach. According to Yin (2014: 16), a case study is an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. It also allows a researcher to go beyond the quantitative statistical results and provides in-depth explanation of a certain phenomenon. Therefore a case study method is conducted to explore the use of Padlet in EFL classroom and also its challenges as a phenomenon. The participants of this study are 48 PMPBI 2017 students at UNJ who used Padlet in their classroom.

The students came from English Education majors including A and B classroom. All the participants owned a smartphone, laptop and have active connectivity with the internet. Two research instrument were used in this study. They were questionnaire and interview. The participants were requested to complete an online questionnaire consisting of close-ended and open-ended questions to express their answer about the Use of Padlet in EFL classroom.

The questionnaire items were provided with four-points Likert scale. It was adapted from Harris, Yunus and Badusah’s (2017) study to identify students’ views and attitude on using Padlet in EFL classroom. The participants 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 participants will be given further explanation if they did not understand any item of the survey. Another instrument of this study was open-ended interview that explore the challenges on using Padlet in EFL classroom

Then, the writer interviewed the students and lecturers to complete and to crosscheck the data gained from questionnaire.

IV. Data analysis procedures

In analyzing the data, each instrument was analyzed in different steps:

1. The data gained through questionnaire were tabulated by using Ms. Excel 2013 and measured by using ismole frequent percentage. After that, the data were presented in the form of charts and discussion. The formula is total respond = sum of respondents × 100%
2. The data gained through the interviews were transcribed and analyzed and afterwards presented to support the data finding from questionnaire.

V. Results and Findings

Students’ perception and attitude towards using Padlet in classroom: The questionnaire items have been analyzed and the data was calculated in percentages. The result can be referred in Table 1 below:

N o.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I know how to use Padlet for getting information	5%	85%	5%	5%
2	Learning language via Padlet is a good idea.	5%	55%	40%	0%
3	My interaction in Padlet messaging was clear.	0%	4%	70%	10%
4	Padlet was easy for me to become skillful in discovering information	20%	45%	35%	0%
5	I got a lot information from Padlet	15%	40%	40%	5%
6	Learning English language using Padlet convenient for me	5%	5%	30%	60%
7	Padlet is convenient for academic	5%	85%	10%	5%

	engagement purposes				
8	Padlet allows me to academically engage with peers and lecturers at any time and any place	20%	75%	0%	5%
9	I found that Padlet is useful especially in my language learning	5%	80%	10%	5%
10	My writing performance in language learning was improved by the use of Padlet	0%	70%	20%	10%
11	Interaction via Padlet helped me to become active in language activity	15%	50%	30%	35%
12	In future, I will use Padlet in learning English language.	5%	80%	10%	5%

In regards to the additional students interview regarding the use of Padlet, students referenced that Padlet “helped increase my learning,” as well as “helped me on my writing performance.” After using Padlet, 50% of students strongly agreed that they were more engaged in their learning. One student specifically noted that they “liked Padlet because it helped me focus in class.” Two students referenced liking the comment capability because “if you’re wrong, someone can help you” and other students can “aware of my mistakes.” Two students commented on one challenge that they experienced while using Padlet. They disliked how their Padlet posts would consistently move down the screen as other students either added new posts or commented on existing posts

The findings in Table 1 indicated that majority of participants favored incorporating Padlet in language learning. Most of the items received a higher weightage in „Agree“ column whereas there is no vote in the „Strongly Disagree“ column. Looking closely in terms of attitude and perception on using Padlet in language learning, Table 1 showed that in general, more than 50% of participants have positive attitudes towards Padlet. 50% agreed that learning language via Padlet is a good idea. 85% agreed that Padlet is convenient for their academic engagement purposes and 80.3% found that Padlet is useful for their language learning, Even though they favor the

use of Padlet, 70% disagree that their interaction in Padlet messaging was clear. This can be explained as it was the first time for majority of them to use Padlet. Thus, even though they like it, it still taking time for them to get to know the tool and communicating using it for learning. In terms of their performance, 70% agreed that their performance in language learning was improved by the use of Padlet while 50 % agreed that the interaction via Padlet helped them to become active in language activity. Overall, most participants regarded Padlet as an effective means for learning language and 80% participants will use Padlet in their language learning in the future.

VI. Discussion

From the analyses of Interview and questionnaire results, it can be concluded that there is a significant improvement in students’ performance when integrating Padlet in their Language learning. Also, the participants favored the use of Padlet and found it useful for their language learning. Some students found that it is their interaction in Padlet messaging was unclear due to the fact that it was their first time learning via Padlet. This should be an aspect to be considered by researcher. Issues in digital competency and technical aspect of the tool can disrupt learning process since students need to explore how to use this tool and may take some time to familiarize it before using it for their learning (Redecker, Almutka, Bacigalupo, Ferrari & Punie, 2009).

Overall, Padlet provides a platform for students to actively participate in their learning. Students’ engagement in learning established through collaboration and sharing ideas using Padlet. This will help students to be aware of their own learning and thus improve their performance in learning language. The findings of the present and the previous studies support the effectiveness of Padlet in learning. Therefore, Padlet is as one of the Web 2.0 technologies that should be promoted and utilized as a means to support students’ language learning. For future suggestion, further studies can be done on Padlet to other parts of English grammar such as tenses and nouns or to a larger extent of other language skills such as speaking and writing.

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