CHAPTER 1
INTRODUCTION

This chapter presents a wide-ranging description of the study. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background of the Study

In this era, students belong to the millennial generation who cannot be kept away from technology such as tablets, smartphones, etc. Based on data obtained by Indonesian Communication Statistics in 2020, it is explained that the development of technology use in Indonesia has increased significantly. In the last five years, the use of Information and Communication Technology (ICT) in Indonesia has shown rapid development. The population using the internet increased as well between 2016 and 2020, as evidenced by an increase in the percentage of the population who accessed the internet in 2016 from around 25.37 % to 53.73% in 2020. In this regard, Marino and Beecher (2010) recommend that teachers embrace the power of technology as a strategy to support at-risk students in increasing engagement and academic performance (as cited in Kleinsmith, 2017). That way, teachers must be able to adapt to the current developments, bring technology, and use it wisely in the classroom so that the lesson is interesting for students.

One of the technologies that is used by teachers in teaching and learning activities in the classroom is Padlet. Padlet is one of the online learning media that can be used in the classroom to teach the learning process and it is also a website created for student learning media, thus it will be useful as a learning tool. Fisher (2017) stated that Padlet is a relatively secure online virtual "bulletin board" where students and teachers can collaborate, reflect, and share links and images. Therefore, students can be fully creative and take advantage of the various features available on the Padlet website.

Padlet is one of the student-centered learning tools and can attract students' interest to improve their ability. Students feel comfortable when using Padlet in

their learning process. By incorporating Padlet into classroom activities, language learning such as vocabulary can be achieved.

Based on the observation during the use of Padlet in one of the senior high schools in Tasikmalaya West Java, it was found that students perceived that they appreciate the use of Padlet in class because this is a new way of learning for them. Padlet has a feature such as 'Wall' used to write/post their work freely, teachers and students can also interact directly without a time limit from the web (teachers must make their time limit). Through the use of Padlet, students learn more and they are more active during online classes.

Recent years have seen an increased interest in studying Padlet as a media to learn English. Existing research on Padlet has mainly focused on several aspects. Alabbad and Huwamel (2020) conducted a study regarding vocabulary instructions given using Padlet were effective at improving learners' English lexical knowledge. The survey also revealed that the tool was well-liked by the students. Finally, the findings revealed that implementing Communicative Language Teaching via Padlet was critical to the participants' English vocabulary development. Furthermore, the impact of pedagogical approaches when Padlet was used to support learning was investigated by Deni and Zainal in 2018, which covered that the pedagogical approaches used had some influence on students' use of Padlet, and that some of these approaches, despite their good intentions, had created barriers to learning. When using Padlet in the classroom, alternative pedagogical approaches are advised.

Those previous studies mainly focused on the role of Padlet in improving students' vocabulary mastery and the use of Padlet itself in the teaching and learning process. However, few studies have highlighted students' perceptions of Padlet. To fill this gap, this study aims to investigate students' perceptions of the usefulness of Padlet in learning English.

1.2 Formulation of the Problem

Based on the background above, the researcher addressed the following question, "What are the students' perceptions of the usefulness of Padlet in an English class?"

1.3 Operational Definition

To avoid misinterpretation of this research, the researcher provided three definitions related to this study as follows:

1.3.1 Padlet

Padlet is a learning platform used by students in English class to write virtually, it has features like Wall, Stream, Grid, Shelf, Map, Canvas, and Timeline as features that can attract students' interest in learning.

1.3.2 EFL Classroom

In this study, EFL class refers to an English class that uses Padlet as a learning media in one of the junior high schools located in Tasikmalaya.

1.3.3 Students' Perceptions

Students' perceptions are the opinions or beliefs about using Padlet in English class to determine the extent to which students interpret learning English using Padlet.

1.4 Aim of the Research

The purpose of this study is to find out student's perceptions of using Padlet in English class. Therefore, this research will be very interesting to discover.

1.5 Significance of the Study

1.5.1 Theoretical Use

This study will expand the use of internet technology in Indonesia with Padlet as a learning media to teach EFL students in the classroom through students' perceptions regarding the advantages of using Padlet.

1.5.2 Practical Use

This study will provide readers with students' perceptions of the learning model that uses technology as a student's facility as a learning media. Where not only prioritizes increasing student knowledge but also being able to make students feel happy when learning. Furthermore, the teachers can be creative using the various features available in the Padlet.

1.5.3 Empirical Use

The study can be used as a reference that can be used to help learning activities in the classroom. This study can also be used as an evaluation material regarding learning because it contains students' opinions directly.