

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to Padlet as a learning media and students' perception.

2.1 Theoretical Framework

2.1.1 Padlet

Technology is now used as both a teaching tool and a learning aid. Implementing technological tools and applications in language learning may be a good way to scaffold learning and assist students in learning the target language (Hamid et al., 2019). Sirate and Yaumi (2017) argue that the purpose of technology from the individual's perspective is to allow collaborative contact and produce some meanings that can be understood more clearly. In the field of education, digital technology provides access to a wide range of materials that teachers can use. As a result, digital technology has become a means of improving the process of learning a foreign language in school.

One of the technologies that can be applied in classroom learning is collaborative learning. Collaborative learning is how teachers keep their students' communication abilities current and up to date. Adopting collaborative learning aims to teach students how to express themselves. They typically exchange information and seek to improve the manner in which they discuss the content, and students can complete their assignments at any time or location. According to Singh and Thurman (2019), there are several platforms that provide discussion forum capabilities, allowing students to share ideas while collaborating digitally. Furthermore, Sirate and Yaumi (2017) state that the function of media and technology in this context can assist individuals in their learning activities by employing software in the form of text, audio, video, or computer. There are many tools available today to support collaborative learning, for example, Padlet.

Padlet is an education technology startup company based in San Francisco, California and Singapore. Founded in December 2012 by privately held company,

created by Nitesh Goel (CEO) and Pranav Piyush. It is a free Web 2.0 application that provides a virtual wall and collaborative space that is accessible from any Internet-enabled device. It's a live online bulletin board described as "a living, breathing homepage" and "the world's easiest method to create and collaborate" (Fisher, 2017). Padlet allows anyone to create whatever content they want such as they can browse, add, and rearrange material on a Padlet at the same time, including text, images, and connections to other web pages, videos, or documents. Padlet is ideal for activities like brainstorming, discussion, and project work. Padlet allows students to learn from anywhere at any time using any internet-enabled device, such as a smartphone, tablet, or computer with an internet connection (Mahmud, 2019). Padlet does not require any software to be downloaded in order to use it. Students can then share their work via Facebook, Google+, e-mail, or embed the URL in their blog (Wood, 2016). Students can easily use the bring-your-own-device application, which does not require an account or log in to post on an existing Padlet.

Several features can be used in the Padlet, Wall can be used to provide and publish notes that can be sorted from most recent to least recent or most recent to the most recent notification. Stream is useful for continuously sending content in the form of audio or video so that Padlet users can enjoy it directly. Grids are similar to walls, except that each row can be made parallel to the row's longest post. Shelf format allows students to nest content in a series of columns. Maps describe a layout that allows students to interactively embed locations on the map. Canvas is useful for brainstorming, sorting ideas, drawing mind maps, and displaying any activity. The last one, Timeline can be used to organize the chronology of time or the sequence of events (Shuker, & Burton, 2021). So, teachers can use some of these features for fun learning for students.

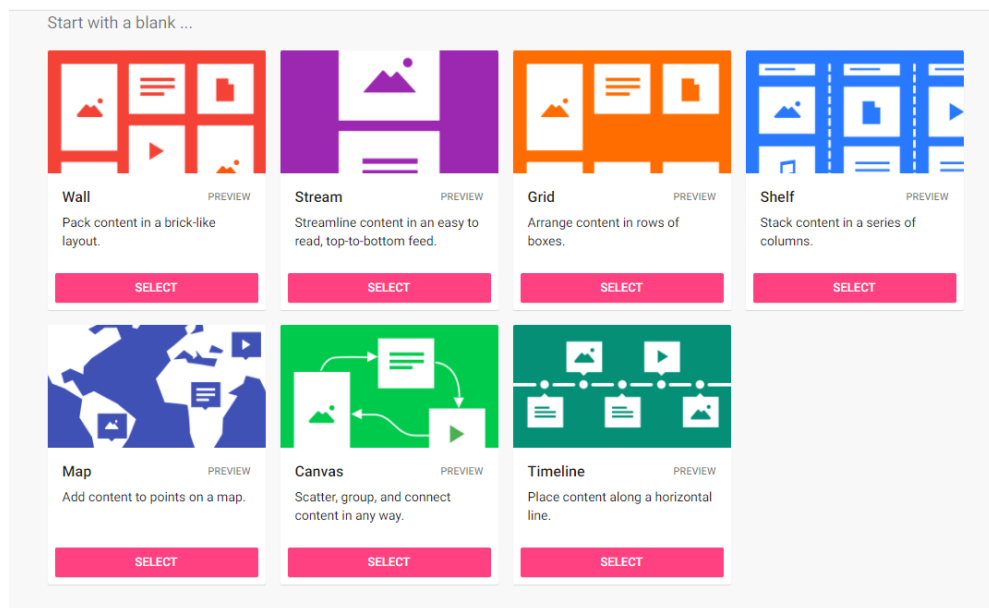


Figure 2.1. Screen capture of the features display of Padlet

Padlet has several advantages as an educational tool. According to Deni and Zainal (2017), some benefits of Padlet can help with language learning. First, Padlet can be used by teachers and students to interact in writing skills because teachers can directly write a comment or feedback on the student worksheet and students can directly correct their work. Second, Padlet is a technology that allows students to post and share notes in the form of links, pictures, videos, and document files with others. Third, Padlet can empower students to take an active role in class participation. Padlet can help teachers and students get more out of their classroom activities because students can use Padlet to ask questions and discuss complex class topics with their teachers and classmates.

With these advantages, Padlet can easily become a media that can be useful for learning in class, through the various features available, students can reach a wider learning. This tool has also helped the silent students to express their thoughts as well (Mahmud, 2019). Padlet is also an educational tool that can assist students and teachers in facilitating communication and feedback, and it is an appealing tool for increasing student creativity. Thus, using Padlet as a learning media will make students collaborate and interact actively.

2.1.2 Using Padlet in EFL Classroom

Several studies investigating the use of Padlet have reported that this tool is very suitable and beneficial in language classrooms in schools. Padlet can also be used to present learning materials in a very engaging and visually appealing way. Padlet offers peer learning opportunities where students learn from their peers and view the subject matter from different features. Aside from the engaging features, using Padlet can also make audio and video/photo uploads possible on this platform. Therefore, Padlet is a versatile tool that fulfills many functions and helps students enthusiastically improve their reading, writing, listening, and speaking skills (Nagamani, 2016). In conclusion, Padlet has numerous benefits in the learning process.

A study by Awaludin, et al. (2017) highlighted that ESL learners had a positive attitude toward continuing to use Padlet in their English language classroom. According to Manowong (2017) based on the researcher's observations in action research, learners interact and collaborate on this virtual wall by sharing their work and resources. In addition, students appreciated the use of Padlet and stated that they learned when they read their own or other students' mistakes or compared their answers with other students. Receiving feedback from teachers and peers on work submitted on Padlet is another way to interact and learn (Deni and Zainal, 2018). This is in line with Fuchs (2014) stated that when students witness varied replies and opinions, they learn from their peers and evaluate themselves. Padlet creates a collaborative and engaging learning community among students. Thus, using Padlet as a learning media is indeed beneficial for English language learners.

2.1.3 Students' Perceptions

According to Kumar (2010), perception is essentially the process of achieving awareness or understanding of sensory information from philosophical, psychological, and cognitive perspectives (as cited in Sibarani, 2019). He defined perception as the process of selecting, organizing, and interpreting stimuli by someone in order to obtain a coherent and meaningful picture of the world. People interpret their ideas meaningfully through the perceptual process based on what

they see, hear, taste, smell, and touch. Furthermore, perception can be described as the process by which humans give meaning to their experiences. Thus, it can be concluded that Perception is the act of perceiving an opinion on something in an environment.

By linking the above explanation with the learning process, perception plays a significant role in the learning process because it influences how students gain information through experience and retain it as part of their knowledge storage. As a result, in EFL learning, students' perceptions of first language use in their classroom should be carefully considered because it influences how students perceive the teacher's language use and may have a significant impact on their academic performance.

2.2 Study of the Relevant Research

The first study is research conducted by Alabbad & Huwamel in 2020, which aims to determine how much the use of Padlet as a learning media affects the learning process. The study indicates that the vocabulary instructions provided using Padlet were successful in improving learners' English lexical awareness, as well as the learners' positive attitudes toward the method. Participants in the study included 50 female students studying English as a foreign language at an English Language and Translation Department of a university Al-Imam Muhammad Ibn Saud Islamic University in Riyadh, Saudi Arabia. The result revealed that using Padlet to facilitate Communicative Language Teaching was critical to improve the participants' English vocabulary knowledge.

The second one is a study conducted by Deny & Zainal in 2018, which explored how an academic's exploration with Padlet supports the teaching of Communication Skills to second-year degree students. The study examines the impact of pedagogical approaches used to support learning when Padlet was used. This study's data collection methods included qualitative questionnaires, analyses of students' responses to Padlet activities and teacher feedback, and observation of students' behavior in class when Padlet is used. The study discovered that the pedagogical approaches used had some influence on students' use of Padlet.

The third study was conducted by Zainuddin et al. in 2020. This research aims to determine whether the Padlet application, as an e-learning tool, can increase learners' involvement in active learning activities. The researchers in this study employed a quantitative technique, distributing a semi-structured questionnaire to 39 postgraduate students. The researchers used numerous measures to assess student participation in the classroom, including motivation, active learning, cooperation, learning possibilities, usability, convenience of use, and satisfaction. The findings of this study demonstrated that using the Padlet application in graduate classes increased student involvement both within and outside of the classroom. Furthermore, the use of the Padlet application might help students manage tasks and minimize stress. Based on this research, it is clear that Padlet assists students in becoming more involved in classroom activities and managing their responsibilities effectively.

Other related research was conducted by Rashid, Yunus, and Wahi in 2019. This research aims to see if using Padlet may increase ESL students' collaborative learning. Furthermore, the researchers in this study wanted to see if Padlet could help students enhance their language abilities, communication skills, motivation, and ability to learn autonomously. The researchers collected data using a qualitative technique, including questionnaires, task analysis, and teacher observation. According to the findings of this study, using the Padlet app as a learning tool in an ESL classroom can foster a positive environment that encourages student participation, enhances language abilities, and boosts students' confidence.

The previous research focused on how Padlet and online learning work based on students' experiences during learning and how important students' perceptions are to improving the learning system in the classroom. Meanwhile, the current study focuses on student perception of using Padlet as a learning media. As a result, the researcher will specifically explore how the students' perception of using Padlet in the learning process.