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A Study On The Students' Perception On The Use Of Padle In Improving Writing Skill

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Abstrak

Penelitian ini dilatarbelakangi oleh peningkatan penggunaan media pengajaran Bahasa berbasis internet seperti *Padle* yang memberikan siswa kesempatan untuk terlibat secara lebih aktif dalam pembelajaran yang menyenangkan. Penggunaan *Padle* memungkinkan guru dan siswa berbagi *link*, *video*, *audio* atau *clip of film* yang berkaitan dengan materi pembelajaran. Tujuan kajian ini adalah untuk mendeskripsikan persepsi siswa tentang penggunaan *Padle* dalam proses belajar menulis dalam Bahasa Inggris. Sebanyak 75 orang dari 413 siswa kelas XI SMAN 7 Padang dipilih sebagai sampel atau subjek penelitian, dengan menggunakan *stratified cluster random sampling technique*. Data penelitian dikumpulkan dengan menggunakan kuisisioner, dan Likert scale digunakan untuk memperoleh data kuantitatif tentang persepsi siswa terhadap penggunaan *Padle* dalam belajar menulis berbahasa Inggris sehingga memungkinkan untuk menganalisis data dengan menggunakan statistik deskriptif. Berdasarkan hasil analisis data, kajian ini menemukan bahwa siswa memiliki persepsi yang positif terhadap penggunaan *Padle* dalam meningkatkan keterampilan menulis dalam Bahasa Inggris. Sehubungan dengan hal ini, guru seharusnya membangun pemahaman siswa tentang peran penggunaan *Padle* untuk meningkatkan keterampilan menulis siswa dalam bahasa Inggris.

Kata Kunci: *padle*, *persepsi*, *keterampilan menulis*

Abstract

This research is based on the increasing use of based-internet teaching media such as padle to support learning activities. Padle is a web-based online discussion by which teachers and students can share document, link, video, audio or clip of films relating to learning materials. This research aims at describing the perception of the second year students of SMAN 7 Padang on the usage of Padlet in learning writing skill. Seventy students were selected as sample or subject of this study by using stratified cluster random sampling technique. Data of this study were collected by using questionnaire, and then Likert scale was used to get quantitative data on students' perception so that descriptive statistics could be applied to analyze them. Based on the result of data analysis, this study revealed that students tend to have positive perception on the use of such application. It furtherly demonstrated that both their internal and external perception on it was also positive. A simple conclusion can be drawn that the usage of Padle as one of online teaching media for teaching English writing skill as well as other language skills was positively perceived, and in accordance with this, the teachers of course play a very significant role to build it up.

Keyword: *padle, perception, writing skill.*

INTRODUCTION

Writing skill is frequently regarded as a more complex language skill since it requires several aspects like collecting and organizing ideas that are appropriate with the selected topic, word choice or diction, using the correct sentence structure and grammar and the appropriate punctuation (Kay in Putra, 2021). Dealing with this, certain integrated-technology teaching aids can be used in language classroom to make learning activities become interactive and exciting for students. The use of teaching media applying technology like Padle, for example, could give beneficial result since they facilitate students to take an active participation in an enjoyable classroom and improve their skill in writing (Jong & Hua, 2021). Furthermore, applying technology application in teaching and learning activities can increase students' motivation and interest in the subjects they study and by utilizing the application in language learning can impact students' motivation to learn in the classroom and boost their confidence because technology requires students to have creative thinking and problem-solving skills (Mengorio & Dumlao, 2019). In a word, applying technology in language classroom provides some benefits for students (Armut et al., 2020).

Padle (<http://Padlet.com>) is a web-based online discussion where both teachers and students can share learning materials in the form of document, link, video, audio or clip of films. It also allows the users to create different content with different styles. According to Fuschs (2014), Padle is an application that facilitates the students to collaborate and share

their writings. It is an application for creating online bulletin boards that can be used to display information on any topics. Students can study through Padlet anytime, anywhere with internet-enabled devices such as smartphones, tablets and computers with an internet connection. No software must be downloaded to use Padle; either teacher or students need to access the Padlet via the web. Also, Students can then share their work on Facebook, Google+, email, or even embed an URL into their blog (Algraini, 2014). Padle can be applied in such following steps as;

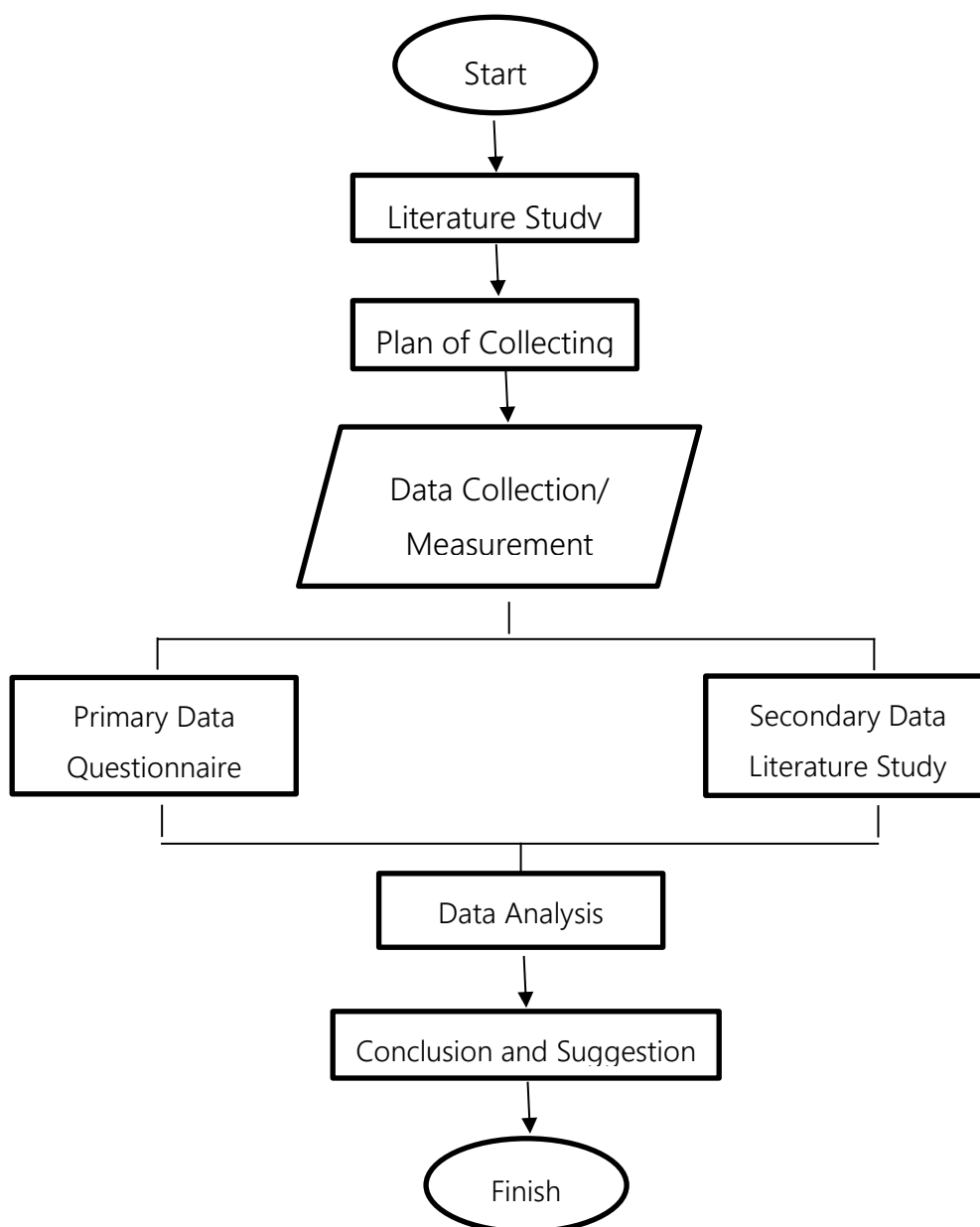
- 1) Go to <http://padlet.com> or download the apps. Click login/sign up.
- 2) Login with Google, Microsoft, Apple, or Email account. Choose on account from fourth. If already have the Padlet account, click on the log in bar and sign in using the account that is connected with Padlet.
- 3) After login, the Padlet's dashboard will appear. Click on the "making a Padlet" icon.
- 4) Choose one of the Padlet styles. There are some styles in making interactive Padlet. They are wall, stream, grid, shelf, map, canvas and timeline.
- 5) Give the title and the description of the Padlet. For example: "Convey your Opinion!"
- 6) To be more interactive, select the background of the Padlet. Teachers can use the pictures available or upload them from the computer. Padlet also provides fonts and some settings. For example: comments or reactions setting, etc.
- 7) It is ready to use after setting up and designing the Padlet. To post the Padlet page, click the (+) button. Some choices to post the materials will appear, such as uploading an image, taking a photo, link, video recorder, drawing, and many more features in Padlet.
- 8) Share the Padlet with the students. There are some ways to share the Padlet as follows: from a link, QR, Email, or share it through Google Classroom, etc.

Some related researches have been conducted previously. First, a study done by Mahmud (2019) reveal that using Padle as a learning tool for English writing facilitates students develop their ideas and abilities to write. Then, a study on the use of Padle in learning English language conducted by Setiawati (2020), showed that students have positive perception on it. Furthermore, Arif *et al.* (2020) found that using Padle as a pre-writing strategy can significantly benefit ESL students' writing skills. Not only Padle has advantages to the students' writing tasks, but also by using Padle, students gain many more benefits, and it makes learning more effective and accessible to all in line with 21st Century Teaching and Learning. Then, Fadillah (2021) found that students agree that Padle can enhance their desire and motivation in language classroom. Rony (2021) in his study on the use of Padle as a teaching medium to improve writing skill found that students have positive perspectives on

it and it also gives such benefits to the students to increase their interest as well as to make them unanxious in language classroom activities.

RESERACH METHOD

This study used descriptive research design that involves collecting data in order to answer questions concerning the current status of the subject being studied (Refnita, 2018). Seventy five out of 143 students became the subjects of this study and they were selected using stratified cluster random sampling technique. Data of this study were collected by using questionnaire, and by applying Alpha-Cronbach formula through SPSS Program 22 for windows, it was found that its reliability index was 0.836. Likert scale was used to measure students' perspective and data was analyzed by using descriptive statistics (Arikunto, 2010). To make clear, the flowchart of this research was shown as follows.



Gambar 1: The Flowchart of Data Collection

RESULTS AND DISCUSSIONS

Based on the result of analyzing data, it was found 8 % students reported that their perspective was very positive and 46.7 % students had positive perspective on the usage of Padle in writing classroom. Meanwhile, the percentage of those having negative and very negative perception was 41.3% and 4 % respectively. To make it clear, it can be seen in Chart 1 below.

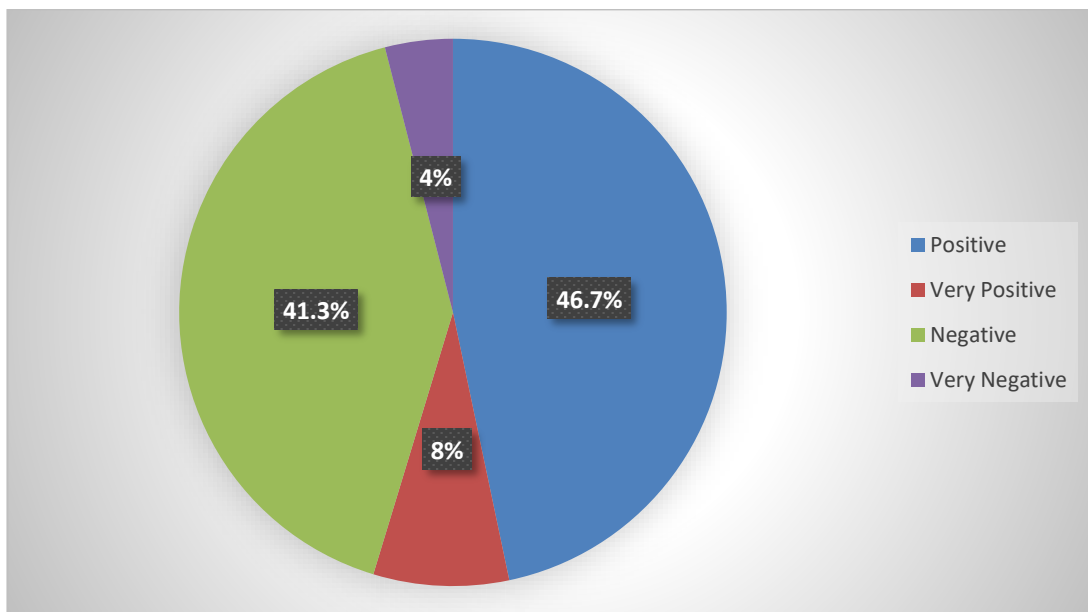


Chart 1

Perspective on the Usage of Padle

For internal perception view, the result of this study revealed the percentage of students having very positive and positive perspective on the usage of Padle in writing classroom was 13.3% and 41.3 % respectively. Meanwhile, 41.3% has negative and 4% has very negative perspective, as shown in Chart 2.

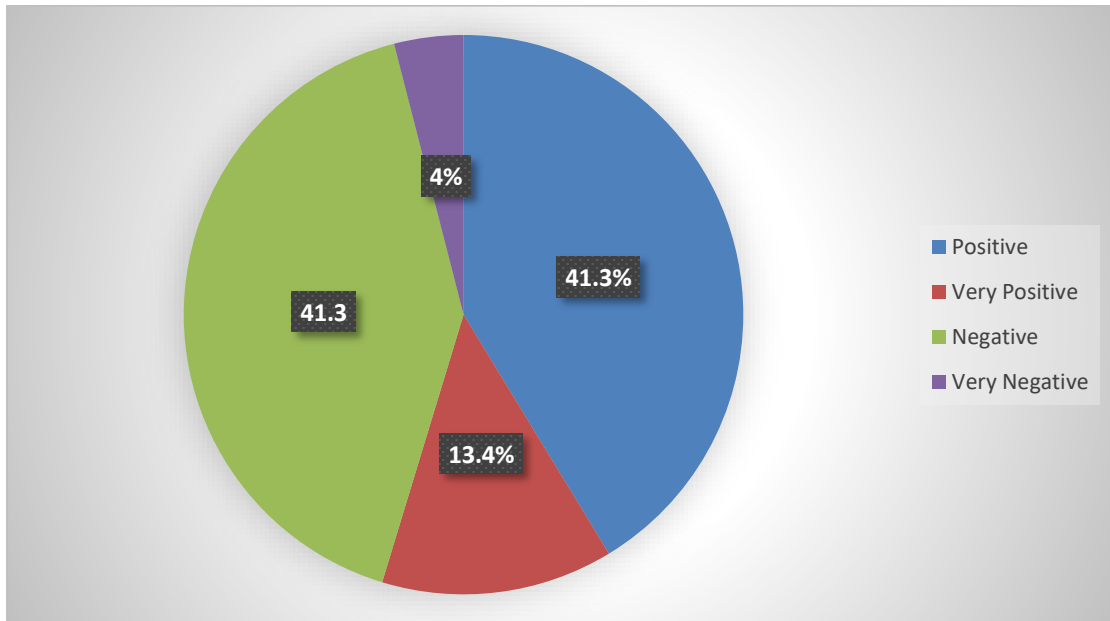


Chart 2

Internal Perspective on the Usage of Padle

For external perspective, this study demonstrated that 7% students had very positive perception, and 48% students have positive perspective on the usage of Padle in writing classroom. The percentage of those having negative and very negative perspective on the usage of Padle in writing classroom was 38.7 % and 6.6% respectively. To make it clear, it can be seen in Chart 3 below.

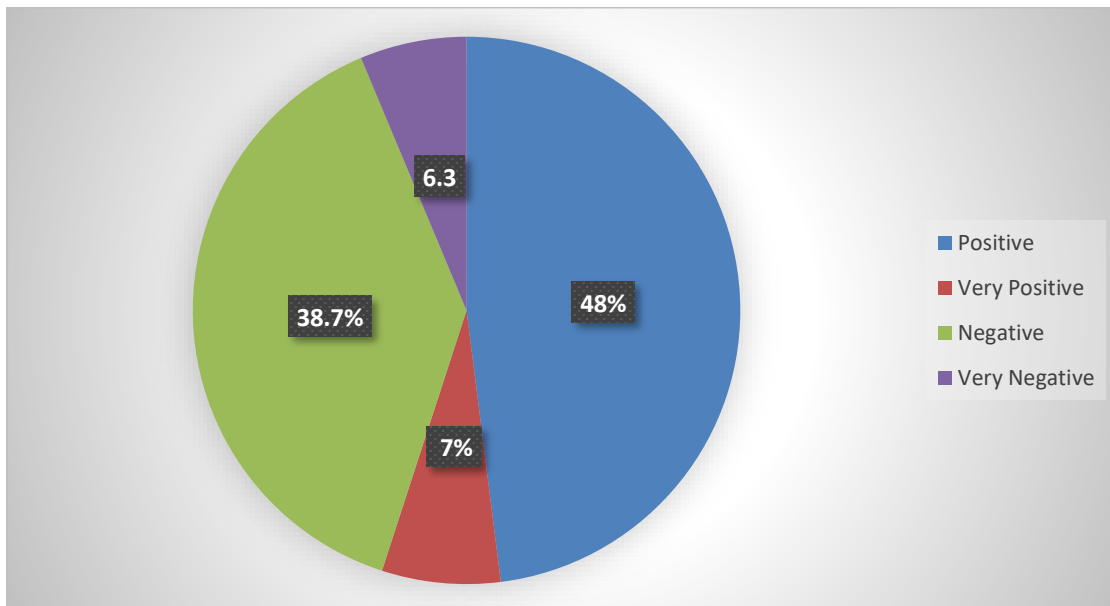


Chart 3

External Perspective on the Usage of Padle

As already discussed, the students' perspective on the usage of Padle in writing classroom tends to be positive. According to Uysal & Güven (2018), a positive perception can arise because of the individual satisfaction with the object, and it helps someone in foreign language. Furthermore, the opportunities for sharing ideas facilitated with the usage of Padle could generate someone's interest and motivation to learn actively (Fadillah (2021), and in line with this, Nurramdaeni *et al.*, (2021) declared that positive responses on the usage of such online teaching media come from students since it influenced affected their capability to express their ideas and provoke them to improve their writing skill, and help them during the writing practice. Furtherly Ismawardani *et al.*, (2019) stated that Padle as a teaching media is effective to be used in language teaching specifically in teaching writing. Taufikurohman (2018) also found the use of Padlet in learning writing made the students feel comfortable, and they could be more creative in voicing their ideas well without feeling pressured to convey them.

Slameto in Apriyanto (2010) stated that someone's perception can be affected by internal factor coming from himself, and his psychological aspects, such as thoughts, feeling, willingness, needs, and motivation will influence it. Padle provides some advantages as an application of language learning. According to Haris *et al.*, (2017), using Padle can enhance students' performance in writing and motivate them to write. Similarly, Rashid *et al.*, (2019), found that Padlet had a significant contribution to students' motivation and active participation in learning activities. This finding also agreed with Affendi *et al.*, (2020), who stated that Padlet has been proved beneficial to improves the students' motivation in language learning activity. It gives the students a chance to think critically because many ideas are accepted, allowing them to access Padle using any device. In line with this, Dianati *et al.*, (2020) declared that Padle gives benefits to students since it directs them to generate and build up their intensity to learn.

Potentially, the students' learning anxiety is also reduced. The students in this research had positive perception that Padlet could lower their learning anxiety. Rony (2021) stated that the students learning anxiety was reduced when using Padle in learning activity. It allows the students to feel more less-anxious when the teachers comment on their posts about the mistakes in writing. Dealing with this, Arif *et al.*, (2020) stated that Padle brought some benefits for students to improve their writing, and Zainuddin et al in Rony (2021) stated that using Padle lowers someone's anxiety since he/she tends learn in pairs or groups. Furthermore, cooperative and collaborative learning could be developed using Padle. According to Rashid *et al.*, (2019), collaborative writing assignments enhance students'

interaction in the classroom, and collaborative writing occurs when two or more students work together to produce a document with a group responsible for the end of the product (Haring-Smith in Rashid *et al.*, (2019).

Moreover the students' skill development can increase when using Padle in their writing classroom. It enables students to improve their writing skill and gaining other language skills and master the essential elements of language. It is in line with Mahmud' finding (2019) declaring that Padlet could help students sharpen their writing skills while also gaining new knowledge. Specifically, Haris *et al.*, (2017) found that Padle significantly enhances students' learning grammar. Furthermore, it was also in line with Affendi *et al.*, (2020), who stated that Padle also is used to develop the students' vocabulary, and it happened because of the students' curiosity about the meaning of words when they read friends' postings.

CONCLUSIONS

Based on the result of data analysis, a simple conclusion can be drawn that students tend to have positive perspective on using Padle in language classroom, and their internal and external one was also tended to be positive. Consequently, it can be implied that using Padlet in teaching and learning process provides students with some benefit. It can improve students' motivation and interest to actively participate in learning activities, reduce the students' anxiety in learning process, and enhances students' collaboration in English writing activities. In accordance with the conclusion of this current study, it is suggested study the effect of using paddle as based-internet teaching media on the improvement of writing skill

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