



Students' Perception and Acceptance of Using Padlet as a Digital Tool for English Writing Skills

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Abstract: This study aims at investigating the students' perception and acceptance of using Padlet in learning English writing. A total of 70 students taking the English for Specific Purposes (ESP) course at a state university in Indonesia were involved in the study. They were asked to fill out a questionnaire and 10 of them were interviewed to determine whether the students' perception and acceptance of the use of Padlet for learning English writing as they stated in the questionnaire. The results indicated that the majority of the students had a positive perception and accepted the usage of Padlet facilitated their writing process. The students find Padlet helpful in learning English writing, as it accommodates their English writing activities, improves their English writing skills, and motivates them to learn English writing.

Keywords: perception; acceptance; padlet; writing skills

Abstrak: Penelitian ini bertujuan untuk mengetahui persepsi dan penerimaan siswa terhadap penggunaan Padlet dalam pembelajaran menulis bahasa Inggris. Sebanyak 70 mahasiswa yang mengambil mata kuliah English for Specific Purposes (ESP) di salah satu perguruan tinggi negeri di Indonesia terlibat dalam studi tersebut. Mereka diminta untuk mengisi angket dan 10 orang di antaranya diwawancarai untuk mengetahui apakah persepsi dan penerimaan mahasiswa terhadap penggunaan Padlet untuk pembelajaran menulis bahasa Inggris seperti yang mereka nyatakan dalam angket. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi positif dan menerima penggunaan Padlet untuk memfasilitasi proses menulis mereka. Para mahasiswa merasa Padlet membantu dalam belajar menulis bahasa Inggris, karena mengakomodasi kegiatan menulis bahasa Inggris mereka, meningkatkan keterampilan menulis bahasa Inggris mereka, dan memotivasi mereka untuk belajar menulis bahasa Inggris.

Kata kunci: persepsi; penerimaan; padlet; kemampuan menulis

1. Introduction

Education has made extensive use of technology as a learning tool. Technology has great potential to support the teaching and learning process in the classroom. It is believed to enable students to learn more effectively as they can go beyond the walls of the classroom and facilitate students to improve their learning outcomes (Susanto et al., 2020). Azmi (2017), in her study, found that the use of technology in language teaching contributes to students' positive perceptions of language learning. They are motivated and fascinated by language learning. This finding is consistent with Hillson et al. (2019) study that integrating technology into reading and writing classes improves students' concentration, engages students in the learning process, and promotes meaningful learning.

There has been substantial research concerning students' perceptions of the use of technology as a learning medium. Kharis et al. (2020) stated that students have a positive response to the use of technology as a source of information in learning the language. In other words, the integration of technology into the classroom has resulted in many benefits for

students. However, the development of various Web 2.0 tools and applications has further enriched teaching and learning. These applications serve a variety of functions, enhance learning experiences, and are relevant. One of the applications is Padlet. It is a boundless web application that permits teachers and students to produce a virtual wall to write, edit, and manage the page freely.

Padlet, formerly known as Wall Wisher, can be created by teachers and students. Through this platform, teachers can send materials and gather students' feedback easily as it is accessible on any Internet-connected devices, including mobile phones and PCs. As stated by Ali et al. (2018), Padlet is a flexible web-digital tool as it is a reliable and appropriate online learning platform for teachers and students. In addition to this, Rashid et al. (2019) mention that Padlet provides users to publish words, links, images, videos, and other materials on the virtual wall, where anyone can view the contents on the wall with access to a link or URL. Furthermore, using Padlet as a web-based digital tool provides the opportunity for students to contribute their thoughts to any assignments and activities both inside and outside the classroom (Toti, 2018).

Studies on the use of Padlet in learning have been widely documented to promote students' learning. A study by Rashid (2019) showed that students performed better in writing when they use Padlet as a learning medium. In other words, Padlet has been obtained to support students learn better, particularly when learning to write. A similar study is conducted by Awaludin et al. (2017). They found that Padlet improves students' writing ability as it encourages them to engage in peer learning and self-assessment. Moreover, students have favourable responses toward Padlet as a digital tool for learning. They improved their writing skills when they began using Padlet. It also helped in-active and silent students to express their idea.

Another study about Padlet as a digital tool for teaching and learning was conducted by Beitz (2019). He argues that the integration of Padlet into classroom activities has proven to be useful for both teachers and students. Padlet contributes to fostering positive learning communities and a flexible learning environment, where students can interact with their classmates in a less stressful manner Rashid et al. (2019) also demonstrated that a series of tasks given through Padlet encourages students to participate in class activities, reduces their anxiety, promotes interaction between teachers and classmates, and develops language accuracy through peer learning. Moreover, they suggested that undergraduate classes might make good use of Padlet to offer collaborative writing including students with lower skill levels.

The aforementioned studies reveal that Padlet as a digital tool can assist students' learning, fosters interest in learning, motivate students to cope with completing the task effectively, and actively engage in learning, which finally improves students' learning outcomes. In addition to this, students give a positive perception of Padlet as an effective learning medium. However, is the integration of Padlet in the language classroom, especially in the writing classroom acceptable? How do students accept the integration of Padlet for learning writing? Hence, this study seeks to answer those questions. This study is crucial to be conducted as the usage of Padlet as a digital tool in the learning of writing should be in line with students' acceptance and satisfaction to utilize it in their learning activity.

2. Method

This study employed a descriptive qualitative research method to investigate students' perception and acceptance of the integration of Padlet as a digital tool for English writing skills. This study was carried out in two English for Specific Purposes (ESP) classrooms in a state university in Indonesia and consisted of 70 students as the respondents. The study was conducted in one semester or during an English lesson. There were seven Padlet tasks distributed across the 14 meetings of the semester to assist the students with their writing activities. The activities using Padlet were given in the classroom and also through the university's e-learning platform. To complete the tasks, each student was provided the URL or the link to the wall so that they can publish their writing or give a comment to other students' writing.

Data for this study were collected from a questionnaire as the primary data and an in-depth interview as the secondary data. The questionnaire contained 5 Likert-scale (strongly agreed, agreed, neutral, disagreed, dan strongly disagreed). Besides, it contained four sections. The first section comprised questions about student demographic information. The second section included questions about the students' perceptions of using Padlet as a digital tool for English writing skills. The third section covered the benefits of using Padlet for English writing skills. The last section comprised questions about the challenges in using Padlet for English writing skills.

The collection of the data was undertaken in the following procedures. First, the research begins with providing a tutorial on the use of Padlet to the students. Second, giving writing tasks to students through Padlet. Third, asking students to complete a questionnaire regarding their perception of Padlet integration as a digital tool for English writing skills. Third, doing a semi-structured interview on 10 students who were randomly selected to know whether the students had the same perceptions as they mentioned in the questionnaire. At last, data collected from questionnaires were analyzed using descriptive analysis.

3. Results and Discussion

3.1. Results

In this section, the results of the study are organized based on the student's perception of using Padlet as a digital tool for learning English writing, which comprises three categories. Perceptions of using Padlet as a digital tool for learning English writing, perceptions of the benefits of using Padlet for learning English writing, and perceptions on challenges in using Padlet for learning English writing.

3.2. Perception of Using Padlet as a Digital Tool for Learning English Writing

Generally, the majority of the students give positive responses to the use of Padlet as a digital tool for learning English writing. 100% of the students strongly agreed and agreed that they find Padlet a suitable tool for learning English writing. Further, over 90% of them strongly agreed and agreed that they felt motivated to learn English writing while using Padlet. Moreover, over 90% of students strongly agreed and agreed that they find Padlet very interesting and easy to use. In addition, 95% of the students strongly agreed and agreed that they were able to develop new ideas from the activities on Padlet. On the other hand, 100% of all students strongly agreed and agreed to use Padlet in learning to English writing.

Students' responses to the questionnaire are consistent with the data interviews. The students think that Padlet to be a convenient and easy-to-use tool for learning English writing. They can use it anytime, anywhere, both inside and outside the class. The other students believed that Padlet helps them get ideas to complete writing tasks. Moreover, they think that they need Padlet to promote them to learn English writing. Hence, it can be concluded that students were interested in and accepted to learn English writing using. The frequency of students' perception of using Padlet as a digital tool for their English writing skills is demonstrated in the following Table 1.

Table 1. Students' Perception of Using Padlet as a Digital Tool for English Writing Skills

No	Statement	SA	A	N	D	SD
1	I feel convenience to learn English writing when using Padlet	60%	40%	0%	0%	0%
2	I feel motivated to learn English writing while using Padlet	40%	55%	2.5%	2.5%	0%
3	I find Padlet very interesting and very easy to use	50%	42.5%	5.0%	2.5%	0%
4	I get better ideas from Padlet activities	60%	35%	2.5%	2.5%	0%
5	I will use Padlet to assist me learning to write in English	70%	30%	0%	0%	0%

*SA-Strongly agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree

3.3. Perception of the Benefits of Using Padlet for Learning English Writing

Students' responses on the benefits of using Padlet for learning English writing come with great benefits or their responses are mostly positive on all points. It can be shown that over 90% of the students strongly agreed and agreed that they get more ideas for writing from materials shared by their classmates on Padlet; 100% of them strongly agreed and agreed that they find it easier to write when it is using Padlet, and over 90% of them strongly agreed and agreed that they can organize their thoughts better after using Padlet. In addition, 85% of students believed that they get new vocabulary from Padlet and 90% of them believed that Padlet can develop their writing skills.

Regarding data interviews, students seemed to agree that Padlet provides many benefits for them. They stated that Padlet is a learning tool to share and exchange ideas between teachers and students. They believe that sharing and exchanging ideas and other information related to learning materials through Padlet will help students in their learning. Other students mentioned that Padlet assists them not only learn how to organize ideas and write better but also helps them increase their vocabulary after reading their classmates' work after using Padlet. It showed that students find benefits from their classmates' posts. These findings indicated that Padlet gives benefits to students. The frequency of students' perception of the benefits of using Padlet for learning writing is shown in Table 2 below.

Table 2. Students' Perception of the Benefits of Using Padlet for Learning Writing

No	Statement	SA	A	N	D	SD
6	I get more ideas for writing from materials shared by my classmates on Padlet	50%	45%	2.5%	2.5%	0%
7	I feel it easier to write when using Padlet	60%	40%	0%	0%	0%
8	I find new ideas related to the topic on Padlet	45%	50%	5.0%	0%	0%
9	I can organize my thoughts better after using Padlet	50%	45%	2.5%	2.5%	0%
10	I learn new vocabulary from Padlet	65%	27.5%	5.0%	2.5%	0%

No	Statement	SA	A	N	D	SD
11	I can stay focused longer in writing while using Padlet	42.5%	50%	5.0%	2.5%	0%
12	I know how to develop my writing skills with the help of Padlet	55%	40%	5%	0%	0%

*SA-Strongly agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree

3.4. Perception of Challenges in Using Padlet for Learning English Writing

Based on the findings demonstrated in the following Table 3, the main challenge in using Padlet for learning English writing deals with the Internet connection. Over 50% of students strongly agreed and agreed that they find it difficult with the Internet connection especially when they are at home. Padlet depends on the Internet connection, thus if the connection is not stable, it would be a challenge. Concerning devices used for Padlet, most of the students own mobile phones or laptops that support Padlet to learn English writing. Finally, about 60% of students disagree and strongly disagree that they were distracted by various features of Padlet. These results are congruent with the results of the data interview, in which internet connection has become the main problem in using Padlet for learning. The following is data about students' responses to challenges in the usage of Padlet for learning English writing.

Table 3. Students' Perception of Challenges Using Padlet for Learning English Writing

No	Statement	SA	A	N	D	SD
13	I find it difficult with the Internet connection to access Padlet	25%	30%	5.0%	20%	20%
14	I have mobile phones or laptops that can support Padlet to learn English writing	30%	45%	10%	10%	5.0%
15	I am distracted by various features on Padlet	0%	20%	20%	40%	20%

*SA-Strongly agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree

3.5. Discussion

The questionnaires and interviews have shown that using Padlet as a digital tool for learning English writing had perceived positively by students. The majority of students found Padlet easy to use for learning English writing. Considerable studies have also demonstrated that it was simple and practical (Jong & Tang, 2021; Taufikurohman, 2018; Toti, 2018). Also, nearly all students agreed that using Padlet for writing activities was interesting since it provides attractive features and characteristics for learning. They were interested to use Padlet in the future to develop their English writing abilities.

This study also obtained that students are also motivated and enjoy learning English writing with Padlet. Students tried their best to complete their writing tasks in Padlet with sincere effort. Numerous studies showed the benefits of Padlet for students' learning motivation (Mohd, Said & Tan, 2020; Kimura, 2018; England, 2017). In other words, Padlet has a significant impact on developing students' writing engagements (Gill-Simmen, 2021; Tan & Tan, 2020; Zainuddin et al., 2020). Moreover, the use of Padlet in the writing classes created a comfortable environment where students can learn both in and out of class, everywhere and anytime as long as they were connected to the Internet (Anwar et al., 2019). Thus, students could feel comfortable and enjoy learning while completing their writing tasks.

Learning English writing is mainly focused on the development of ideas and their expansion. By integrating Padlet as a digital tool, students can find, develop, and get more and better ideas than without a visual aid in the process of writing. These findings supported a previous study done by Ahmad, et al. (2022), Andrews et al. (2020) and Arif et al. (2020). They demonstrated that students have favourable responses to the use of Padlet as a learning medium. It assisted students in writing activities as it is easy to access educational resources that can help students get ready to write. Indeed, the integration of Padlet in the writing classroom has a positive impact on writing skills as it allows teachers and students to share ideas and to gather feedback on any writing activities using any devices they have, such as mobile phones, tablets, or computers.

Integrating Padlet in learning writing can greatly benefit students' writing skills. Through Padlet, students not only learn how to organize ideas but also learn to write more effectively, which finally improves their writing skills (Etfita & Wahyuni, 2020). It also helps students gain new knowledge as well as new vocabulary that significantly supports them in completing their writing tasks. These results confirmed the findings study by Ali et al. (2018) and Mahmud (2019), which found that students agreed and positively accept that Padlet can develop their writing abilities. In addition, students explained that they were able to successfully utilize Padlet for writing activities.

Padlet has potential to support students' learning of English writing. However, the results of this study also showed that there are limitations to using Padlet when learning English writing. Padlet seemed ineffective and burdensome for students when they have limited internet connection. The limited Internet connection become a major issue among students. They were unable to participate actively in class, or complete and submit their writing task on time. A considerable study also identified that using Padlet as limitation requires a stable or secure Internet connection (Kharis et al., 2020; Arif et al., 2020; Anwar et al., 2019;). This topic has been the subject of lengthy debate indicating that the local education system is not entirely ready for online learning.

In addition, another issue was found in this study. It was related to devices used that support learning. It is found that some students (10%, n=7) face a problem with their devices not supporting them to use Padlet. Outdated devices contribute to a delayed retrieving Padlet, which can make students reluctant and not confident to use Padlet as a writing tool. The students also mentioned that their experience using Padlet on mobile phones has been quite troublesome. However, students who used laptops seemed to have a better experience. The use of web-application such as Padlet must consider the availability of Internet accessibility, connectivity, and device limitations into account to avoid teaching and learning issues when using web application like Padlet (Nurviyani, 2018). This is as stated by Deni and Zaenal (2015) that the integration of web application-based is frequently constrained by internet connectivity, incompatible devices, and a lack of technical knowledge.

4. Conclusion

The use of Padlet as a digital tool for learning English writing appears to be accepted positively by students. Despite there were minor issues and challenges encountered when using Padlet for learning English writing skills, the study evidence that Padlet increased students' motivation during the writing activities. They consider to use Padlet for their future writing activities as it was easy to use and assisted them in learning English writing. In addition, Padlet

also offered benefits for students. It successfully helped students to gain new vocabulary and improve their writing skills. The study also demonstrates that Padlet can be utilized as an autonomous learning tool as students learned from their own and classmates' mistakes, which finally improved their writing skills based on teacher feedback. Hence, this study implies that Padlet is a worthwhile digital tool that can enhance student's learning in a positive way.

This study is expected to serve as a reference and source for future studies on Padlet. The usage of Padlet, on the other hand, should be investigated further to fully understand its potential as a tool that aids teaching and learning. Future studies on Padlet are expected to dig more into the significant benefits of Padlet in the learning process, particularly learning to write. In addition, more studies need to be conducted on different types of participants to gain a better understanding of their perception of Padlet. Further research could explore the effect of Padlet on other language skills

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