

## **Chapter Two**

### **Literature Review**

This chapter consists of relevant theories to support the research. The theories help the researcher and reader understanding about the topic of the research. The chapter also provides related studies previously conducted by other researchers to give a view how the researches relate to this study and how this research is different from other researches. By the end of this chapter, a conceptual framework is used to correlate the theory into the interest of the research.

#### **Padlet**

Padlet is one of the platforms as the social network used to communicate and interact with users. Nowadays, people not only use the platforms as a communication tool in the social environment but in the educational field too. Deni and Zainal (2015) stated that Messenger, Facebook, Blog, Twitter, and Padlet are recommended to be used as social networks in the educational field.

The platform is free when providing features in online learning activities with an internet connection. The platform is a free platform for an online bulletin board users can manage the platform through any mobile devices with internet connection (Sangeetha, 2016). It is also a suitable web platform facilitates users to post any topic they want on a "wall". The wall provides facilities to users, for example, giving a comment, creating a wall, and posting a text, image, video, or document on the wall (Deni & Zainal, 2015). On create a Padlet wall, users also get a unique URL to share on a page with other social sites such as Facebook or Twitter.

**The features of Padlet.** Padlet is created with innovative features that support teaching and learning. According to (Fister & Green, 2016), Padlet allows the lecturers and the students to communicate, discuss, and post depend on classroom purposes. Although the platform facilitates to post something in and can be seen everyone, it has a secure feature which can protect from unknown people to join the group so, the lecturers and the students only can connect the group.

There are some features which are available on Padlet. One of the features is “the box” that the lecturers and the students can post various files. Those files are assignments, quizzes, or polls. Padlet also provides other features like address, notification, and privacy. Those features are used to ease communication in learning activities between the lecturers and the students. Weller (2013) as cited in Dewitt (2015) revealed that Padlet is an easy platform because its simple features are appropriate for beginners. Those features can help the students and the lecturers communicate each other and make teaching and learning process better. Those features are the box, invite people, share, and privacy which support to facilitate students’ writing skills.

*The box.* Padlet provides the box where you type or share your assignments, quizzes, or polls. The students and the lecturers should double click red - cycle on the left-bottom first before the box will be appeared on Padlet wall. It is easy to be implemented because the lecturers and the students only click the box Padlet wall anywhere. They can type, record voice, add a hyperlink, a photo, and document, draw

a doodle, search information from Google, share the location and link to one or users other Padlet.

*Invite people.* This feature is used to invite other Padlet users. The students can make a group with others. This feature facilitates the students for group working and collaborative learning. The students should change from secret to public to make other students see your work. Private, password protected and secret can only be used when the students do not want to everyone easily look their works on Padlet except the students' partner of work.

*Share.* This feature provides a sharing file from various links. The students can scan the link with print code, copylink from the Padlet, embed in your blog or website, email, Facebook, Twitter, and export to pdf, image, CSV, excel spreadsheet, and print. It helps the students express their opinions from various links and also make easier their works. The students should not rewrite their works in different platforms because they can share from the link on Padlet which support to other platform.

*Privacy.* This feature makes Padlet as a great platform. Many platforms support the students to express their writing, but they feel uncomfortable when unknown people join on the group. The platform protects users to prevent 'bullying' from others. The lecturers can also monitor only their students who know the address to join the class activity. The feature has four categories. There are can read, can write, can moderate, and can administer (only invite individual contributor as administrator for this privacy setting).

**The advantages of using Padlet.** As an educational platform, Padlet has several advantages. The researcher found three advantages from some references that Padlet can support in language learning. The platform utilized to facilitate collaborative learning, familiar features for beginners, and students' writing skills.

First, Padlet utilized to facilitate collaborative learning. Padlet supports students to work together in a group. Padlet provides some features which facilitate students and lecturers in collaborative learning. They can explore what their thought and feeling through the group whenever during a week out of the class. The features offer an online wall to collect students' and lecturers' ideas on Padlet (Haris, Yunus, & Badusah, 2016). By doing collaborative work, students can optimally understand some objects from their learning experience. Curtis and Lawson (2001) revealed that collaboration describes a situation when two or more subjects build an interaction to provide solutions for some problem. Based on this statement, collaborative learning will make students better understand two or more subjects because they discuss and suggest together to find a solution to their problem.

Second, Padlet facilitates friendly features for students. The platform has a simple wall-only design as a place to gather students and lecturers' opinions (Deni & Zainal, 2015). The design will not make users feel confused when they use the platform for the first time. Students will be able to utilize and implement the platform easily. Although Padlet has a simple design, the platform can make language learning more interesting because they can communicate with other students and lecturers at all times (Fuchs, 2014). The platform provides pictures, videos, and files in unique

designs, so students perceive that using Padlet make language learning more fun and they enjoy joining the learning.

Third, Padlet can facilitate the students in their writing. Padlet helps the students to enrich writing experience (Sangeetha, 2016). The platform helps the students to improve their writing skills separately. The students can create their writing after the lecturers give an instruction which is a topic discussed in online learning. The students can express their feelings and think about the topic. They can explore and upload their writing to be corrected by their lecturers, so they can measure how far their skills in writing. Padlet also contributes to making students self-sufficient in their writing. The students have a responsibility for their own writing because they can express any topic they write. The platform also provides a positive effect to organize the students' writing, because writing is a communication tool to express their ideas. This statement also supported by Haris, Yunus, and Badusah (2016), most of the activities on Padlet is a written communication, so Padlet can facilitate to make students practicing writing frequently for communication.

**The weaknesses of using Padlet.** While there are several advantages offered by using Padlet, it is not a perfect platform without fault. The researcher found three weaknesses from references. Those are error internet connection and loss of control over input, confused comments.

First, Padlet has a problem with an error internet connection. Padlet cannot be visited by students when the platform has an error internet connection. All

platforms in online learning should connect with an internet connection. The connection error is one of the problems when the students will join the learning activity (Sherif, 2015). It means the platforms depend on the internet. On the fact, the internet is the most problem faced by the students. The problems also caused the students late to send their assessment for the lecturers' instruction. The students can feel stressed for the internet, they wait a long time to upload and download the files.

Second, Padlet can drive to loss of control over input. Notes or answers will be too much thus causing the platform difficult to control input into a group. All comments or opinions from students and lecturers recorded on the wall that makes Padlet arrangements on the wall become an unorganized layout and unreadable impact. This problem makes some students feel uninterested in using Padlet for their learning because of the platform difficult to organize the input (Ibsen, 2016). The students should open all the comments and they discover it difficult to find the lecturer's feedback. In addition, some students may upload not only once in the same assignment because they are not careful about editing their assignments before it will be uploaded on Padlet. Most students do not delete their useless post first, so it creates some non-essential files that may interrupt students to seek the lecturer's feedback.

Third, students feel confused to distinguish between student and lecturer comments on the layout. Although students can give comments on Padlet, sometimes it makes some uncomfortable situation for other members. Based on the fact, Padlet is difficult to organize and the layout may be disorganized by users, so they feel

confused to look for their comments with others (Deni, & Zainal, 2015). The posts' arrangement on the wall can be messy, it causing difficulties to students or lecturers to find specific posts on the platform because there are too many links to open the websites that want to be visited by users.

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to find specific posts on the platform because there are too many links to open the websites that want to be visited by users.

### **Writing at English Foreign Language (EFL) Students**

In this part, the researcher finds some reviews related to writing skills. Those reviews focus on the concept of writing skill, the problems of writing for the students, and the solve problems of writing for the students.

**The concept of writing.** Writing is a skill that must be mastered by EFL students because it is a way the students to communicate. The skills offer permanent recorders to store information, opinions, feelings, arguments, and theories. Students will remember their events by using writing. Huy (2015) explained that writing is an expression of human language across time and space. Writing allows people to share information, not only with people who live today but also in future, so writing holds an important role in our life. Writing is also an essential tool to support other skills. If students have a decent skill in writing, they can speak and read the text more effectively. Students will search for the most appropriate vocabulary used in their essay. They will use an unknown vocabulary first, so students will understand the meaning after searching and using it (Alfaki, 2015).

Writing is an activity students learn in order to write correctly. They should focus on writing strategies such as planning, evaluating, and reviewing a topic to report their writing clearly to express an opinion (Huy, 2015). It also supports the acquisition of basic skills in language learning, such as spelling, paragraphing to organize logical information, creating ideas, punctuation, and grammar used in



writing rules (Muslim, 2014). Based on the statement, writing identifies four important processes. There are knowledge of writing, text-producing skills, the process of motivating participants to write with enthusiasm, thought, and action through strategies to achieve writing goals (Huy, 2015).

Writing also describes as a "mirror" for intellectual people. It can determine the level of people's expression of something that people use to express their thought and feeling in "hardcopy" forms (Sadiku, 2015). Writing is also the most challenging skill in learning English. Based on the fact, the use of appropriate and strategic language with structural content and communicative ways are important to use in writing. It reveals that writing is a cognitive test such as memory test, thoughts, and verbal command to express ideas because the successful compositions of them are the characteristic of the successful language learning for students (Fareed, Ashraf, & Bilal, 2016).

**Students' difficulty in writing.** Some experts note that in writing, EFL students may face some difficulties such as lack of grammar and structure knowledge, low motivation, lack organization, and spelling mistake.

First, the lack of grammar and structure knowledge is one of the writing problems for students. They find it difficult to use the correct grammar and spelling in their writing. Albalawi and Younes (2015) revealed that grammar and structure are the main weaknesses in writing. The students often do some mistakes such as tenses, punctuation, syntactical errors, subject-verb agreements, and articles in grammar rules. The students should avoid some writing problems such as grammatical errors,

punctuation errors, and lack of vocabulary (Huy, 2015). Based on the fact, the students often make mistakes in the issues. They do not have enough knowledge to understand the issues.

Second, some students have low learning motivation. Motivation can also affect students' writing skills. If students have low motivation in writing, they will perceive writing is difficult. Tuan (2012) argued that motivation affects students' enthusiasm to participate in learning writing. The topic of writing may also affect students' low motivation. The topic can be developed rapidly when students' concern and interest are accepted when given many opportunities to write and become participants in language learning. Students' desire to find writing topics with their own is easier than a topic that is not desirable (Alfaki, 2015). The quality of writing will be better if students are allowed to make their own writing about their topics.

Third, students find it difficult to organize their ideas in writing. Students have problems in paragraph arrangement, topic development, and theme arrangement in writing. The most problematic paragraph is when the topic sentence not limited to a single topic in each paragraph (Alfaki, 2015). Students may be confused to distinguish between topic sentence and supporting ideas or generalization and specific details. They also have problems united paragraph because of their failure to use coherent and cohesive devices appropriately (Pincas, 1982). In fact, their paragraphs will not be written specifically and clearly because each paragraph does not support on coherent and cohesive paragraphs.

Fourth, students often encounter spelling mistakes in writing. Difference spelling (British and American) cause students confused to write consistently (Harmer, 2001), for example, "color" and "colour", they have similar meaning but different pronunciation. The first example is American, and the second is British. To be a decent writer, they should choose one from both spellings to make consistent in writing. Students need to know spelling mistakes to avoid some misunderstanding information too. Spelling mistakes do not usually prevent the readers to understand, but they will have a negative opinion about the text (Albalawi & Younes, 2015).

### **The Use of Padlet and Its Effect toward Writing**

In this chapter, the researcher provides some theories about Padlet and its effects toward writing skills. This section focuses on the significance of Padlet toward writing skills, the benefits, and the problems of Padlet when it is used in writing.

**The significance of Padlet in students' writing.** Based on previous research, the researcher discovers that Padlet can facilitate students in writing. Those are Padlet as an educational platform, to give motivation to students, and to facilitate them to improve their writing.

First, Padlet facilitates a group discussion in online learning. Padlet used to share ideas, assignments, and comments on Padlet group as well as regular learning in the classroom (Guzer & Caner, 2013; Dewitt, 2015). Students can give their opinions about a topic given by lecturers and they can discuss together on the group. Not only for students, but also for lecturers, they can monitor easily their students

although in an online environment. The lecturers can give an assignment and they will give feedback on students' assignment.

Second, Padlet can give some motivation to the students. Long, Ming, and Chen (2013) stated that motivation has a significant role to learn writing because motivation supports learning writing activities which have been conducted in internal process of learning writing. Students who have high motivation will be active to learn writing, express their understanding about writing, and focus on attention in class to master writing. However, the dominant motivation to learn from them, the lecturer also has an important role for enriching students' motivation. On the platform, the lecturer will monitor their students' assignments especially writing. The lecturers often give some feedback on their students' uploaded assignments. The feedback is important to develop students' writing. Feedback can improve students' motivation in writing. The students will know which sentence or concept is correct or incorrect from their writing. Writing will be better after given feedback than before. The students can focus on their assignments and not everyone can know their assignments. The lecturer can give Padlet for delivering a feedback one by one. In fact, some students do not want everyone to know their assignments. Padlet is one of the alternative tools to deliver a feasible feedback for all students (Dewitt, 2015).

Third, Padlet has shown significance in improving writing where the platform gives an opportunity to share students' assignments and receive feedbacks. Students can post their own work and instantly they give some contents such as comments, feedback, opinions, and additional information about a topic which is

explaining in group discussion. Students will share the contents with their lecturers. Using Padlet to improve English writing can control and plan students confident to develop their own writing and to have more enthusiasm for learning language through technology (Wiangsima, 2013). It encourages students to have a freedom to express, receive and understand about their own writing through the use of evaluation. Evaluation process can happen when students can reflect their own writing from lecturers' feedback. They can diagnose their own writing before and after getting feedback from lecturers. They also give the feedback with using a platform to facilitate their feedback like Padlet. Based on the fact, Padlet can be implemented in a formal setting that students will often practice writing. Lecturers will give some instructions for students about assignments, so students will practice more in writing by using Padlet. The platform can be used as a device to support students in writing (Sangeetha, 2016).

**Problems of using Padlet toward writing skills.** In previous explanation, the researcher has already explained about the significance of Padlet toward writing skills. The most content shows the benefits of using the platform in language learning. Although Padlet has some benefits, the platform has the problems too. Those problems are the error internet connection, limited to organize input and cheating in online learning.

First, main problem using Padlet is error the internet connection. Not all students can access the internet due to the connection error. Based on the fact, all platforms in online learning should connect to the internet, but it could be a problem

during an error connection. Sherif (2015) explained that the connection error as one of the problems when students join in an online learning activity. When the lecturers share an assignment on Padlet in online learning and give an instruction for due date, the students will send closed due date. Some students will access the same address and the error sometimes happens. The students may also have an idea for their writing topic before the error, but they directly forget the idea after the error happens. Based on the fact, the students may postpone their assignments and some students may resign or uninterested joining on Padlet because of the error.

Second, Padlet has its limitation to organize input on the wall. Students often find some files in the crowded walls as they write on Padlet. Many students attach their assignments and they do not care their assignments' places. The wall will look messy and disorganized. It is supported by Deni and Zainal (2015), the arrangement of posting on the wall is disorganized and its effect of the posting will be unreadable. Students confuse to find out the lecturer's feedback when they join on Padlet because of too many links and files from other students. Sometimes some students are not careful when uploading their assignment on the wall. They upload the assignments not only once. The messy input will happen. Other students may feel uncomfortable when one of students may input the assignment more than once. Some students' assignments will be overlaid by the student. The student may upload many spam files on the group and make disorganized input. The lecturers and other students may confuse when their students upload many spam files and will be messy input. Many spam files are uploaded by the same students which one of the assignments want to

be given a feedback. Other students find difficult to look for the lecturers' feedbacks for their assignment because the assignments are overlaid by spam files. This problem causes other students uninterested to join the class section because the class on Padlet is crowded and disorganized on group discussion. Padlet is hard to control input (Ibsen, 2016).

Third, students can cheat other students' works. According to Raines and Brown (2011) revealed that a clear majority of students in online learning want to be dishonesty. Students may have motivation to increase their scores through seeing other students' work. Their perception when they want to be dishonest, they will get higher score than no cheating. The reason can be supported on using Padlet because it cannot identify who person is cheating. Lecturers can also be difficult to detect who students are honest or dishonest. In conclusion, this is the reason why students feel afraid their ideas will be stolen by other students on Padlet.

### **Review of the Related Study**

In conducting research, the researcher evaluates and relates to the studies with several studies in the field. There are some researches concern about Padlet. However, only several pieces of researches concern to Padlet in writing skill. There are two pieces of researches conduct Padlet and its usage toward writing skills. The researcher reviews evaluate and conclude the point of those studies.

The first research entitled " The Effect of Using Padlet on Enhancing Writing Performances" was conducted by Algraini (2014). This research aimed to investigate the effectiveness of using Padlet on improving English Foreign Language

(EFL) writing. The data were gathered from twenty-four students in the first semester in the English language department at Al Muhazimyah College of Education in Saudi Arabia. This research used experimental design.

The result of the study showed that the scores of pre-test and post-test are different. The post-test scores are higher than pre-test scores. The pre-test score was 6.88 and the post-test score was 11.92 which mean the deviation both of the test scores was 5.4. The research claimed that EFL students' scores of writing can be improved using Padlet, so they can implement Padlet as an educational platform for their writing.

The second study entitled "Implementing Padlet Application to Improve Writing ability in English Writing for Non-English Department Students" was conducted by Lestari (2017). This research aimed to know whether the teaching-learning process by using Padlet platform for Primary Education Department that using Padlet can help students increase the students' writing skills. The participants were 38 students of Primary Education Department at Universitas PGRI Madiun in Indonesia. In collecting data, the researcher used some techniques: observation, students' writing practice, and experimental design.

The result of this research showed that the score of pre-test was 69.15 and the score of post-test was 73.66. The deviation both scores were improved by 4.51. Those scores imply that the students' writing ability can be increased using Padlet as their platform. The platform can be implemented as online learning practice every time that made the students' ability improvement. The situation of Padlet can



stimulate the students to explore their ideas because they can upload videos, recording, and pictures which are suitable for the topic on Padlet wall.

In conclusion, two previous researchers have similar results about Padlet in writing practice. Algraini (2014) revealed that using Padlet can improve students' writing skills that their scores are higher than before using Padlet. It was also supported by Lestari (2016), Padlet can make students easier to practice writing, so the platform can be implemented in teaching and learning writing. Two studies describe the effects of Padlet in writing, the findings explained the positive effects of Padlet in students' writing. Although those studies did not explain in detail about the benefits and the problems for students, the researcher used those findings as references of this study to address the benefits and problems of Padlet in writing for ELED students.

### **Conceptual Framework**

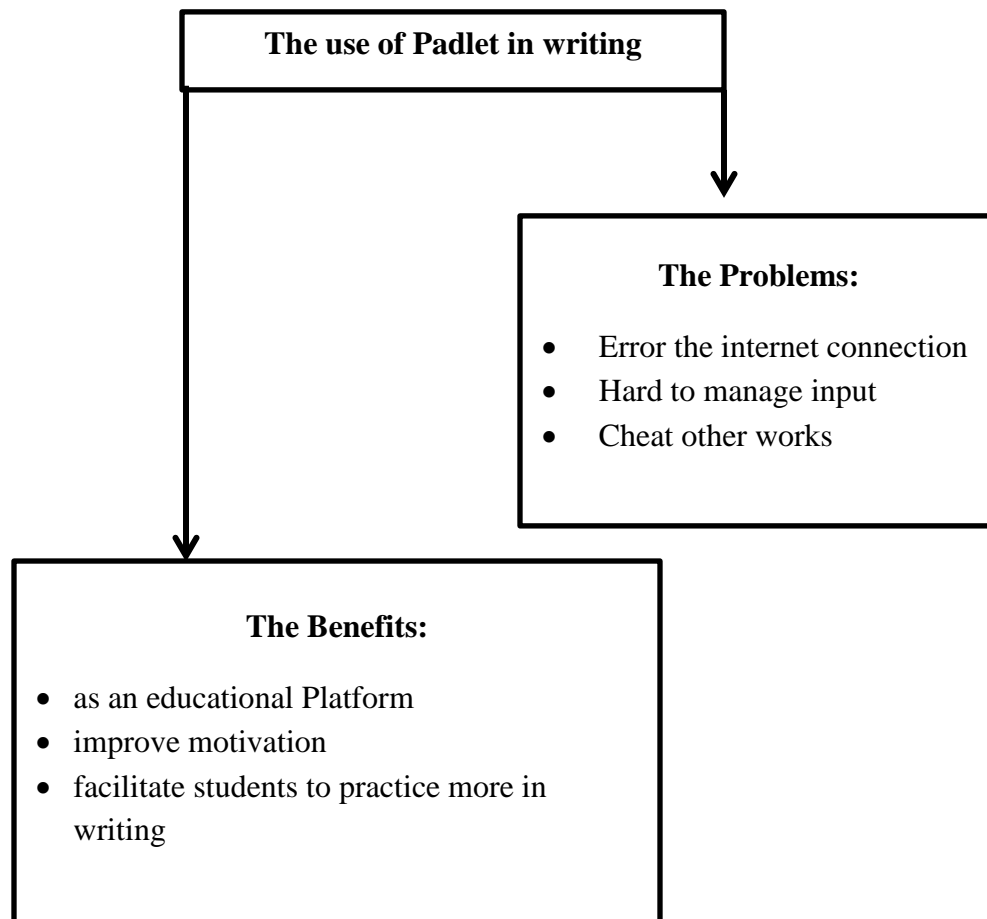
Obviously, using the platform is important in language learning. Padlet is one of the recommended platforms to support students in online language learning. The platform helps students and lecturers in language learning, but the practice of the platform facilitate students to practice writing. Some benefits have been already explained. There are Padlet as an educational platform, to increase students' motivation, and to help students to practice more in writing.

Padlet is one of the platforms can support learning writing with a facility to write a note on the wall to express ideas (Sherif, 2015). The fact the platform is also popular among students who have already implemented in online learning. They also

have some opinions about Padlet that relates to the benefits and the problem when using it. Aware of this situation, some researchers support the implementation of Padlet to improve students' writing skills.

The researcher is interested to investigate Padlet how the platform can facilitate students' writing skills. In addition, this research also observes the benefits and the problems when Padlet is implemented for writing. The researcher creates a table of conceptual framework to describe their important aspect from this study.

**Figure 1. The Conceptual Frame work**



This table (Figure 1) showed that the main focus on the research is the benefits of Padlet in improving writing skills: as an educational platform to facilitate writing, improve motivation to increase students' enthusiasm to learn writing, and facilitate students to practice more writing. On the other hand, the researcher also focuses on the problems of Padlet in writing improvement. There are error the internet connection, hard to manage input, and cheat in online learning.