

Chapter Two

Literature Review

This chapter consists of relevant theories to support the research. The theories are beneficial for readers understanding about the topic of the research. The related researches previously conducted by other researchers to give a view how the researchers relate to this study and how this research is different from other researches. By the end of this chapter, a conceptual framework is presented to give the theoretical framework of the current research.

Padlet

Padlet is a widely used technology in education. Deni and Zainal (2017) stated that Padlet is an web 2.0 tool where students and lecturers can create of virtual walls. Padlet has another name, Wallwisher. Padlet is one of the interactive board applications in web 2.0. The function of Padlet is allows students and teachers to discuss using text, images, video, and audio in one platforms. They can see messages written on the wall and can exchange ideas. Fuchs (2014) stated that Padlet provides a friendly multimedia wall that can be used to encourage real-time, participation in whole class and assessment. Padlet is a useful tool because it works on a variety of different devices, and it does not require students to create an account to use it. Students and teachers can write and attach photos, videos, and sounds to support learning process within Padlet. Basically Padlet is an educational tool because it eases students to learn and make them interested in learning.

Padlet helps students develop writing skills rather than other skills. The students are able to improve their writing skills after the teacher gave instructions. Padlet makes students more responsible for what is written and more able to explore their thought and feeling about the topic. Sangeetha (2016) stated that Padlet helps students to get more experience of writing. That is why the use of Padlet helps students get a writing experience that is more than other skills.

Padlet may be able used by everyone. Padlet helps a lot for students who are not only physically fit but also helpful for deaf students. "Padlet is a web application for interactions, may be used for communication among deaf students" (DeWitt, Alias, Ibrahim, Shing, & Rasid, 2015). Padlet can be a place to express their feeling and their mind, this application helps those who want to practice their writing skills no matter how their condition.

The Features of Padlet

Padlet has several features that can be used by teachers and students to support learning and teaching activities. Some features provided by Padlet are boxes of notes, text, images, videos, and drawings. Teachers and students can also add documents from their computer. Another feature is that Padlet can be embedded into blog or website. Students can invite other people to post or do collaborate their work in the same wall at the same time.

“Padlet box” is one of the important features in Padlet. Anwar, Nugroho, and Nurhamidah (2019) stated that Padlet box can be used by teachers and students to write, take or load pictures or videos, listen to audios, copy links, enter documents. Teachers can add assignments, quizzes or polls. To make it easy in editing, Padlet also provides link features. Teachers can directly enter the link that they wanted to put. Google feature means when teachers and students are able to search the material directly without need to exit the tab. There is a snap, screen and voice feature for recording directly on the spot. Teachers and students are provided with a canvas that can be used to draw. As well as other features, namely the Map and Padlet link for sharing each other's pad. With this features it ease teachers and students in teaching learning process. Weller (2013) as cited in Dewitt (2015) stated that Padlet is easy because it has simple features that are suitable for beginners.

Another interesting feature is that Padlet can be embedded in the blog or website. When teachers and students have an active blog and they want to share material from the Padlet on the blog, the teachers can easily do it. Not only for blogs; but teachers and students can also share their Padlet via Email, Facebook, Twitter and they can export to images, PDF, excel spreadsheets, CSV and print. Fabri (2018) said that students can export content of Padlet in many format, so teachers and students do not need to rewrite what they have made in Padlet, with this feature making it easier for them to share from the link of Padlet that support to share with other social media.

Padlet enables students to invite other student. This feature provides group working and collaborative learning (Wulandari, 2018). Students can invite some people to post or collaborate in work on the same wall. Students invite other Padlet users. Students can create groups for collaborative learning. Students need to click invite people is to click invite people and type in the email address their friend. Public icon is for students who want to work to be seen by other students. Private and password is protecting used for their Padlet and to the ones who can access and view the wall of Padlet.

Padlet as Learning Media

Padlet is a web application that can be used as learning media. Learning media is everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills from students as a facility in the learning process (Ramdhani & Muhammadiyah, 2015). Learning media is used to deliver or learning materials such as books, videos, music, texts. Through Padlet students get new experiences in the learning process.

According to Lestari & Kurniawan (2018) stated that Padlet as learning media can be used for discussion, doing assignments, and giving comments between students and teachers. Not only that, Padlet can be used as media in learning writing skill and teachers can use it as teaching learning practice. There are several other examples of the use of Padlet as learning media, such as supports students for collaborative learning, using features of the Padlet in learning process, and Padlet can be used as a presentations tool.

Padlet in English language learning supports students for collaborative learning. Collaborative learning is a learning process where students work in groups consisting of two or more group members, together find solutions, meanings and create products (Yueh, Huang & Chang, 2015). Students can read, create and comment on other student responses to tasks or activities in the same way and interact, share, negotiate, and discuss.

Using of features of Padlets that can be used as learning media. As we know Padlet has several features that help teachers and students in learning process. For example, Padlet features in the form of images, videos and documents mean that the teacher can upload unlimited material in Padlet. In addition, it can help students add vocabulary because vocabulary is important part for learning English. If students improve their vocabulary, they can easily produce sentences in spoken or written in English Language (Amalia, 2017)

Ozaslan and Maden(2013) as cited in Lari (2014) stated that students can learned better if the course material was presented through some visual tools. Padlet can be used as a tool for doing presentations by entering presentation material into a wall Padlet, photos or videos can be inserted to make it interesting. In Padlet the teacher can make interesting and direct presentations for students. Interesting presentation make students pay attention to the lesson.

Advantages of Padlet

As an educational tool, Padlet has several advantages. Deni and Zainal (2017) stated that some advantages from Padlet can support in language learning. First, padlet can be used by lecturers and students as interaction in writing skills because teachers can put a comment or feedback directly written on the student worksheet and by doing so, students can also directly correct their work. The students can also comment on the other student worksheet, which leads to positive interaction in the learning and the interaction is safe also in accordance with the class rules.

Second, Padlet is a technology that is used as a tool to enable students to post and share notes with others in the form of links, pictures, videos and document files (Deni & Zainal, 2017). Therefore, the Padlet has influenced students on bringing creativity, teachers uses the Padlet in the classroom to motivate the students to be more creative. Halsted (2014) stated that "Students will also take the opportunity to show their creative work with other classmates by placing it on the wall of Padlet. Students can also compete with each other by creating walls and putting their creative ideas on it".

Third, Padlet can make students have an important role in class participation (Deni & Zainal, 2017). For teachers and students, Padlet can make the activities in the classroom more efficiently. This is because students can ask questions and discuss complex class topics with their teachers and other classmates by placing them on the wall of Padlet. In addition, you can also help other students by sharing your

knowledge about key areas of the topic. "(Haslted, 2014). Students can find out the latest info provided by the teacher about task deadlines and the latest class or task info as well.

Fourth, Padlet can increase students' vocabulary. Wulandari (2018) said that Padlet gives several advantages of increasing vocabulary for students. Padlet facilitates users to share images, text or videos that can make students remember vocabularies. Students acquire new vocabulary from reading some comments or material provided by the teacher. Rezaei and Neo (2013) stated that using technology is one of the solutions to improve student vocabularies.

Fifth, Padlet can improve students' motivation (Wulandari, 2018). In learning, motivation is an important aspect of success in learning English because it can change the mindset of students to be more diligent in learning. When the teacher gives positive comments and positive feedback to students, it can motivate students to learn English. As with group interaction, students can easily communicate and share their thoughts without worry about be judged by friends, where fellow students can correct or share experiences.

Disadvantages of Padlet

While there are several advantages offered by using Padlet. There are disadvantages of using Padlet such as monotonous activities, problem when open Padlet through tablets or smartphones, and the last is cheating online.

First, there is can be a monotonous activity. When the teacher uses Padlet just to submit a task or upload the material. Student feels not interested in opening Padlet as a learning activity. According to Wulandari (2018), there are no challenges in writing activity because students only write, given feedback, write again. Sometimes the feedback given is felt lacking by some students and they hope to meet face-to-face for giving feedback to be clearer.

Second, there is a problem when students open Padlet through tablets or smartphones. Padlet has small screen experience when open Padlet through smartphone (Deni & Zainal, 2015). In order to write on the wall of Padlet, students need to double click on the wall, it is easy to use laptop, however if students use smartphone, students will find it difficult because of small size and not being flexibel make a mistake when writing on the wall of Padlet.

The third disadvantages of Padlet is Cheating in online learning (Wulandari, 2018). When talking about learning online media is always related to cheating. When teacher create an assignment on Padlet, students sometimes are able to see the work of other students' works. The appearance of a Padlet in the form of a large wall can easily be seen by students, sometimes the teacher does not know the plagiarism because of the Padlet display is messy

Challenges of Padlet

Besides having benefits, Padlet has several challenges for students and teachers. There are internet connection, the posting arrangement, and difficulty to differentiate between teacher's feedback and student's answer.

First, there is problem with internet connection. As we know that Padlet is an online learning that requires internet or Wi-Fi to access it. When students do not have internet connection, it causes them do not know the latest information sent by the teacher through the Padlet. Deni and Zainal (2015) stated that students sometimes gave up accessing Padlet because connection problem. Internet connection is very important because students may be late in sending assignments that must be uploaded in the Padlet.

Second, post setting on the wall of Padlet can get messy. It's difficult to find their own post because there are so many messy posts (Deni & Zainal, 2015). Padlet does not have a file feature where Padlet cannot directly combine all the tasks sent by the student. Students only send on the available wall. Students can have difficulty finding their posts because too many posts on the wall. That is why many Padlet are only used once by teacher to submit tasks and lack of interaction in the same Padlet.

Third, it was difficult to differentiate between teacher's feedback and student's answer (Deni & Zainal, 2015). If there is no identification name at the comment, students will find it difficult to identify between students and lecturers comments on

the wall, because students can also give comments on a post and the teacher can also give feedback to his students. Students find out if the teacher has given feedback and when students accessing Padlet, they have difficulty finding their post.

Review of the Related Studies

There were some related studies in the area of current study. First Study entitled "The Effect of Using Padlet On Enhancing Efficacy Writing Performance" was conducted by Algraini (2014). The purpose of this study was to investigate the effectiveness of using the English Foreign Language (EFL) improving writing on Padlet. The participants of this study are 55 students who were in the fifth semester and had an average age of twenty until twenty-one years old in the English Language Department at Al Muhazimyah College of Education in Saudi Arabia. This study used an experimental design. The results of this study showed of the score of pre-test and post-test. The results shown were that the group using Padlet has improved their writing skill proven by a better post-test result than the group was taught traditionally. The researcher claimed that EFL students can improve their writing skill using Padlet rather than just being taught writing skill with a traditional. From this study, we can see that Padlet has an impact on students' writing skill.

The second study entitled "Students' Perception on Using Padlet in Improving Writing Skill" (Wulandari, 2018). The purpose of this study was to find out the advantages of using Padlet and to reveal the problems of using Padlet in improving writing skill. The participant of this study were six participants who from batch 2015.

This research used interview data collection method. The result of the study showed the advantages of using Padlet. Padlet built students' collaborative learning, facilitated lecturers' feedbacks, learned through reflection, increased students' motivation, and increased students' vocabulary. It showed about the problems of using Padlet, those were no folder for controlling comment, monotonous activity, cheating in online learning.

In conclusion, two previous researchers have similar focus about Padlet in writing practice. Two studies describe the effects of Padlet in writing skills. Algraini (2014) revealed that using Padlet can improve students' writing skill. It looks from the result of the test; the score after using Padlet is higher than before. It was also supported by Wulandari (2018), Padlet had advantages and problem that affect the writing skill of students. The different about the studies are Algraini use test to find out the data of Padlet, but Wulandari used interview to get the data. As a whole, Algraini shows advantages after conducting the test while Wulandari shows advantages and problems of Padlet. The researcher used those finding as references of this research to address the benefits and challenges the activities of Padlet in English Language Education Department.

Conceptual Framework

Padlet is one type of interactive board application in web 2.0. Another name for the Padlet is Wallwisher. Padlets can be used to discuss using text, images, video, and audio in one media. The use of Padlets is very easy because students are able to

use their Google or Facebook account as their Padlet account. Fuchs (2014) stated that the padlet provides a friendly multimedia wall that can be used to encourage real-time, participation in whole class and assessment. Interesting features in Padlet can be used by the teacher to make the Padlet as learning media.

As a learning media Padlet is used by teachers to help students in collaborative learning such as discuss, interact, share and negotiate. Learning media is a facility can be used to stimulate thoughts, feelings, concerns and abilities or skills from students in the learning process (Sariffudin, 2013). Another thing that can be used as learning media is brainstorming students. This helps students to think creatively and appreciate the opinions of others. The last one is the Padlet can be used as a tool for presentations by entering material into a wall Padlet, photos or videos can be inserted to make it interesting. It is easier for teachers to share directly with students about the materials.

The use of the Padlet has several advantages in language learning. The first advantage is that Padlet improves students' writing skills. The second is Padlet enable students to post and share notes with others in the form of links, pictures, videos, and document files. The third is Padlet make students has an important role in class participation (Deni & Zainal, 2017). Fourth, Padlet can increase students' vocabulary, and lastly, Padlet can improve students' motivation (Wulandari, 2018).

Although it has advantages, the Padlet also has disadvantages when applying it. The disadvantages are the monotonous activities when the teacher uses Padlet just to submit a task or upload the material, problem when open Padlet through tablets or

smartphones because students find it difficult because of small size and not being flexibel make a mistake when writing on the wall of Padlet, and the last is cheating online in online learning (Wulandari, 2018) because Padlet can be accessed by all students.

Besides disadvantages, students and teachers also have challenges when applying Padlet. There is problem with internet connection. Deni and Zainal (2015) stated that students sometimes gave up opening the Padlet because of problems with Wi-Fi connection. The next challenges are the arrangement can be messed up and it is also difficulty to differentiate between teacher's feedback and student's answer. In addition, the researcher observes the advantages and the disadvantages when Padlet is implemented for writing. The researcher creates a table of conceptual framework to describe the aspect of this study.

Figure 1. The Conceptual Framework

