

CHAPTER I

INTRODUCTION

This chapter explains a set of rationalizations concerning the study starting from the background of the study, the rationale of the study, the urgency of the study, the formulation of the problem, previous study, and also the objective of the study.

1.1 Background of The Study

Along with technological science and extensive internet access, the use of information technology and communication on learning and teaching practices in the educational world increasingly massive in the industrial 4.0. In this era, Technology Enhanced Language Learning (TELL) is a development of old terms such as online learning, e-learning or computer assisted learning, namely the practice of using technology to broaden the scope of learning. Technology Enhanced Language Learning (TELL) is based on a Virtual Learning Environment (VLE) such as Padlet which uses the functionality provided or uses a variety of different technologies and platforms. For language teachers, the use of information technology in teaching practice can help create diverse instruction, to create a dynamic student centered learning environment (Rao, N.K.2020).

Teachers at all levels of education feel the same challenge of creating a learning approach that integrates technology into the classroom for creative, effective and efficient learning. Teaching technology is a digital tool or application that supports teaching and makes the learning process more enjoyable (Thomas, Morin & Ly, 2015). One of them, when online learning was introduced at University in Cirebon, during Pandemic COVID-19. Students complained about a lack of motivation to study because the learning media platform used is less interactive, still not having a task efficient delivery system, feedback from the teacher is also

lacking, and interaction with classmates in class discussion is also not optimal. Teaching technology has a position like a teacher, with the function of facilitator, motivator, communicator, and evaluator (Riyana, 2017).

Padlet is an alternative learning multimedia that can be used to answer these challenges, especially at the English teacher education level. Related to this it is hoped that lecturers will become more adaptive by doing something creative related to management, integrating technology learning into the classroom to identify student conditions and choosing the right learning platform for students (Wahid et al., 2020). Five things that educators can consider when choosing a lecturer platform are teaching, instruction, content, interpersonal relationship between lecturers and students, motivation, and mental health (Martin, 2020). In addition, lecturers must also pay attention to the characteristics of learning, namely the ability to connect students with their learning resource, the ability to communicate, interact and collaborate synchronously and asynchronously. For example, Padlet makes it easy for students to choose uploaded content and other formats so it's very easy to use.

1.2 Rational of The Study

This presents a study entitled "Student Perceptions On Using Padlet As An Alternative Way For Interactive Language Learning Media." In recent years, technology has been used to aid and enhance language learning. Teachers have incorporated various forms of technology to support learning that engages students and provides authentic examples of student culture. Furthermore, technology is constantly evolving as a tool that can play an important role in enhancing language learning and the effectiveness of any technological tool depends on the knowledge and expertise of qualified language teachers who can manage and facilitate their students' language learning environment. Because effective teaching is based on communication, the goal of teaching English remains the same,

which is to develop students' ability to communicate with people in the new language in real-life situations. Technology is no longer an auxiliary course tool, appealing only to enthusiastic teachers, learners, and managers, but more importantly to everyone who cares about speaking a language. Using Technology Enhanced Language Learning (TELL) provides more flexibility and caters to a wider range of language learning styles, than traditional teaching styles. However, Technology Enhanced Language Learning (TELL) is not a teaching method but an approach that can be used with teaching methods to help teachers and students collaborate anywhere and anytime.

Padlet is an online tool for learner engagement and collaboration” (Fisher, 2017). Padlet is an unlimited virtual board, so teachers and students can use it to express ideas and opinions without needing to create a specific account. Through the comments feature, each student can also appreciate each other's work, which has also been proven to increase their learning motivation (Inaya92t et al., 2013).

This thesis title will also discuss the opinion of students about the students' perceptions of involvement in using Padlet as an alternative interactive language learning media. In discussion research, Moore (1993) identified three types of interactions inherent in effective online courses: (1) student-to-student interaction, (2) student-instructor interaction, and (3) student-to-content interaction. The first is online student learning which plays an important role in interacting in learning, for example students discussing together to complete assignments given by the teacher. Second, interaction with students is also very important in teacher interaction, for example when the teacher provides material and asks students' opinions, in this case online learning becomes more active. The last thing is that the teacher must prepare the material as well as possible in order to be able to convey it to students so that there is interaction between the teacher and the material itself. In other words, online learning cannot be carried out without interaction.

1.3 Urgency of The Study

Most people are familiar with Padlet, which is an online “wall” platform where students can post comments like virtual post-it notes. Online “walls” can be displayed during lectures allowing comments, pictures, or hyperlinks posted by individual students to be shared in real-time with the rest of the class. Access is through a standard web browser, making this tool relatively easy to use without any prior preparation (such as downloading an Application). Padlet is an appropriate alternative media to be used as an interactive language learning media.

Several studies have been conducted which are related to the effectiveness of collaborative learning through the Padlet application. Angela, (2019) in principle Padlet has five principal characteristics of feedback practices, namely: Increasing self-assessment through reflection on feedback obtained by students, stimulate discussion between students and teachers through online chat rooms, increase self-esteem from friends' assessments and constructive comments, bridging the tension of current and expected student work and providing a source of the teaching process from students' written English feedback in the chatroom (grammar, vocabulary, tenses, etc.). Caolain J. Cleary, (2022) Padlet is a very effective platform used as Collaborative and communicative media the discussion-based activity approach was highly valued by students.

This research is very important because if there is no research on this Padlet we will not know without the involvement of the interactions put forward by the teacher, students, or the learning material itself online learning will not be carried out in accordance with the desired goals. This research contributes to the field of education, especially in the process of teaching and learning English by providing information about padlets as an alternative medium for interactive language learning and as a reference for other researchers who wish to conduct similar research.

1.4 Research Questions and Research Objective

1.4.1 Research Questions

Based on the research background above, it can be concluded that the problem of this study has two research questions, namely:

1. What does students perceptions on using Padlet as an alternative way for interactive language that can help English learners improve their language learning achievement?
2. How are the suggestions from students about using Padlet in learning English?

1.4.2 Research Objectives

The research aims to determine:

1. To find out describe students' perceptions on using Padlet as an alternative way for interactive language that can help English learners improve their language learning achievement.
2. To find out the suggestions from students about using Padlet in learning English.

Both research objectives are based on the research questions that the author wrote, to answer research questions. The author uses a qualitative case study design. The goals to be achieved in this study, can be used as a teacher's reference as material to improve the quality of interactive engagement in online learning. Not only can it be used for teachers but also for the students themselves. (Cabrera et al. 2002), interactive engagement generated during online learning with classmates is an important element for creating interactive learning, thereby creating interactive engagement which plays an important role applied in online classes which will generate creativity.