

CHAPTER II

LITERATURE REVIEW

In this section, the writer attempts to find out some related theories which are used as the references and guide in conducting the study. The writer also explains.

2.1 Theoretical Background

2.1.1 Technology Enhanced Language Learning (TELL)

The digital age has revolutionized every aspect of our daily lives. New school supplies are technology. Learning has changed with the advent of the internet or devices such as computers, smartphones, and tablets. Previously, technological gadgets were seen as barriers to teaching. Unsupervised use of technology can disrupt student concentration. However, after the pandemic COVID-19, some learning and work activities were moved online until now. Educational technology is a set of information and communication resources, processes, and tools that are applied to the structure and activities of the education system in various fields and levels. Technology can drive collaboration with students in the same room, school, and other classrooms around the world. In addition, teachers and students can develop important skills using technology in the classroom. Technology Enhanced Language Learning (TELL) is the application of technology to teaching methods to enhance the learning process, increase access to education, and encourage interactivity. Technology Enhanced Language Learning (TELL) has the clear advantage of creating interactive and engaging teaching and learning environments that can be used in all types of teaching and learning opportunities to complement and expand face-to-face delivery by

providing access to more materials, enabling interactivity and creating space virtual collaborative (Helen, 2018).

2.1.2 Padlet

Padlet is an illustrated application like a digital whiteboard that allows students and teachers to provide feedback on the fields provided. Padlet has an interesting feature in the form of a bulletin board that teachers can post which contains various types of files such as videos, images, document files from computers or google drives (Fisher, 2017). Among the Advantages of Padlet is that it is memory-friendly, as no download is required. Padlets can create a real atmosphere, social presence, and classroom presence because teachers and students are at the same time, all ideas can be conveyed via text, video, or audio. Teachers can also present learning tools, class materials, attendance records, direct assessments in the padlet column or use links from the web and Google forms that have been prepared beforehand and the padlet provides a complete link function.

Padlet application as well has a Disadvantages, namely when the teacher uses the free version the teacher can only create a very limited number of padlet or whiteboard files, and when using Platforms most of them have problems with the internet network when accessing the padlet. For this reason, padlet use can be adjusted to the quality of the internet network in place of teachers and students through adjustments to the response forms. If the quality of the internet network is not strong enough so student responses are requested in text form only as in the comments column. If the quality of the internet network is getting stronger so student responses can be improved in audio and video forms (Nofrion, 2021). Padlet users must first register via email to manage Padlet to link videos etc (Kamarudin & Ibrahim, 2021).

2.1.3 Padlet as a Language Learning Media

Learning is "interaction between students and educators using resources in a learning environment". By using the padlet platform, interactive learning can be achieved even though the learning is still screen to screen because the padlet is a synchronous online learning platform that allows its use (educator and students) can be present carrying out learning at the same time and day the same. (alghozi et al., 2021) Teachers can use Padlets to open learning activities in any class session, such as a pre-class activity asking students to post questions derived from their reading to provide initial opinions on open questions related to the day's topic. during learning activities, Padlet can replace an ordinary whiteboard into a digital whiteboard. here the teacher can create one or more Padlet columns that have been pre-filled with questions or titles that they will use in discussing a case or material. Several students may be designated as scribes, freeing up the instructor to moderate discussions instead of writing on the board. Padlets provide columns to use for questions, feedback, or comments about anything going on in class: exercises, videos and related listening assignments, lectures, or presentations by students or other groups. If students are working in study groups or syndicates, they may want to create their own Padlet to facilitate collaborative note-taking during class. By using Padlet, anyone who has access to the related Padlet page can upload various types of content such as images, video, audio, documents, and also text on the page either via their laptop or smartphone. This can be done by clicking the plus icon in the bottom corner of the class padlet page. Furthermore, other students can also view, interact using the 'likes' feature, to add comments to each existing upload. Through the features offered, Padlet can increase interaction and collaboration between students through the boards that have been created (Kaya, 2015). Not only do they gain knowledge from their own work, Padlet gives students the opportunity to see the work of their classmates, compare, and see completion or analysis with different content.

2.1.4 Interactive Language Learning

Interactive language learning media must be designed as simple as possible so that students can easily use it (Zutiasari, 2021). According to Caolain J. Cleary, (2022) claims that interactive student engagement has a positive relationship with student satisfaction, persistence, and academic achievement in learning courage, therefore involvement here plays a very important role in supporting learning courage. Incorporating students in daring learning is very important to do because brave learners seem to have little opportunity to engage with institutions and this will impact students' activeness in interacting with one another. According to Roblyer & Ekhaml, (2000) stated that Therefore, it is very important to create many opportunities for student involvement in the online environment. students need to pay attention to deeper engagement in developing guidelines to design effective and innovative online courses. Therefore, students and teachers must interact with each other when bold learning takes place, because sometimes only the teacher interacts with their students, while students show passive responses, students should be able to bring up responsive interactions.

2.1.5 Students Perception

Perception is a process that involves entering messages or experiential information about an object, event, or relationships that are obtained by concluding information and interpreting messages into the human brain. Meanwhile, according to Qiong (2017), the word "perception" comes from the Latin words that are perception, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or sense." Moreover, he stated that perception is the process of attaining awareness of understanding of sensory information. Based on the perception theories described, it can be concluded that Perception is a person's response, judgment, or view of

looking at a thing, event or other person based on through observation five senses to an event that occurs in the environment. Student perception is the interpretation, assessment or opinion of students about something objects that occur around it. If a student has a perception that is good about an object then it will affect the attitude of students to like the object.

2.2 Previous Study

In this study, the authors summarize relevant previous studies. There are a number of previous studies regarding the use of Padlets educational contexts with different focuses. Some of them discuss: a Case Study Investigation of Year 8 Students Experiences with Online Learning through the Padlet App in a State-maintained Girls Grammar School (Caolain J. Cleary, 2022), Enhancing Classroom Engagement Through Padlet as a Learning tools: a Case Study (Zainuddin et al., 2020), Using Padlet to Increase Students Engagement in Lecturers (Ellis, D., 2016), Efl Peer Feedback Through the Chatroom in Padlet (Angela, 2019).

The study by Angela, (2019) explored the relationship Efl Peer Feedback Through the Chatroom in Padlet. 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.). The study by Caolain J. Cleary, (2022) explored Some of them discuss: a Case Study Investigation of Year 8 Students Experiences with Online Learning through the Padlet App in a State-maintained Girls Grammar School. Padlet is a very effective platform used as Collaborative and communicative media the discussion-based activity approach was highly valued by students. Study by Zainuddin et al., (2020) Enhancing Classroom Engagement Through

Padlet as a Learning tools: a Case Study. It was found that factors such as motivation, active learning, collaboration, learning opportunities, usability, ease of use, and satisfaction were used to measure their engagement. The findings show that active learning through Padlet has a significant effect on increasing student involvement in activities in the classroom and outside the classroom. And study by Ellis, D., (2016) Using Padlet to Increase Students Engagement in Lecturers. Shows that Padlet can help reduce students' perceived barriers in providing discussions in lectures and can improve the overall learning experience through providing opportunities for students to engage with subject matter. Most of these studies focus on Padlet and its role in the implementation of collaborative learning.

The significance of this research is divided into three categories, for students, teachers and for the researchers themselves. This research is very beneficial for students because an organized display of engagement will create effective online learning and have many benefits in that learning. Interactive involvement does not only arise from the students themselves but involvement can appear in the teacher and the material being taught. This research is also useful for teachers because in this study it discusses strategies for generating interactive involvement in online learning because teachers must make material interesting for students, so that online learning can create interactive engagement between students and teachers, and for researchers this study aims to determine student perceptions about the use of Padlet and find out suggestions from students about its use for interactive English learning, especially in English education faculties. This measurement of students' perceptions is based on the use of Padlet as an alternative way for interactive language learning media. Some research results prove that padlets can increase learning interest and the attractiveness of learning as well as improving student performance in learning language (Haris et al, 2017) This study was conducted to determine the perceptions of English learners about language

learning through Padlet. The difference between this study and other studies is that this study focuses on students' perceptions or opinions about padlets as interactive media that are appropriate to be applied in language learning achievement and why Padlet can influence English learning methods from the student's point of view.