

**STUDENTS' PERCEPTION OF USING PADLET AT 5TH SEMESTER
STUDENTS OF ENGLISH EDUCATION OF TEACHER TRAINING AND
EDUCATION FACULTY IN UNIVERSITAS ISLAM RIAU**

A THESIS

*Intended to fulfill the requirements for the Award of Sarjana Degree in
English Education and Teacher Training*



TRI MAY SAROH

176310195

**ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM RIAU
PEKANBARU
2022**

THESIS APPROVAL

STUDENTS' PERCEPTION OF USING PADLET AT 5TH SEMESTER STUDENTS OF ENGLISH EDUCATION OF TEACHER TRAINING AND EDUCATION FACULTY IN UNIVERSITAS ISLAM RIAU

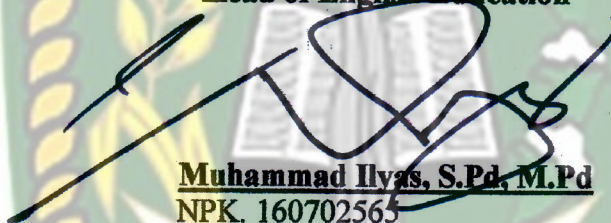
Name : TRI MAY SAROH
Students Number : 176310195
Study Program : English Language Education

Advisor



Arimuliani Ahmad, S.Pd, M.Pd
NIDN. 1010117003

Head of English Education

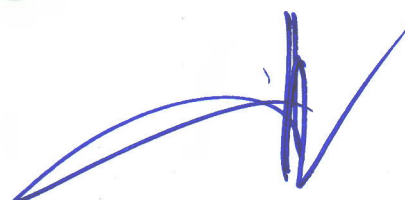


Muhammad Ilyas, S.Pd, M.Pd
NPK. 160702565
NIDN. 1021068802
Penata/Ilm/Lektor

This skripsi is submitted in partial of fulfilling the requirement for Sarjana Degree of Education in Universitas Islam Riau.

Pekanbaru, January 2022

The Vice Dean of Academic



Dr. Miranti Eka Putri, S.Pd, M.Ed
NIP/NPK. 091102367
NIDN. 1005068201

THESIS

**STUDENTS' PERCEPTION OF USING PADLET AT 5TH SEMESTER
STUDENTS OF ENGLISH EDUCATION OF TEACHER TRAINING AND
EDUCATION FACULTY IN UNIVERSITAS ISLAM RIAU**


Name : TRI MAY SAROH
Students Number : 176310195
Study Program : English Language Education

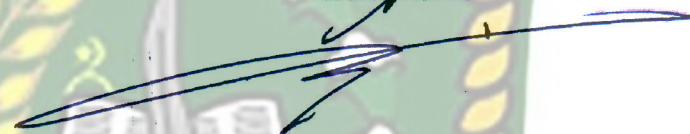
THE CANDIDATE HAS BEEN EXAMINED ON

THE EXAMINATION COMMITTEE

Head Advisor

Examiners


Arimuliani Ahmad, S.Pd, M.Pd
NIDN. 1010117003


Prof. Dr. Seno Himala Putra, M.Pd
NIDN. 1025086701


Fauzul Etfita, S.Pd, M.Pd
NIDN. 1030098901

This skripsi has been approved to be one of requirements for award as Sarjana Degree in English Study Program, Faculty of Teacher Training and Education Universitas Islam Riau.

Pekanbaru, January 2022

The Vice Dean of Academic


Dr. Miranti Eka Putri, S.Pd, M.Ed

NIP/NPK. 091102367

NIDN. 1005068201

LETTER OF NOTICE

The advisor hereby notifies that:

Name : Tri May Saroh
Index Number : 176310195
Faculty : Education and Teacher Training
Study Program : English Language Education
Advisor : Arimuliani Ahmad, S.Pd, M.Pd

Has been completely written a thesis entitled:

**STUDENTS' PERCEPTION OF USING PADLET AT 5TH SEMESTER
STUDENTS OF ENGLISH EDUCATION OF TEACHER TRAINING AND
EDUCATION FACULTY IN UNIVERSITAS ISLAM RIAU**

It has been examined. This letter is created to be used as required.

Pekanbaru, December 2021

Advisor



Arimuliani Ahmad, S.Pd, M.Pd
NIDN. 101011700



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU


F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2021/2022

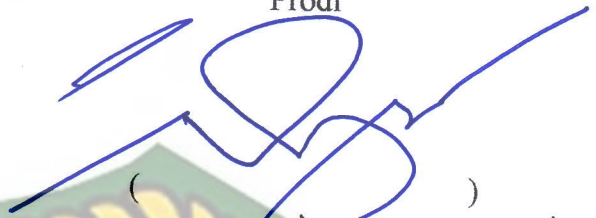
NPM : 176310195
Nama Mahasiswa : TRI MAY SAROH
Dosen Pembimbing : ARIMULIANI AHMAD, S.Pd., M.Pd.
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir : Persepsi siswa terhadap penggunaan aplikasi padlet dalam pembelajaran pada mahasiswa semester 5 prodi pendidikan bahasa inggris di universitas islam riau
Judul Tugas Akhir (Bahasa Inggris) : Students' Perception of Using Padlet at 5th Semester Students of English Education of Teacher Training and Education Faculty in Universitas Islam Riau
Lembar Ke :

No	Date	Guidance Agenda	Signature
1.	17/12/2020	Revised Title	
2.	22/04/2021	Revised Chapter I	
3.	12/06/2021	Revised Chapter I	
4.	14/06/2021	Revised Chapter II	
5.	22/06/2021	Revised Chapter II	
6.	10/07/2021	Revised Chapter III	
7.	16/07/2021	Revised Chapter III	
8.	19/07/2021	Check and Re-check to Chapter 1, II & III	
9.	21/07/2021	Approved to Join Seminar Proposal	
10.	21/10/2021	Join the Seminar	
11.	23/10/2021	Revised Chapter I & III	
12.	23/12/2021	Revised Chapter IV & V	
13.	12/01/2022	Approved to Join Thesis Examination	

14.	31/01/2022	Join the Examination	
-----	------------	----------------------	---

Pekanbaru, 17 Maret 2022
Wakil Dekan I/Ketua Departemen/Ketua Prodi

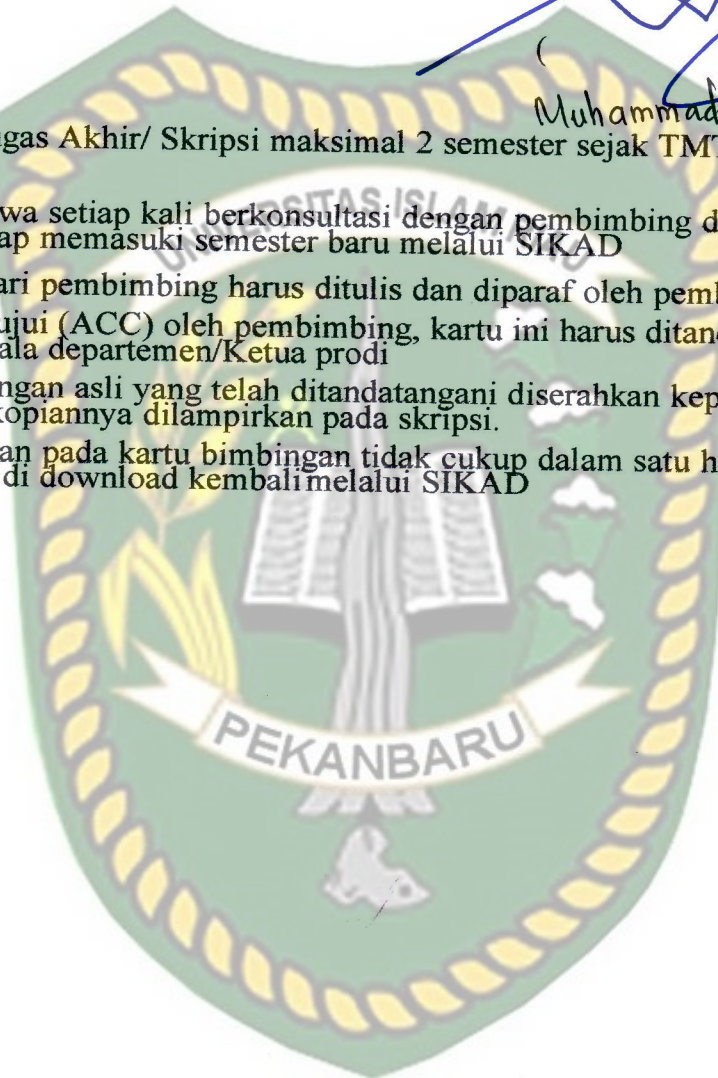




(Muhammad Ilyas, S.pd., M.pd)

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD



DECLARATION

Name : Tri May Saroh

Index Number : 176310195

Place/Date of Birth : Purworejo, May 08 1998

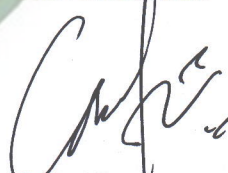
Faculty : Education and Teacher Training

Study Program : English Language Education

I hereby to declare that this thesis is sincerely come from my ideas, except for the quotations which were directly and indirectly used that taken from various sources mentioned in the research. The researcher is also responsible for the data and facts written in the thesis.

Pekanbaru, December 2021

The Researcher


Tri May Saroh
176310195

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim.

On behalf of Allah, I praise and thank to Allah Subhanahu Wa Ta'ala for health, opportunities, blessing, and grace so that I can complete this thesis. Further, I also thank to our great prophet, Muhammad Salallahu 'Alaihi Wasallam who has contributed significantly to our lives so far by saying "Allahumma sholli 'ala sayyidina Muhammad, wa 'ala Ali sayyidina Muhammad".

On this occasion, the researcher would like to express sincere gratitude to people who have played an important role in the journey that the researcher has gone through so far, who have given positive encouragement in supporting and helping the researcher from the first stage to this memorable stage.

1. Dr. Sri Amnah, M.Si as Dean of FKIP Universitas Islam Riau and Dr. Miranti Eka Putri, M.Ed as the vise Dean of Academic.
2. Muhammad Ilyas, M.Pd as the Head of English Education Study Program and Sri Wahyuni, S.Pd.,M.Pd as the secretary. Thanks for providing our adequate learning facilities.
3. Special thanks and deep gratitude for my advisor Arimuliani Ahmad, S.Pd.,M.Pd for the knowledge, motivation, suggestion, correction, guidance and encouragement that given to me in completing this thesis.
4. I sincerely thank you and deep gratitude for all lecturers of English Education Program of Teacher Training and Education Faculty, Universitas Islam Riau.

5. Special thanks and deep gratitude for my beloved and most precious persons, my father and my mother. Thank you for the endless love, patience, advice and support you have given to me. Thank you for the physical and material support and also other supports that I cannot mention one by one. I'm so happy to be your child and to be able to make you see me finish my study.
6. Special thanks for my sisters, my cousins, also my big families who always gave me support and suggestion during my study.
7. Last but not least, other valuable persons who always accompany me no matter how I am. I really thank you, Wahyudi Ahmad F, for giving me most of your time, attention, support. Also to my best friends, Dewi Ayu Irawati and Delta Lestari, who often help and give me advice, also, Andini Ika Widya, Dwi Putri Amanda, and Desvrita Saputri. Thank you for all the valuable experiences, valuable life lessons, advice and encouragement that you gave to me. Let's be on good terms forever. Not forget, also special thanks to class D/2017 that has given many good impressions during our study in Universitas Islam Riau which may not necessarily be repeated.

Pekanbaru, 21st December 2021
The Researcher

Tri May Saroh
NPM. 176310195

TABLE OF CONTENTS

<u>THESIS APPROVAL</u>	i
<u>THESIS</u>	ii
<u>LETTER OF NOTICE</u>	iii
<u>THESIS GUIDANCE AGENDA</u>	iv
<u>DECLARATION</u>	vi
<u>ACKNOWLEDGEMENT</u>	vii
<u>TABLE OF CONTENTS</u>	ix
<u>LIST OF FIGURES</u>	xii
<u>LIST OF APPENDICES</u>	xiii
<u>ABSTRACT</u>	xiv
<u>ABSTRAK</u>	xv
<u>CHAPTER I INTRODUCTION</u>	1
<u>1.1 Background of the Problem</u>	1
<u>1.2 Identification of the Problem</u>	3
<u>1.3 Focus of the Research</u>	4
<u>1.4 Research Question</u>	4
<u>1.5 Objective of the Research</u>	5
<u>1.6 Significance of the Research</u>	5
<u>1.7 Definition of Key Terms</u>	6
<u>CHAPTER II THEORETICAL FRAMEWORK</u>	7

<u>2.1 Review of Related Studies</u>	7
<u>2.1.1 Students' Perception</u>	7
<u>2.1.1.1 Concept of Students' Perception</u>	7
<u>2.1.1.2 Process of Students' Perception</u>	9
<u>2.1.1.3 Purpose of Students' Perception</u>	10
<u>2.1.1.4 Types of Students' Perception</u>	11
<u>2.1.2 Learning Media</u>	13
<u>2.1.2.1 Concept of Learning Media</u>	13
<u>2.1.2.2 Purpose of Learning Media</u>	14
<u>2.1.2.3 Types of Learning Media</u>	14
<u>2.1.2.4 Benefit of Learning Media</u>	15
<u>2.1.3 Padlet</u>	15
<u>2.1.3.1 Concept of Padlet</u>	16
<u>2.1.3.2 Benefit of Using Padlet</u>	16
<u>2.1.4 Technology Acceptance Model (TAM)</u>	17
<u>2.1.4.1 Perceived Ease of Use</u>	17
<u>2.1.4.2 Perceived Usefulness</u>	18
<u>2.2 Relevance Studies</u>	18
<u>2.3 Conceptual Framework</u>	20
<u>2.4 Assumption</u>	21
<u>CHAPTER III RESEARCH METHOD</u>	22
<u>3.1 Research Design</u>	22
<u>3.2 Source of the Data</u>	22

3.3 Data Collecting Technique	23
3.4 Data Analysis Technique	25
CHAPTER IV RESEARCH FINDINGS	26
4.1 Data Description	26
4.2 Data Analysis	42
CHAPTER V CONCLUSION AND SUGGESTION	47
5.1 Conclusion	47
5.2 Suggestion	48
REFERENCES	51



LIST OF FIGURES

Diagram 2.1 Conceptual Framework	20
Table 3.1 The Questionnaire's Blueprint	23
Table 4.1 Percentage Value Per Indicator.....	27



LIST OF APPENDICES

APPENDIX 1	56
APPENDIX 2	60



ABSTRACT

Tri May Saroh, 2021, “Students’ Perception of Using Padlet at 5th Semester Students of English Education of Teacher Training and Education Faculty in Universitas Islam Riau”.

Significantly, technological advances have taken an important role in the world of education as it is today. Padlet is one of the new breakthroughs that are widely used by teachers or lecturers, and also students as a medium of teaching and learning today. Based on this, everyone has a different opinion on its use. Different student perceptions can provide suggestions, so that difficulties or problems faced by teachers, lecturers and students can be overcome in the future in learning media, especially the Padlet application.

This research was conducted by using a descriptive qualitative method which aims to describe students' perceptions of using the Padlet application as a learning medium. The instrument of the research used to obtain the data in this research was a questionnaire distributed into 30 respondents. Based on the indicators of Technology Acceptance Model (1989) by Davis, this research aims to determine students' perception of using Padlet at 5th semester students of English Education of Teacher Training and Education in Universitas Islam Riau by using the indicators from Shaheranee et al. (2016) named Perceive Ease of Use and Perceive Usefulness.

The research findings reflected that the entire indicators mentioned by Shaheranee et al. (2016) were positively responded. The data were obtained through questionnaire distribution toward 30 samples of 5th semester students of English Education were joining the essay writing class. The results of the 30 samples showed that students' perception of using Padlet application in teaching and learning were varied where the highest percentage is from question number 1 and number 9 that reached up to 80% of students positively answered while the entire percentage from 13 questions was 74,87% that means the perceptions were categorized into positive. As the implication, the use of Padlet is suggested to be applied in English learning so both of lecturers and students have to deepen their understanding in operating the application properly.

Key Words: Students’ Perception, Padlet

ABSTRAK

Tri May Saroh, 2021. "Persepsi Mahasiswa Semester 5 FKIP Bahasa Inggris Universitas Islam Riau dalam Menggunakan Aplikasi Padlet."

Secara signifikan, kemajuan teknologi telah mengambil peran penting dalam dunia pendidikan seperti sekarang ini. Padlet merupakan salah satu terobosan baru yang banyak digunakan oleh guru atau dosen, dan juga mahasiswa sebagai media belajar mengajar saat ini. Berdasarkan hal ini, setiap orang memiliki pendapat yang berbeda tentang penggunaannya. Persepsi siswa yang berbeda dapat memberikan saran, agar kesulitan atau permasalahan yang dihadapi guru, dosen dan siswa kedepannya dapat teratasi dalam media pembelajaran khususnya aplikasi Padlet.

Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif yang bertujuan untuk mendeskripsikan persepsi siswa terhadap penggunaan aplikasi Padlet sebagai media pembelajaran. Instrumen penelitian yang dipakai untuk memperoleh data dalam penelitian ini adalah kuesioner yang dibagikan pada 30 responden. Berdasarkan indikator Technology Acceptance Model (1989) oleh Davis, penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penggunaan Padlet pada mahasiswa semester 5 Pendidikan Bahasa Inggris di Universitas Islam Riau dengan menggunakan indikator dari Shaheranee et al. (2016) yaitu Perceive Ease of Use dan Perceive Usefulness.

Temuan dari penelitian ini menggambarkan bahwa kedua indikator yang disebutkan oleh Shaheranee et al. (2016) ditanggapi secara positif. Data tersebut diperoleh melalui angket yang disebar pada 30 sampel mahasiswa semester 5 Pendidikan Bahasa Inggris yang mengikuti kelas menulis esai. Hasil dari 30 sampel menunjukkan bahwa persepsi siswa menggunakan aplikasi Padlet dalam belajar mengajar bervariasi dimana persentase tertinggi dari pertanyaan nomor 1 dan nomor 9 yang mencapai hingga 80% siswa menjawab positif sedangkan persentase keseluruhan dari 13 pertanyaan, sebesar 74,87% yang berarti persepsi dikategorikan positif. Sebagai implikasinya, penggunaan Padlet disarankan untuk diterapkan dalam pembelajaran bahasa Inggris sehingga baik dosen maupun mahasiswa harus memperdalam pemahamannya dalam mengoperasikan aplikasi ini dengan baik

.Kata Kunci: Persepsi Siswa, Padlet

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The word “English” comes from Anglisc, the language of Angles, which is one of the Germanic tribes that invaded by England in the fifth century. English is the main language in several European countries such as Canada, Australia, America, New Zealand and many more, and is the second language for several countries such as Malaysia, Singapore, Philippines and so on. English is also one of the international languages in the world that must be mastered by people from various countries in the world to communicate with each other because through English language, they may know and understand what they are talking about. From this reason, English is the first foreign language taught in Indonesia from elementary school up to university.

In learning English, there are several tools can be used to support learning process which are considered as learning media. Learning media is used to support English learning, for example essay writing class. There for it will be essentials to define the term of learning media. Learning media is a media that can transfer information and ideas that have function in the field of education or teaching intentions. Also, we can state that learning media is a media that can support learning activities. So that learning media can be interpreted as hardware or software tools used to delivering the material by the teacher to students in the learning process.

Since 2020 until 2021, the pandemic outbreak that attached Wuhan, China then spread throughout the world called the Corona virus or COVID-19. In March 2020, the Indonesian government announced that the first case of COVID-19 in Depok. This was followed by the closure of public places one by one including department stores, schools and universities. Since then, the teaching and learning activities have been carried out online, carried out through a network or we are known as Online learning or “Daring”.

In carrying out the teaching and learning process through network, there are several obstacles faced by students, teachers and lecturers because all learning activities must be carried out through the network. This is a new condition that must be faced. Students, teachers and lecturers must be able to adapt and find the best way so that the learning process continues to run well as expected. Therefore, supporting media, specifically digital, must be used to encourage class activities.

Considering the term of digital learning media mentioned above, Padlet is define as a free online application best illustrated as an online whiteboard or blackboard. Padlet can be used by the teacher and students to post notes on the same page. Notes post by the teacher and students can contain links, videos, pictures, and document files. The Padlet is also neutral device, as it works across all internet-enable devices, including PC, laptops, tablets, and smartphones. This means Padlet can be used easily in any school that take advantage of a variety of devices, and many other advantages of Padlet. In

order to measure the implementation of Padlet in the classroom, students' perception towards its used must be observed.

At the Universitas Islam Riau, especially in the English language education department, the use of Padlet as a learning media is still a strange thing according to students. It is proven by the lack of Padlet usage where the application is only used for less than five courses which one of those courses is essay writing class taken by 3rd semester students, which are now 5th semester students. Most of the students think that learning to use Padlet, especially learning to write is quite difficult. Therefore this research is important to discuss because it can be a reference for the readers, so that in the future educators can overcome difficulties when using Padlet application in online learning.

Before measuring students' perception, it is needed to define what students' perception is. Students' perception can be defined as a student's ability to feel and think. Students' perception also defined as students' way of arguing against a phenomenon or something that occurs. Furthermore, students' perception is the process and the way students express opinions about something.

Then, from the background of the research above, the researcher wants to discuss writing skills through the perceptions of students at Universitas Islam Riau, especially 5th semester students about the use of Padlet in learning Essay Writing.

1.2 Identification of the Problem

The teaching and learning process using media technology still has several obstacles at the university, including the Padlet application especially in Universitas Islam Riau.

At the Universitas Islam Riau, especially in the English language education department, according to students interviewed in the preliminary research, the use of Padlet as a learning media is still being unfamiliar thing. Most of the students think that learning to use Padlet is quite difficult. It because students are new to Padlet and this is the first time using Padlet application in learning, they have difficulty in using or applying it. Therefore, it is important to discuss this topic because it can be a reference for the readers, so that in the future educators can overcome difficulties when using Padlet application in online learning.

In conclusion, this study aims to study students' perception about the application of Padlet at 5th semester students, majoring in English Education at Universitas Islam Riau. Then, this can also help lecturers to further develop their teaching strategies.

1.3 Focus of the Research

From the identification of problem, this research focus on students perception of using Padlet at 5th semester students of English Education in Univeritas Islam Riau where the data is taken from essay writing class.

1.4 Research Question

Based on limitation of the research above, the problem of this research can be formulated as follow:

1. What are students' perceptions of using padlet in essay writing class at 5th semester students of English Education of Teacher Training and Education Faculty in Universitas Islam Riau?

1.5 Objective of the Research

Rest on the formulation of the problem above, the aim of this research is:

1. To know what students' perception of using padlet in essay writing class at 5th semester students of English Education of Teacher Training and Education Faculty in Universitas Islam Riau are.

1.6 Significance of the Research

This research will be beneficial for the following parties

1. For English Teacher or Lecturer

This research aims to make English lecturers aware of the importance of applying Padlet application in either essay writing or other classes.

2. For the Students

This research aims to encourage and motivate students to use Padlet application to gain more and broader knowledge about Padlet usage.

3. For the Researcher

This research aims to make the researcher obtain more information about Padlet application and how to use Padlet in the learning process.

4. For the Next Researcher

For the next researcher, this research aims to be a reference for this research in the future.

1.7 Definition of Key Terms

1. Students' Perception

Students' Perception defined as a process by which individuals can organize and interpret their sensory impressions to give meaning to their environment.

2. Padlet

Padlet is a media or application that displays web pages where our opinions are collected via virtual posts.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Review of Related Studies

In this chapter, the researcher discusses the theories that are compatible with this research. The theory is related to students' perception of using Padlet in learning essay writing as assessment tool. The implication of using Padlet is to use students' background.

2.1.1 Students' Perception

There are several grounded-theories about students' perception that are considered by the researcher namely Concept, Processes, Purposes, Types and Components.

2.1.1.1 Concept of Students' Perception

Perception has a various definition as proposed by many experts. According to Bodenhausen and Hugenberg (2009) have concluded that perception and attention can be transformed into the result of observer's motivation and emotion. Also, based on Slameto (2010:102) in Meiriza (2015:146) explains that perception is a process that involves adding information or messages on its way to the brain through the human senses, and will continue to be in touch with the environment. Meanwhile, Desiderato in Rakhmat (2005) as stated in Sari (2013:45), perception is a characteristic that understands about an experience with an object,

situation, or relationship that is achieved by collecting information and messages. So, numbers or experiences can make students understand what they see or hear in the present because of their experiences in the past.

Zacks et al (2007) defines perception as a ranking order, in which sequential receptive information will be converted into interpretations that construct basic action. Based on this opinion, perception is a logical procedure or process that represents one's awareness, understanding, and behavior towards something. Pickens (2005:52) also states that perception is closely related to attitudes. Whilst, Lindsay and Norman (1977) as cited in Pickens (2005:52) state that perception is the process in which organism interpret and classify sensation to produce real-world experiences. Based on this explanation, perception can be interpreted as the ability to feel and the ability to think. Students' perception of using Padlet will show their attitudes and interest in learning to use Padlet.

In addition, Meiriza (2015) explains that the word perception comes from English which means views, feelings, power of vision, knowledge, awareness, or observation. Also, Robbins and Judge (2012) argue that perception is a process where individuals classify and interpret their thoughts based on their senses to get the meaning of an object. Furthermore, Sari (2010) states that students' perception are a process of interpretation of something and the tools used to determine student success in learning are influenced by several factors. Therefore, from the explanation about, the researcher draws the conclusion that perception is

the process of thinking and feeling human about something. Also, the researcher argued that perception is also like human opinion about something that someone feels and passes on to others.

2.1.1.2 Process of Students' Perception

With regard to the perceptual process, Hodgetts et al. (1985:85), he stated that the way people see things is based on how the information is presented. Therefore, information management must be based on the availability of each individual, because everyone has different perception. Then, he also stated that this is the way to select and classify stimuli by someone so that they can be interpreted meaningfully. Thus, the environment can be understood by the conceptual process of people.

Therefore, Hodgetts et al. (1985:86) states that the process of perception is called the conceptual process.

a. Selection of Stimuli

The first factor is selection of stimuli. In this process, people only focus on a small number. They need to choose it in order to receive it well. In fact, people have different level limits at different times.

b. Organization Stimuli

The second factor is organization stimuli. In this process, after the information has undergone a selected filtering process,

then the information must be organized to be meaningful. Hereafter, it helps people to categorize sensory input. Its central function is to reduce initially complex information to simple categories. This categorization occurs not only because of object, but also because of people.

c. The Situation

The third factor is the situation. In this process, a person has expectations about a situation, they also go through their experiences, and it can also affect how that person feels.

d. Self-Concept

The fourth factor is self-concept. In this process, the way people feel and see themselves is also known as self-concept. This self-concept is one of the important things, because the mental image of each person really determines what they feel and do.

2.1.1.3 Purpose of Students' Perception

Based on the opinion of Bulut and Durak (2003), students are confident to state their perceptions clearly, both for the teacher or themselves. It will also make students care about why they are taking part in certain actions. It also helps them to learn English and encourages them to use it for learning purposes and outside the classroom as well. Teacher must realize the truth that there can be no successful and enjoyable teaching without the involvement of students in the classroom. This is the

most important reason to involve students' perception in the classroom. Teacher must also pay attention to students and their perceptions, so that teachers can create appropriate activities to advance students skills in the classroom such as listening, speaking, writing and reading. Based on the explanation above, Alge at al. (2006) in Mesquita (2013:17) argues that perception is something that regulates the course of information personally and aims to influence their motivation for subsequent behavior.

Students' perception is an important aspect of lecturer strengths. Based on the opinion of McCroskey and Richmond (1983), students must recognize the strengths of teachers, both directly and indirectly, and these strengths must be integrated with efforts to be successful. Furthermore, Sulistiyorini (2013) states that perception is the direction of learning in teaching and learning process for students. Perception also makes students have expectations in the learning process, but these expectations cannot be achieved if they are faced with various obstacles. Therefore, lecturers must be able to recognize students' perception of their expectations in learning.

2.1.1.4 Types of Students' Perception

Based on the opinion of Richard (2002:391) as quoted in Fitri (2016:32), perception consists of three types, namely:

1. Visual Perception

The first type of perception is visual perception. Visual perception is the information and stimulus shown by a person towards a visual object or event.

2. Audio Perception

The second type of perception is audio perception. Audio perception is the information and stimuli provided so that someone can understand different types of caustic signals and lead different types of acoustic characteristics such as frequency, amplitude, duration, sequence of event, and performance rate.

3. Speech Perception

The third type of perception is speech perception. Speech perception is something that is shown from understanding speech.

In addition, Jalaluddin (2007) in Fitri (2016:32) also classified two types of perception, namely:

1. Positive Perception

Positive perception is a person's opinion on an object based on observing the subject and agreeing on that object based on his personal views.

2. Negative Perception

Negative perception is the perception where there is dissatisfaction and rejection of a person's perception, even though the object is an important object and related to him.

2.1.2 Learning Media

In this point, the researcher tried to consider and find out a number of additional theories that discuss about learning media and are explained as concept, purpose, type, and benefit of learning media.

2.1.2.1 Concept of Learning Media

Learning media comes from two terms, namely; learning and media where media can be interpreted as a tool or anything that can send information from the source to the recipient, based on the opinion of Akrim (2018). Based on Hamalik (2003) learning is the process of communicating or exchanging information involving humans, facilities, equipment, materials, and ways of communicating which are combined with each other to achieve goals.

Meanwhile, Gerlach & Ely in Arsyad (2006) quoted from Anwariningsih & Ernawati (2013:123) said that learning media is a tool for delivering or conveying information and ideas that have the aim of educating or teaching and learning intentions. In addition, a learning media can be accepted as something or media that teachers use to students to use, to achieve more specific teaching and learning goals. Jacobs et al. (2002)

as adopted in Burke (2005:12) stated that learning media not only as a tool or picture, but also combining with different types of learning experiences.

Based on the explanation above, the researcher conclude that learning media is a media or tool used to assist the process of exchanging information related to educational goals.

2.1.2.2 Purpose of Learning Media

Media can be classified into two functions, based on Romiszowski (1998) as adopted from Taiwo (2009) opinion. The first is the media as a learning aid and the second is the media as a learning systems. The media as a learning aid means that the media is used entirely to improve teacher performance. Mostly, one-way receivers are very incompetent to know some of the information students can communicate. While the media as a learning system is the media used to encourage individuals to teach in general and uncommon situations.

2.1.2.3 Types of Learning Media

Based on the theory from Suryani (2016), she groups learning media into two, namely traditional and digital. Traditional media is the media that usually we call print media such as books, modules, posters, and anything that is not related to the use of computers and networks, while digital media is the opposite. Suryani (2016) also stated that this kind of learning media technology is finally called multimedia, the use of

computers that combines sound, video, text, images, graphics, and animation that relies on the senses of sight and hearing that are used to collect, process, and demonstrate information interactively. In addition, learning media is divided into 10 types, namely audio, print, audio print, visual silent projection, audio visual projection silent, visual motion, audio visual motion, physical object, human and environment, and the most recently computers, based on Anderson (1976) as quoted in Nasution (2019:29). Therefore, it can be concluded that by following technological advances, the variety of learning media has increased significantly.

2.1.2.4 Benefit of Learning Media

Sudjana & Rivai (1992) adopted from Anwariningsih & Ernawati (2013:123), they mention three benefits of learning media in teaching and learning. First, learning media can increase students' enthusiasm for learning, because learning can be more interesting. Second, learning media can help students to make it easier to understand the subject matter, that means letting students' monitor and achieve learning goals. Third, learning media also makes teaching methods more creative in verbal communication, not only listening to teacher explanation, but also doing observing, performing, demonstrating, and acting, and so on.

2.1.3 Padlet

In this part, the researcher explores two constructive theories with reference to concept and benefit of using Padlet.

2.1.3.1 Concept of Padlet

Based on Deni & Zainal (2015), Padlet is a free social-networking web tool that allows someone to create walls virtual. Meanwhile, Pritantina Yuni Lestari & Erwin Hari Kurniawan (2018:4) stated that Padlet is a medium that can be used to improve students' writing skill. Padlet is a media or application that displays a web-based online wall where our opinion is collected via virtual post, based on Shield (2014) as cited in Setiawati (2020). Also, Lestari (2016) stated that Padlet is an online media where students can compile and collect their ideas by posting paragraphs, comments, their opinion, short essays, pictures, recordings, and videos which can be uploaded and read by other students who are in the same class with us. Then everyone in the class can verify, assess, and observe their peers' result.

From the explanation above, the researcher conclude that Padlet is a free-social networking web tool that allows teachers and students to create walls virtual and it ca be used to improve students writing skill.

2.1.3.2 Benefit of Using Padlet

Based on the opinion of Setiawati (2020), there are three benefits of using Padlet such as:

1. In learning, Padlet has provided an online space those students to give and collect their idea in class because they are asked to participate and learn from one another.

2. Students can also learn to use Padlet anytime and anywhere through internet-enable devices such as smart phone, tablet, and computer with internet connection.
3. By using Padlet, students can share their opinions about their friends or teachers' posts, create virtual walls that are private or public, share information with each other, upload files, such as photos, videos, and documents.

2.1.4 Technology Acceptance Model (TAM)

In this part, the researcher explained the theories about the concept of Technology Acceptance Model (TAM). Davis et al, (1989) in Afrizal (2020) Technology Acceptance Model (TAM) is a form of acceptance of information technology systems that can be used by users. TAM itself was developed by Davis et al. according to TRA model. TAM also enhances two main constructs to the TRA model. Based on Davis et al, (1989), these two models are perceived usefulness and perceived ease of use.

2.1.4.1 Perceived Ease of Use

This model of TAM means that pupils who use technology will be easier and without many challenging. It can be said that when the technology is easy to use, students are going to be more excited to learn and keep applying it continuity. Moreover, the aim of this model is supported by Jahangir and Begum (2008) is to measure the students' perception in applying the system will be efficient.

2.1.4.2 Perceived Usefulness

In this point, the researcher tries to consider and find out a number of additional theories that discuss about perceived usefulness and explains as concept and purpose of perceived usefulness. Davis (1989) states that perceived usefulness can make the improvement for students' performance if they use a system of specific technology, especially using Padlet. If that technology can assist and improve the students' goals, they will prefer to apply the online system in their learning process. In addition, Kripanont (2007) defines that perception of perceived usefulness affects the students to apply the technology for their performance and recognize the technology is useful as the main consideration.

Furthermore, Yee, Luan, Ayub & Mahmud (2009) in Farahat (2012) mention that the purpose of perceived usefulness is to make the students know the usefulness of the technology that they used, if the technology can improve their performance, it will be possible to apply that in learning process.

2.2 Relevance Studies

This research is not a preliminary research on media of teaching; several previous studies have been carried out by many researchers, including the following:

The first study was written by Susanti & Ayuni (2018) under the title "The Students' Perception towards the Use of Padlet in L2 Writing". The aim of this research is to find out how Padlet application can support teaching and

learning activities increase students' interest in writing class. From this research, it found that more students agree that their writing skills can be improved by practicing writing on Padlet. It because Padlet is easy to access and use and only needs internet connection, it can be accessed by using any devices, Padlet has interesting features, features allows students to give comment and suggestion, Padlet also has comfortable environment in learning and it makes the students have willingness to practice writing.

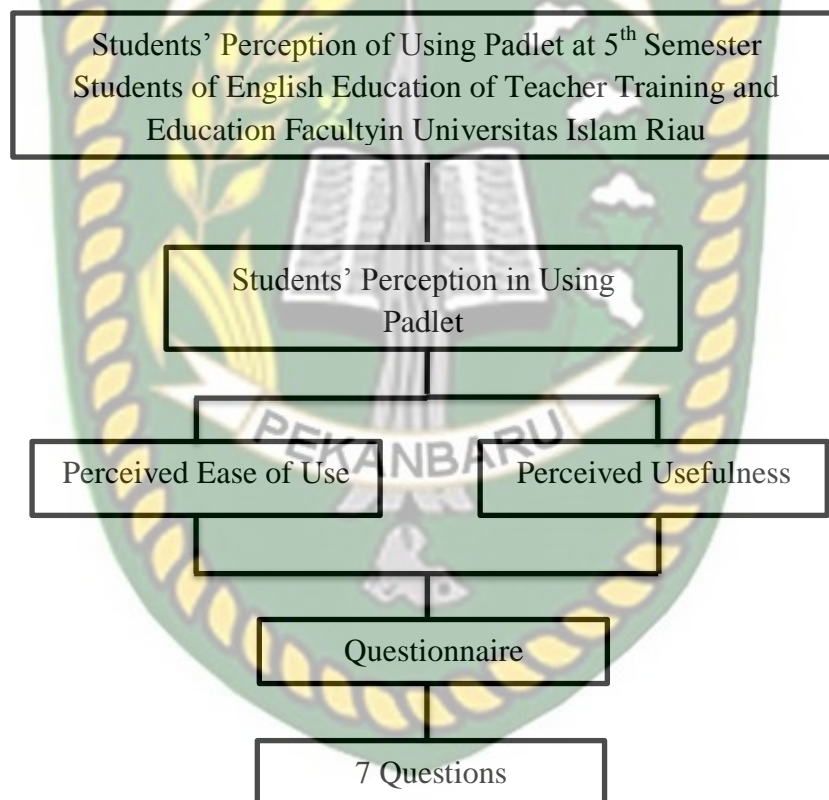
Next study was written by Choiril Anwar, Kurniawan Yudhi Nugroho, and Idha Nurhamidah in 2019. This research entitled "Students' Perception at the Use of Padlet in Linguistics Class". The purpose of this research is to know students' perception in using Padlet at introduction to functional linguistics class in UNISSULA. The data was collected from 28 students of 2014 batch by using descriptive qualitative method which the instruments were observation and questionnaire. This research yielded the result that the students have various perspectives in using padlet as learning media. However, those perceptions were absolutely positive.

Then, a "Students' Perception of Using Padlet in Learning English" a research in 2020 by Setiawati, aims to explores students' perception from the usage of Padlet on students essay writing class. The objective of this research is to know students' perception of using Padlet in learning English in the first semester of Islamic Education Department STAI Hubbulwathan Duri. In this research, the researcher concluded that most of the respondents have positively perception about Padlet. It because Padlet is easy to access

and use because it is a free application and only needs an internet connection, it can be access by using any devices such as phones, tablets, and computers. It also because Padlet has interesting features and Padlet also helped them to be active in English language activity.

2.3 Conceptual Framework

Diagram 2.1 Conceptual Framework



This research entitled Students' Perception of Using Padlet at 5th Semester Students of English Education of Teacher Training and Education Faculty in Universitas Islam Riau, so it focuses on students' perception in using Padlet which has 2 indicators, Perceive Ease of Use and Perceive Usefulness. The instruments used are questionnaire with 7 items of questions.

2.4 Assumption

Considering the research above, the researcher assume that 5th semester students of English Education in Universitas Islam Riau have different perception towards the use of padlet as a learning tool at Essay Writing class experienced by the students.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

Based on Kothari (2004:31) opinion, research design is the setting of the conditions of collecting and analysis data in the way that has the aim to gathering the necessity to research objectives. In this research, the researcher refers to qualitative approach in conducting this research since this research aims to know the perception of using Padlet at Essay Writing class of 5th semester student's class b majoring at English education of FKIP in Universitas Islam Riau and describe the findings. Qualitative research is research that emphasize on events that occur or the underlying reasons for individual motivations and needs through interviews, tests, and other needs tests (Kothari, 2004:5).

3.2 Source of the Data

Source of the data in this research is English Language Education students in Universitas Islam Riau that is located I Jl. Kaharuddin Nasution, No.113, Simpang Tiga, Kec. Bukit Raya, Pekanbaru city. This research will be conducted on October-November 2021 toward the 5th semester students especially class B in academic year 2020-2021 with the total of 45 students in the class.

3.3 Data Collecting Technique

To get credible data, the researcher must collect the data from selected participants which in this study were obtained through distributing questionnaire. The questionnaire used in this researcher is open questionnaire that requires respondents' own opinion related to their perception of using Padlet at Essay Writing Class of 5th Semester Students of English Education in Universitas Islam Riau, during the period determined October-November 2021 before the academic year is over.

Questionnaire is a tool for collecting research report data by means of each participant filling in a section or data needed from a study (Johnson & Larry, 2014: 274). The researcher will give the questionnaires to all students who are in the class. It will be distributed after the students experienced Padlet. The researcher adapts the indicator of the questionnaire from Shahraneet et al. (2016).

Table 3.1 The Questionnaire's Blueprint

No	Indicators	Questions
1.	Ease of use	1. What did you feel in signing to Padlet application? 2. How did you feel in accessing the learning material given by the lecturer on Padlet? 3. How about sending and receiving the

		<p>assignment given on Padlet?</p> <p>4. How was your experience in submitting the assignment on Padlet?</p> <p>5. Why was it easy / uneasy to navigate the system provided by Padlet?</p> <p>6. Why was it easy / uneasy to understand Padlet's system?</p>
2.	Perceived Usefulness	<p>1. How about the quality of learning activity given on Padlet?</p> <p>2. What is your opinion about Padlet as social interaction medium (lecturer vs students, students vs students)?</p> <p>3. How was Padlet encouraging you to submit the assignment on time?</p> <p>4. What do you think about Padlet in helping you to examine issues, evaluate new ideas, and apply what you've learned?</p> <p>5. What do you think about lecturer's feedback on Padlet?</p> <p>6. What is your opinion about grading system on Padlet in monitoring your performance and understanding current topic discussed?</p> <p>7. What do you think about the consistency of</p>

		subject objective, assessment, and content provided by the lecturer on Padlet?
--	--	--

3.4 Data Analysis Technique

After data collected is complete, the researcher needs to analyze the data obtained by following several procedures.

1. First, the researcher will present each question in the questionnaire to find out students answer.
2. Next, the researcher will classify similar answers given by the respondents and put the answers in a table.
3. At last, the researcher will portray the data by using narrative report based on the respond mentioned in the questionnaire distributed.

After the whole information obtained from the data have been analyzed, the researcher will draw a conclusion for each question and indicator of students' perception toward Padlet usage.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

Continuing the theories and research method mentioned in previous chapter, in this chapter, the researcher will portray the result of questionnaire distributed to the respondents from 5th semester students related to students' perception in using Padlet at Essay Writing class of FKIP Universitas Islam Riau. The finding yielded the result that the indicators from Shaheranee et al. (2016) – which 2 of the indicators were adapted by the researcher, *Perceive Ease of Use* and *Perceive Usefulness* – were positively responded.

The questionnaires were distributed into class 5B that had ever experienced to use Padlet at Essay Writing class taken at 3rd semester. The respondents were 30 students with 23 female (76.67%) and 7 male (23.33%) students. For the beginning presentation of the data obtained, the researcher accumulated the most frequently responses appeared for each question into table as general description of the entire data into following table below based on this formulation:

$$P = f \div n \times 100\%$$

Description:

P : Data percentage

f : Frequency of answers

n : Total answers

Table 4.1 Percentage Value Per Indicator

Indicator	Questions	Percentage	Response
Perceive Ease of Use	1. How did you feel in signing to Padlet application?	80%	Positive
	2. How did you feel in accessing the learning material given by the lecturer on Padlet?	73,33%	Positive
	3. How about sending and receiving the assignment given on Padlet?	86,67%	Positive
	4. How was your experience in submitting the assignment on Padlet?	63,33%	Positive
	5. Why was it easy / uneasy to navigate the system provided by Padlet?	70%	Positive
	6. Why was it easy / uneasy to understand Padlet's system?	63,33%	Positive
Perceive Usefullness	7. How about the quality of learning activity given on Padlet?	83,33%	Positive
	8. What is your opinion about Padlet as social interaction medium (lecturer vs students, students vs students)!	63,33%	Positive
	9. How was Padlet encouraging you to submit the assignment on time?	80%	Positive
	10. What do you think about	76,67%	Positive

	Padlet in helping you to examine issues, evaluate new ideas, and apply what you've learned?		
	11. What do you think about lecturer's feedback on Padlet?	83,33%	Positive
	12. What is your opinion about grading system on Padlet in monitoring your performance and understanding current topic discussed?	73,33%	Positive
	13. What do you think about the consistency of subject objective, assessment, and content provided by the lecturer on Padlet?	76,67%	Positive
Total	13 Questions	74,87%	Positive

From the table above, it could be observed that students' perception toward Padlet were positive which have been proven through the percentage of each question displayed in the table. Then, the highest percentage is from question number 1 and number 9 that reached up to 80% of students positively answer those questions. Meanwhile, the other questions also obtain quite high percentage. Therefore, since the entire answers given by the respondents had positive responses, the researcher inferred that 2 indicators mentioned by Shaheerane et al. (2016) can be

used to measure students' perception toward Padlet usage at Essay Writing class.

4.2 Data Analysis

After the general percentage of answers obtained from students, in this section the researcher will describe the result of students' answer narratively by grouping those answers into 13 data based on the number of questions distributed. As for the information, data 1, 2, 3 and so on are the number of questions given.

Data 1: How did you feel in signing to Padlet application?

In general, the answers of question number one were categorized into 3; easy, uneasy and uncertain answer. There are various responds given, however, from the overall data obtained from 30 participants, the most frequently answer appeared were classified as 'easy' with 24 total answers. The respondents defined that signing on Padlet application was easy and enjoyable because students only need to fill in their name and email while the features were understandable as stated at data 1: "Signing padlet application is easy", data 8: "What I felt when I signed the padlet was normal because it wasn't that difficult, the features that were directed were also very clear", and data 9: "When signing in on the padlet application it is very easy and when using it is not difficult, easy to use".

Meanwhile, there were some students who felt difficult at the beginning but ended with comfort feeling after some trials such mentioned in data 6: “At first using the padlet may be a bit difficult, because it is not too proficient in using it. But, then I feel this learning media platform is pretty good. Signing is not difficult because it is already listed on the padlet itself”, and data 30: “When first confused, but after I understand more relaxed”.

Nevertheless, the researcher also marked that there were some influential reasons causing trouble on signing to the application such internet connection in data 27: “Logging into the padlet is actually easy, only when the internet network is not good, so it's difficult to access the padlet”, unfamiliar with the application because that was the first time they used the app on Essay Writing class, data 7: “I think when signing to padlet application I feel confused, maybe because i rarely used that application”, data 10: “I feel unfamiliar”, and data 24: “I found it a little difficult because it was the first time I entered the Padlet application”, and felt confused without any specific reason, in data 2: “Confusing”.

In conclusion, the researcher assumed that students' perception in signing to Padlet application was positive because most of them enjoy the process of sign in even though some of them still face obstacles caused by both acceptable and unacceptable reasons as mentioned above.

Data 2: How did you feel in accessing the learning material given by the lecturer on Padlet?

Overall, the answers from question two have 3 categories, namely easy, uneasy and uncertain. There were distinctive answers given by the respondents, but from the overall answers obtained from 30 participants, the answer that appeared the most on average was 'easy' with a total of 22 answers. Respondents stated that accessing the material given by the lecturer on padlet was easy and fun because the features could be understood as stated in data 3: “I feel enjoyed accessing the application because it can be used easily, i can make the same note with lecturer and pedlet also can share video, picture and file document”, and data 8: “My feeling in accessing the learning materials provided by the lecturers at Padlet is that the Padlet application is very helpful because it is very easy to use, especially in viewing the learning materials and its interesting features”.

Meanwhile, there were some students who initially found it difficult but ended up feeling comfortable after several trials as stated in the data 11: “It’s actually kinda complicated, but neat. i think i can do my homework being more neat”, data 17: “I felt confused, but now I know how to use it”, and data 22: “I feel normal, because in the past I was often confused about the use of Pedlet”.

However, the researcher also concluded that there were several difficulties faced by respondents when accessing the learning material in

Padlet, such as internet connection, as mentioned in data 1: “To access the material in padlet is easy. But, the connection in my village is bad, so sometimes hard to access the materials”, and data 18: “I feel not okay, it’s always about the connection, when i try to accessing it always take a long time”. Then, some respondents also not familiar with the application so they didn’t understand how to accessing the learning material because it was the first time using the Padlet application, in data 20: “When accessing applications in the padlet, it feels more complicated than the usual application, namely Google Classroom”, and data 26: “I’m not really understand about material given by the padlet”, and feel confused when accessing the material on Padlet for no particular reason, data 7: “Little bit confused”, and data 14: “Difficult”.

To sum up, the perception in accessing the learning material given by lecturer on Padlet was positive because most of the students understood the procedures even though in the first time several students experienced difficulties affected by particular reasons mentioned previously.

Data 3: How about sending and receiving the assignment given on Padlet?

The answer to the third question has 3 categories in general, namely easy, uneasy and uncertain. The answers obtained also varied, but of all the answers obtained from 30 respondents, with a total of 26 answers that appeared, on average, they were categorized as 'easy'. Participants

stated that sending and receiving the assignment given on Padlet was easy as stated in data 1: “To sending and receving the assignment, so far i think good. Nothing serious problems”, and data 3: “Sending or receiving tasks from the application is not difficult, I can understand quickly after I download the application and its instructions that can also make it easier for me”.

In addition, there were some participants who found it difficult when sending and receiving the assignment given on Padlet as mentioned in data 10: “Little difficult”, and data 16: “I felt I’m confused”. Nevertheless, the researcher also concluded that there were several participant answers stating that participants had difficulties when sending and receiving the assignment given on Padlet caused by network and several other factors, data 7: “Sometimes it’s easy to access”, data 18: “I feel nervous because it’s always need a long loading i don’t”, and data 21: “Good enough, just sometimes the loading is slow”.

In short, the researcher assumes that students’ perception in sending and receiving the assignment given on Padlet was positive although several students encountered some troubles while doing their works.

Data 4: How was your experience in submitting the assignment on Padlet?

Based on the participants' answers of question number 4, respondents' answers have 3 categories in common, namely satisfying, unsatisfying and uncertain. The answers obtained based on the data were diverse, but from all the answers that had been obtained from 30 respondents, 19 answers were categorized as 'satisfying' on average. Participants stated that their experience in submitting the assignments on Padlet application was satisfying in data 4: "It's easy to submit assignments there", data 6: "Very easy. Just enter the task to be collected by pressing the + button which is usually located at the top and bottom (if I'm not mistaken) the task command", and data 8: "My experience in submitting assignments on Padlet is that there are no problems in submitting assignments because the features are very easy to understand".

Moreover, there were some participants who were unsatisfying with their experience when submitting the assignments on Padlet application caused by the respondent's misunderstanding of Padlet application, data 2: "Sometimes get trouble", data 7: "Sometimes I got trouble when submitting the assignment on padlet", and data 10: "Quite difficult when sending assignments". Then, there were some participants who stated that they had difficulties at the beginning when submitting the assignments on Padlet application because they were unfamiliar with Padlet application at the beginning of learning but at the end they felt they enjoyed their experience as mentioned in data 11: "Sometimes i

confusion, but now i an use it normally” and data 30: “At first I was very confused, when I looked it up on YouTube, it was easier”.

Furthermore, there are respondents who answered they did not enjoy their experience when submitting the assignments on Padlet application due to several problems, one of which was internet connection problems as stated in data 1: “Once one day when I wanted to collect assignments in the padlet, suddenly the network at my house went down. and that makes me a little anxious because the deadline is getting closer. But luckily, I was still able to collect it on time”, and data 15: “Because in my hometown a little bit difficult to access the internet so i felt confused when using padlet. But using padlet easy for me”, and felt confused for no apparent reason data 13: “Little bit”.

Based on the information mentioned above, the researcher inferred that students’ perception toward their experiences in submitting the assisgnment on Padlet was still positive because most of the students felt that was satisfying. However, some of them still experienced difficulties either caused by reasonable or unreasonable excuses.

Data 5: Why was it easy / uneasy to navigate the system provided by Padlet?

In general, the answer of question number five are categorized into 3; easy, uneasy and uncertain answers. The responses given were quite diverse, but from the overall data obtained from 30 participants, the

answer that most often appeared was classified as 'easy' with a total of 21 answers. Respondents stated that to navigate the system provided by Padlet is easy because the features can be understood as shown in data 11: “Its uneasy maybe because so many student or even the teacher that still confuse to use this apps”, data 18: “I think it easy because the feature is easy to understand”, data 28: “Yes, because I think it's easy to navigate the system provided by the padlet because it's already listed there” and data 29: “Easy to navigate the system provided by Padlet because we have seen how to use it”.

Meanwhile, there are some students who feel that to navigate the system provided by Padlet is difficult and for several reasons because they are unfamiliar with Padlet application, data 7: “It was uneasy maybe because Padlet still rarely to used and make me hard to navigate it system”, data 11: “Its uneasy maybe because so many student or even the teacher that still confuse to use this apps”, and data 22: “Is uneasy maybe because I'm not familiar with the features”, other problems such as internet connection as mentioned in data 20: “Weaknesses of padlet, if the network is not stable the padlet application is difficult to access” and data 21: “Easy : cause neat layout and pretty system Uneasy : just a loading is slow”. However, the researcher also indicated that there were some respondents who felt confused for no particular reason as stated in data 26: “I really don't know about it”.

Considering the data described above, the researcher concluded that apart from the various troubles faced by students, their perception on the system navigation provided by Padlet was still positive because most of them still be able to handle it.

Data 6: Why was it easy / uneasy to understand Padlet's system?

Based on question number 6, respondents' answers have 3 categories, namely easy, uneasy and uncertain. The answers obtained based on the data varied, but from all the answers obtained from 30 respondents, the most frequently answer appeared were classified as 'easy' with 19 total answers. Participants stated that it was easy to understand the Padlet's system as mentioned in data 1: "It easy for me because the system is simple", data 3: "Because the system used and the language used is not difficult, I can change other languages if it is difficult to use English", and data 12: "Because the application is easy to use and understand".

In addition, there were some participants who stated that to understand the system of Padlet was difficult at first, but after some time and getting used to using the Padlet application they felt easy as stated in data 11: "It's easy for me, like i say before at first i felt uneasy but later i can use it easy because the neat arrangement". Then, there are several respondents who find it difficult to understand padlet's system, one of which is because their internet connection is unstable, data 4: "May be a

little difficult to access if there is a network problem”, data 8: “Accessibility features are somewhat lacking”, and data 20: “Due to network constraints”, and because they are unfamiliar with Padlet application as mentioned in data 6: “Personally, I don't really understand things like that, but if it's just the general stuff, I can do it”, data 10: “Because it is rarely used”, data 22: “Uneasy to understand because of its confusing features”, and data 26: “I just little understand about it”. Furthermore, there are respondents who find it difficult to understand Padlet’s system without any specific reason as stated in data 14: “Uneasy”.

In brief, in spite of both acceptable and unacceptable reasons mentioned by students, students’ perception in understanding the system of Padlet was categorized as positive since most of the responses performed that it was easy to understand even though there were several problems faced at first they used Padlet.

Data 7: How about the quality of learning activity given on Padlet?

The answer to the seventh question has 3 categories in general, namely good, bad and uncertain. The answers obtained also varied, but of all the answers obtained from 30 respondents, with a total of 25 answers that appeared on average were classified as 'good'. Participants stated that the quality of learning activity given on Padlet was good as stated in data 1: “The quality is good so far”, and data 4: “Very good quality”.

Meanwhile, there were several participants who stated that the quality of learning activity given on Padlet was bad as stated in data 14: “A little hard”. Nevertheless, there were some respondents who gave confusing answers, data 13: “50% I think”, and data 26: “I give 1/10 I give the quality 7”.

From the description above, the researcher summed up that students' perception toward the quality of learning activity given on Padlet was positive proven by average answers classified as good in spite of some unclear reviews came from several students.

Data 8: What is your opinion about Padlet as social interaction medium (lecturer vs students, students vs students)?

Overall, the answers to questions number 8 have 3 categories, namely good, bad and uncertain. There are typical answers given by respondents, but of the overall answers obtained from 30 participants, the answers that appear the most are 'good' with a total of 19 answers. Respondents stated that their opinion about Padlet as a social interaction medium both with lecturers or with the other students are good because padlet application provides room comments or room chat as mentioned in data 1: “We can communicating easily in padlet becuse padlet give the room for comment or for us to communicate”.

However, there are some students who think that it is better to interact with lecturers and other students using other applications as stated

in data 17: “I think it’s easier to communicate in Google meet or Zoom, can easy to understand”, data 20: “My opinion about padlet is that it is more complicated and difficult to communicate with lecturers when using padlet”, data 22: “I don’t think we can use pedlet only for interaction with lecturers, but can be added with zoom or google meet”, or data 24: “Although I say Padlet app is very good, but Padlet app is not suitable for social interaction”.

Then, there are several respondents stated that their opinion that interacting with lecturers or with the other students using padlet application is bad for several reasons, one of which is because of internet connection problems, data 10: “I think it’s lacking”, and data 21: “A little difficult if the Padlet used as platform to interaction cause sometimes loading is slow. More if the network is unstable”, and there are respondents gave unclear answers as stated in data 2: “No idea”, and data 14: “Idk”.

Based on the perceptions mentioned above, the researcher considered that Padlet function as social interaction medium either among lectures and students or students and students was quite positive. However, there were students who prefer other applications to interact while some other students gave indistinct reviews about it.

Data 9: How was Padlet encouraging you to submit the assignment on time?

Based on participants' answers in question number 9, the respondents' answers have 2 categories, namely good and uncertain. The answers obtained based on the data varied, but from all the answers obtained from 30 respondents, the answers of 24 respondents' were categorized as 'good'. It's because the participants stated that in encouraging students to submit the assignments on time, Padlet application will send a notification of the deadline for submitting assignments as mentioned in data 8: "Padlet has not yet created a task deadline feature to encourage submission of assignments on time, but the note padlet feature can encourage reminders of assignment deadlines", data 10: "A notification about an assignment appears", and data 11: "It's give me a notification".

However, there are some respondents who do not know how padlet application encourages them to submit assignments on time as stated in data 26: "I forgot sist", and data 29: "There is no deadline in the padlet like in google classroom, and gave ambiguous answers, data 2: "No idea", data 14: "Idk", and data 13: "Yes".

From the entire information obtained in data 9, respondents' perception about Padlet in encouraging them to submit assignment on time was positive because the application will remind the deadline even though there were students who had unclear viewpoint about it.

Data 10: What do you think about Padlet in helping you to examine issues, evaluate new ideas, and apply what you've learned?

In question number 10 there are 3 categories of overall answers, namely good, bad, and uncertain. Of the 30 respondents who gave statements, 23 answers were categorized as 'good'. They stated that in helping them to examine issues, evaluate new ideas, and apply what they had learned on Padlet application was good that shown in data 4: "Can develop my new ideas and implement them", data 8: "Yes, Padlet is helpful in checking issues as it provides a comment and edit features on its page which can also evaluate new ideas and apply what has been learned on the page", and data 9: "Padlet is quite helpful in examining problems in applying what we have learned".

In addition, there were several respondents who gave answers that they were not sure how Padlet application helped them to examine issues, evaluate new ideas, and apply what they had learned as stated in data 1: "I am not sure about that", and 10: "I think it's still not effective". Then, there were also several respondents who gave answers that ambiguous and unclear, data 2: "No idea", and 11: "I don't know".

At last, it can be concluded that students' perception about Padlet in helping them to examine issues, evaluate new ideas, and apply what they have already learned was positive despite some ambiguous responses given by the respondents.

Data 11: What do you think about lecturer's feedback on Padlet?

In general, in question number 11 there are 2 categories of answers, namely good, and uncertain. There were distinctive answers given by the respondents, but from the overall answers obtained from 30 participants, the answer that appeared the most on average was 'good' with a total of 25 answers. The respondents defined that lecturers feedback on Padlet was good because the lecturer give the explanation from how to use the application, how to submit the assignment, explain the material given on Padlet and the lecturer also responsive as mentioned in data 1: "I think the feedback going well", data 3: "I like the feedback my lecturer gives when using the pedlet application, she also explained that how to use the application and how to complete the task correctly. all materials provided are clear and complete and do not use a lot of storage", and data 15: "I think the feedback from the lecture until now so responsive".

Meanwhile, there were some students who misunderstanding with the researcher question and gave unclear answers as stated in data 2: "Feel nervous", data 6: "I don't know about that, I have no idea", data 10: "I think it's still hard to use", and data 14: "Confusing".

Based on the data mentioned above, the researcher inferred that there are several unsatisfying experiences felt by students. Somehow, it can be generally concluded that students' perception toward lecturer's feedback on Padlet was still positive.

Data 12: What is your opinion about grading system on Padlet in monitoring your performance and understanding current topic discussed?

Based on participants' answers in question number 12, the respondents' answers have 3 categories, namely good, bad and uncertain. The answers obtained based on the data were diverse, but from all the answers obtained from 30 respondents, 22 answers were categorized as 'good' on average. Respondents stated that the grading system on Padlet in monitoring their performance and understanding current topic discussed was good on data 3: "At that time I did not really understand the assessment system in the padlet but I knew that the tasks and work I provided were acceptable or not by lecturers", and data 28: "In my opinion the padlet assessment system is very helpful for performance and I can also understand what topics are being discussed during the learning process".

In addition, there were several participants who were unsatisfying about the grading system on Padlet in monitoring their performance and understanding current topic discussed that shown in data 1: "I'm not sure" and data 10: "Less satisfactory". Then, there were some respondents who did not understand with the questions given by the researcher, such as data 2: "No idea", data 11: "I don't know", and data 14: "Confused".

Considering the answers mentioned, the researcher concluded that students' perception on the grading system on Padlet in monitoring

students' performance and understanding related to the current topic discussed was positive even though there were several students felt unsatisfied while the others didn't understand the question given.

Data 13: What do you think about the consistency of subject objective, assessment, and content provided by the lecturer on Padlet?

Overall, the answers to the thirteen questions have 3 categories, namely good, bad and uncertain. There are typical answers given by respondents, but from the overall answers obtained from 30 participants, the answers that appear the most are 'good' on average with a total of 23 answers. Respondents stated that the consistency of subject objective, assessment, and content provided by the lecturer on Padlet was good as stated in data 1: "I think it is good" and data 3: "I think the consistency assessment given by my lecturer is also good, because I believe the results of the work of the task I made were received by the lecturer well".

However, there were some students who felt that the consistency of subjective, assessment, and content provided by the lecturer on Padlet there are still shortcomings such as those found in data 10: "There are still many shortcomings". Moreover, the researcher also concluded that some respondents did not understand the questions from the researcher and gave confusing answers as mentioned in data 2: "No idea", data 11: "I don't know", and data 14: "Idk".

In conclusion, the researcher averagely summarized that perception given by students toward the consistency of subject objective, assessment, and content provided by the lecturer on Padlet was categorized as positive even though it was found that some students didn't get the point of the question asked.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusions based on the research and also provides suggestions. The conclusions are given by the researcher based on the results and discussion of the data that has been obtained to answer the research questions. Furthermore, the suggestions are given for teacher or lecturer, for students, for the researcher, and for the next researcher as well as future research.

5.1 Conclusion

From the data that has been obtained through questionnaires distributed to 30 students of English Education Study Program, Faculty of Teacher Training and Education, University Islam Riau, especially class 5B. The researcher can conclude that the students have varied perceptions in the use of Padlet as learning media, especially in essay writing class. Most of the participants have positive responses, happy and enjoy relating to the use of Padlet in learning essay writing at essay writing class in general.

Moreover, most of students thought that they are happy and enjoy learning using Padlet application even though Padlet is still new to them. Most of them also thought that learning by using Padlet application, especially in the Essay Writing class is easy, both when we are wanted to login the application or when using the application because the features in Padlet application are easy to understand. In addition, they also thought that they can develop themselves and their ideas when learning by using Padlet

application, also, the information provided by the lecturers is clear, and the lecturer's response is also very good when learning by using Padlet application.

Therefore, there are some difficulties and obstacles faced by students in using Padlet application, such as the application will be slow to respond if we have a bad internet connection, then, some of them have difficulties because they do not understand when using Padlet application while studying, it because Padlet application is new for them and they are unfamiliar with Padlet application.

5.2 Suggestion

Based on the results of the research, in this chapter, the researcher would like to provide some suggestions that might be useful for teachers or lecturers, for students, for researchers and for future researchers.

5.2.1 Suggestion for the Teacher or the Lecturer

In this part, the researcher wants to give suggestion for the teachers or lecturers to be more creative and active when teaching using media or applications, especially Padlet application. It is intended that teachers or lecturers can know the progress of students when learning by using media, especially Padlet. Moreover, the researcher also gives suggestion for the teachers or lecturers so that when explaining instructions on how to use the Padlet application, it

must be more detailed and clear so that students who are unfamiliar with Padlet or new to using the Padlet application when studying will more easily understand how to use it. The researchers also provide suggestions for the teachers or lecturers for always give positive feedback to students when learning by using media, especially Padlet applications. It aims to make students more enthusiastic and enjoy the learning process by using media, especially Padlet application.

5.2.2 Suggestion for the Students

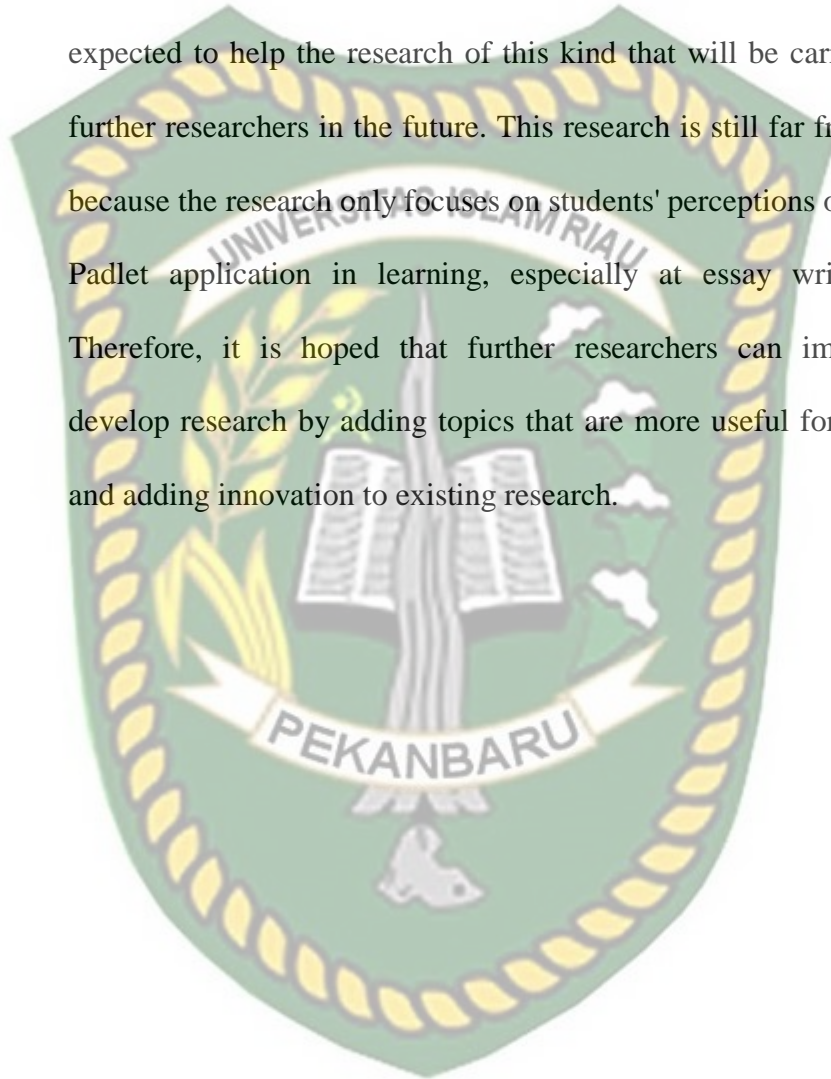
The researchers want to give suggestion for the students related to the use of the Padlet application in learning. Knowing that Padlet is one of the interesting and easy-to-use learning media and there are many benefits that can be obtained by using Padlet application in learning, the students should use the Padlet application maximally. Students can get better learning, especially in essay writing class when maximizing the use of the Padlet application while studying.

5.2.3 Suggestion for the Researcher

On this occasion, the researcher hopes that this research will be useful for the researcher herself, especially regarding information related to the Padlet application and how to use the Padlet application in learning, especially in the essay writing class.

5.2.4 Suggestion for the next Researcher

With the background of several theories related to students' perceptions of using learning media, especially Padlet, this research is expected to help the research of this kind that will be carried out by further researchers in the future. This research is still far from perfect because the research only focuses on students' perceptions of using the Padlet application in learning, especially at essay writing class. Therefore, it is hoped that further researchers can improve and develop research by adding topics that are more useful for the future and adding innovation to existing research.



REFERENCES

- Afrizal, Johari et al. (2020). Students' Perception on Using Students Response System (Socrative) in Learning Grammar: A Case Study at the Second Year Students of English Study Program. *Journal of English for Academic*, 7(2), 31-40.
- Ann R. Deni & Zainor Zainal, (2015). Let's Write On The Wall: Virtual Collaborative Learning Using Padlet. *The Turkish Online Journal of Education Technology (TOJET)*, (July 2015) 364-369.
<https://www.researchgate.net/publication/291972839>
- Anwar C, Nugroho K. Y, Nurhamida, I. (2019). Students' Perception at the Use of Padlet in Linguistics Class. *Journal of Linguistics, Literature, and Culture*, Vol. 01 (01).
- Anwariningsih, Sri Huning & Ernawati, Sri. (2013). Development of Interactive Media for ICT Learning at Elementary School Based on Student Self Learning. *National Journal*, Vol. 7 (2). ISSN: 2089-9823. Retrieved from: <http://www.journal.uad.ac.id>. 4 November 2017
- Bodenhausen, G. V., & Hugenberg, K. (2009). *Attention, perception, and social cognition*. New York: Psychology Press
- Budiaji, Weksi (2013). The Measurement Scale and The Number of Responses in Likert Scale. *Jurnal Ilmu Pertanian dan Perikanan*, Vol. 2, (2), pp. 127-133.
- Bulut, T., & Durak, S. (2003). The Importance Of Student Perceptions In Language Teaching. *International Journal*. Retrieved from: <http://www.dergipark.gov.tr>. 2 July 2017

- Burke, T.M.E. (2005). The Role Of Teaching Learning Media In Teaching Biology In *Obe-Classses*. A Dissertation of Magister Education Degree. North-West University, South Africa
- Davis, F. D, et al. (1989). User Acceptance of Computer Technology: A Comparison of Two Theoretical Models. *International Journal*, Vol. 35 (8). ISSN: 0025-1090. Retrieved from: <https://pdfs.semanticscholar.org>. 21 December 2017
- Farahat, Taher. (2012). Applying the Technology Acceptance Model to Online Learning in the Egyptian Universities. *International Journal*, ISSN: 1877-0428. Retrieved from: <http://www.sciencedirect.com>. 21 December 2017
- Fitri, H. (2016). *Students' Perception On The Use Of Group Work Technique In Speaking V Subject (A Study Of Fifth Semester Students Of English Teaching Department Of Stain Batusangkar Registered In 2015/2016 Academic Year)*. A Thesis of Bachelor Degree State Islamic College (STAIN), Batusangkar
- Fuchs, Beth (2014). The Writing is on The Wall: Using Padlet For Whole-Class Engagement. *LOEX Quarterly*, Vol. 40 (4), pp. 7-9. https://unknowledge.uky.edu/cgi/viewcontent.cgi?article=1241&context=libraries_facpub
- Hodgetts, R. M., Altman, S., & Valenzi, E. (1985). *Organizational behavior: Theory & practice*. Orlando, FL: Academic Press. Retrieved July 3, 2014 <http://e-journal.usd.ac.id/index.php/LLT/article/view/504/436>

Hogue, Ann (2008). *First Step in Academic Writing: Second Editing*. New York: Pearson Education, Inc.

Jahangir, N. & Begum, N. (2008). The role of perceived usefulness, perceive ease of use, security and privacy, and customer attitude to engender customer adaptation in the context of electronic banking. *International Journal*, Vol. 2 (1). ISSN: 1993-8233. Retrieved from: <http://www.academicjournals.org/AJBM>. 19 May 2018

Johnson, B. & Larry, C. (2014). *Educational Research: Quantitative, qualitative, and mix approaches* (5th ed). Thousand Oaks, CA: SAGE Publications, Inc.

Joop J. Hox, Hennie R. Boeije, 2005, *Data Collection: Primary vs. Secondary*, Elsevier Inc.

Kothari C.R., 2004, *Research Methodology: Methods and Techniques*. New Age International (P) Ltd.

Kripanont, Napaporn. (2007). *Examining a Technology Acceptance Model of Internet Usage by Academics within Thai Business Schools*. A Thesis of Doctor of Philosophy Degree. Victoria University, Melbourne

Lestari, Pritantina Y., & Kurniawan, Erwin H. (2018). Padlet as Media to Improve Writing Matery of English Departement Students of Uniska 2015-2016. *Academic Journal of English Language and Education*, Vol. 2 (1), pp. 1-12.

Lestari, Sri (2016). Implementing Padlet Application to Improve Writing Ability in English Writing Skill for non English Department Students. *LET: Linguistics, Literature and English Teaching Journal*, Vol. 7 (2), pp. 1-16.

- Mahmud, M. Z (2019). Students' Perception of Using Padlet as a Learning Tool for English Writing. *Journal of Creative Practices in Language Learning and Teaching* (CPLT), Vol. 7 (2), pp. 29-39.
- McCroskey, James C. & Richmond, Virginia P. (1983). Power in the Classroom I: Teacher and Student Perceptions. *International Journal*, Vol. 32. Retrieved from: <http://www.jamescmccroskey.com/publications/112.pdf>. 25 November 2017
- Meiriza, Mica Siar. (2015). Student's Perception on the Prospect of Economics Education Study Program. *International Journal*, Vol. 6 (28). ISSN: 2222-288X. Retrieved from: <http://www.iiste.org>. 25 November 2017
- Mesquita, Anabela. (2013). User Perception and Influencing Factors of Technology in Everyday Life. USA: Information Science Reference (an imprint of IGI Global)
- Munirah Harris, Melor Yunus and Jamaludin Hj Badusah, (2017). The Effectiveness of Using Padlet in ESL Classroom. *International Journal of Advanced Research (IJAR)*, Vol. 5 (2), pp. 783-788. <http://dx.doi.org/10.21474/IJAR01/3214>
- Pickens, J. (2005). Attitudes and Perceptions. In Diehl, Pidge (Ed), (p.25, ch.3). Miami, FL: Family Central
- Puspitarini, Y. D & Hanif, M (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, Vol. 4 (2), pp. 53-60.

- Robbins, Stephen P. & Judge, Timothy A. (2012). *Organizational Behaviour (15th Edition)*. New Jersey: Pearson Education, Inc, Permission Department.
- Sari, Rima Andriani. (2013). Students' Perception Toward Their Reading Difficulties of Different Genres. *National Journal*, Vol. 7 (1). ISSN: 1979-0457. Retrieved from: <http://www.ejournal.unp.ac.id>. 25 November 2017
- Setiawati, (2020). Students' Perception of Using Padlet in Learning English. *Al-Ishlah: Jurnal Pendidikan*, Vol. 12 (1), pp 17-30.
- Shaharane, Izwan N.M. (2016). The Application of Google Classroom as a Tool for Teaching and Learning. *Journal of Telecommunication, Electronic and Computer Engineering*. 8(10), 5-8.
- Sulistiyaning, Okky. (2013). The Students' Perception in Learning English on the First Grade Students. *National Journal*. Retrieved from: <http://www.download.portalgaruda.org>. 25 November 2017
- Susanti, N. I & Ayuni, M (2018). The Students' Perception towards the Use of Padlet in L2 Writing. *International Summit on Science Technology and Humanity (ISETH)*, pp. 30-37.
- Taiwo, Sunday. (2009). Teachers' Perception Of The Role Of Media In Classroom Teaching In Secondary School. *International Journal*, Vol. 8 (1). ISSN: 1303-6521. Retrieved from: <http://www.tojet.net>. 30 November 2017
- Zack, Jeffrey M, et al. (2007). Event Perception: A Main Brain Perspective. *International Journal*, Vol. 113 (2). ISSN: 273-293. Retrieved from: <https://www.ncbi.nlm.nih.gov/>. 3 July 2017