CHAPTER I
INTRODUCTION

In this chapter, the researcher presents 8 (eight) sub-chapters; the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research and the definition of key terms.

1.1 The Background of the Problem

Mastering English is one of the essential aspects of the social environment, and it is an international language used as the official language of many countries around the world. According to Choi & Lee (2008), English is the language that has spread extensively across the globe in various vital fields, including international commerce, education, and communication. The importance of the English language cannot be denied and ignored since English is the significant common language spoken universally (Nishanthi, 2018). Furthermore, English is one of the subjects taught at various levels of education, from elementary school to university level. Therefore, students are required to be able to master English.

Four skills that need to be learned in English: listening, speaking, reading, and writing. These skills can help students generate their ideas into spoken or written forms, and listen to and understand the information they receive. Kay in Putra (2021) states that writing is a highly complex process involving multiple brainstorming and specific abilities. The act of writing requires the students to formulate ideas, organize, select vocabulary, check grammatical correctness, spell words correctly, punctuate and write legibly; also, students must create words, phrases, sentences, and

paragraphs simultaneously (Putra., 2021). Writing is the most challenging skill to master (Arif *et al.,* 2020). Moreover, according to these experts, writing is the most challenging skill to acquire because of its complex components, including organization, content and the development of ideas.

Furthermore, students' writing skills are low because they need to understand grammar, structure, linguistic content, and meaning (Lestari, 2018). The students struggle to express their thoughts in writing because of grammatical problems, lack of vocabulary, etc. This issue leads students to have low interest and feel unenthusiastic to write. Rahmatunisa (2014) also mentions that Indonesian students have limited vocabulary knowledge, leading them to use the exact words repeatedly in their writing and get stuck on one idea. Another factor comes from the students themselves. Most students have low self-confidence, lack of practice, and low motivation. Furthermore, not all English teachers focus on delivering the material as detailed as possible and ignore what students feel and want in a learning activity. Ultimately, students feel unenthusiastic in learning English, and teachers cannot to gain the students' interest, or participation.

Moreover, teachers should be able to create learning activities to be interactive and exciting for students. Innovation and creativity are necessary for creating engaging language learning and teaching by considering what teachers need and the needs of the students. To help students improve their writing, teachers can use several media and integrate the technology in their classroom. The combination between English language learning and the technology or application can bring tremendous impacts because it gives students the opportunities to be involved in fun

UNIVERSITAS BUNG HATTA

learning and develop English language skills (Jong & Hua, 2021). According to Armut *et al.,* (2020), utilizing technology in foreign language learning and teaching activity benefits teachers and students. Implementing media in the classroom is essential to help teachers facilitate engaging language learning for students.

Based on the researcher's teaching practice experienced at SMAN 7 Padang, some teachers use teaching media from the internet such as Google Classroom, Quizziz, Jamboard, Worksheet, Tamplet, or Padlet to support their teaching activity to improve students' experiences in the classrooms, make learning fun, engaging and relevant. It is in line with the role of SMAN 7 Padang as one of the *Sekolah Penggerak* in West Sumatera (PPDB Sumatera Barat). *Sekolah Penggerak* as role models, inspiration, and training place that can motivate other schools with the developments experienced by *sekolah penggerak,* and they are required to implement the digital school concept in the teaching and learning process (Rahayu *et al.,* 2022). Moreover, as Nadiem Makarim (Kemendikbud RI Youtube account, 2021) states in the conference of *Program Sekolah Penggerak* that *sekolah penggerak* must implement the various digital platforms/teaching media that aim to reduce complexity, increase the learning efficiency with appropriate approaches and ultimately can be the inspiration for another schools. Furthermore, among all the digital media above, one teaching media that generates the researcher's interest is called Padlet.

Padlet is used to develop the students' writing ability. According to Algraini (2014), Padlet is a free social networking site where people can argue or discuss specific topics. It enables students to upload images, videos, documents, and PDFs,

3

share links, comment on each other's posts, make public or private walls, and exchange information. To use this application, students can use devices that enable them to connect to the internet, such as smartphones, computers, iPads, or any other devices. Moreover, teachers can create infinite walls; invite others to work together on their walls. Padlet manages to create a better learning environment and improves the students' language accuracy along with their confidence. As a result, the learners have more time and motivation to practice their writing through this application.

Several previous studies examined students' perception towards the use of Padlet. Mahmud (2019) found that students have positive perception on the use of Padlet as a learning tool for English writing. The study revealed that students developed new ideas and knowledge from the learning activity, sharing their ideas, collaborating and interacting with friends. Moreover, Setiawati (2020), also conducted the study with the same application, Padlet. The result showed that the total rating percentage was 54.5% which was in the agreed category. It means the Padlet platform gives a positive perception of using Padlet in English learning. Furthermore, Arif *et al.,* (2020) found that the respondents' feedback on the advantages of Padlet as a pre-writing strategy is positive. Besides being able to write better, the respondents also gained additional skills. Padlet does help students to gain new knowledge and collaborate with classmates.

In accordance with the phenomena above, the researcher would like to conduct a study with the same application to examine the students' perception towards the use of Padlet in learning English writing skill at grade eleventh of SMAN 7 Padang.

UNIVERSITAS BUNG HATTA

1.2 The Identification of the Problem

In learning English, students usually face some problems in their process, especially in writing class. Arif *et al.,* (2020) state that writing is considered the most challenging skill to master. According to these experts, writing is the most difficult skill to acquire because of its complex components, including organization, content, and the development of ideas. Students generally have difficulties writing because of a lack of knowledge about English grammar, vocabulary, punctuation, and spelling. It can make a student not interested and motivated in writing because they are frustrated, uninspired, and confused about how to start and do not know what to write.

Moreover, the way teachers deliver the material in monotonous and conventional teaching methods makes students feel bored, making it difficult to understand the material. Therefore, teachers need to opt for a teaching strategy that can capture the students' interest in writing rather than sticking to the conventional teaching method, as students now tend to use mobile devices (Arif *et al.,* 2020). Moreover, Septia in Lestari (2017) states that recently people like everything about gadgets and technology. Thus, teaching-learning activity is more effective and enjoyable by using technology applications. Several researchers, Affendi *et al.,* (2020), Mahmud (2019) and Rony (2021) have proved that new teaching and learning, such as mobile phones, can be used to enhance language learning including writing skill.

UNIVERSITAS BUNG HATTA

Language learning applications can improve the quality of education by developing students' abilities in learning activities. It does not only increase their creativity and skills but can also increase their motivation and interest in certain subjects (Qulub *et al.,* 2020). Especially for Padlet, when teachers use Padlet in a learning activity, they can create creative learning material with Padlet's features to attract students' attention, gain students' interest and enhance their writing skill in learning. Furthermore, language learning applications can increase students' learning environment. The features make it easier to reload the material, more accessible so that it can be used by people of all ages, and appear with a feature where students can study with their friends or contact the teacher in the app (Hastuti, 2021). According to Tolstoukhova et al. in Arif *et al.,* (2020), students in today's generation work best with technologies. Besides, students become more motivated to learn if technologies are used in the classroom.

Padlet can be a better alternative to gain the students' interest in writing and motivation to follow the learning activity. By using this application, teachers can directly see, review, and evaluate students' postings and then give an evaluation or explanation about the material. Furthermore, Padlet can improve teacher-student relationships, increase motivation and self-esteem and provide teachers with an alternative mode of communicating with students beyond the classroom (Rashid *et al.,* 2019).

Perception is an opinion, feeling, expression, and view of the learner in understanding the learning experience; in other words, perception is a view formed

UNIVERSITAS BUNG HATTA

from the process of seeing and experiencing the events that exist (Putri, 2021). According to Apriyanto (2010), perception is an impression, judgment, feeling, opinion, and interpretation of something based on previous experience. Students' perceptions of a digital tool are essential in determining their acceptance of the tool and their engagement in learning (Mehta *et al.,* 2021)

1.3 The Limitation of the the Problem

Based on the grand scope of this study, the researcher limits the study to students' perception towards the use of Padlet in learning English writing skill. The researcher conducted this study at eleventh grade of SMAN 7 Padang.

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problem as follows: "How is the students' perception towards the use of Padlet in learning English writing skill at eleventh grade of SMAN 7 Padang?"

1.5 Research Questions

Based on the formulation of problem above, the researcher formulates the research questions as follows:

1. How is the students' internal perception towards the use of Padlet in learning English writing skill at eleventh grade of SMAN 7 Padang?

2. How is the students' external perception towards the use of Padlet in learning English writing skill at eleventh grade of SMAN 7 Padang?

UNIVERSITAS BUNG HATTA

1.6 The Purposes of the Study

The primarily purpose of this study is to describe the students' perception towards the use of Padlet in learning English writing skill at eleventh grade of SMAN 7 Padang. The specific purposes of this research are as follows:

1. To describe the students' internal perception towards the use of Padlet in learning English writing skill at eleventh grade of SMAN 7 Padang?

2. To describe the students' external perception towards the use of Padlet in learning English writing skill at eleventh grade of SMAN 7 Padang?

1.7 The Significance of the Research

The researcher hopes that the result of this study can provide advantages for the English teachers, students, and other researchers.

a) **The English Teachers**

The result of the study hopefully can provide scientific information for English teachers to use media like the Padlet application as a teaching media in their learning activity. In addition, explaining about what students feel or responses in this study can give the information to the teachers who want to use the Padlet. Moreover, based on the information given, the teachers are expected to be able to create attractive classes by using Padlet in the teaching-learning process.

b) **For Students**

Students are expected to experience the positive effect or the benefit of Padlet, so that they can maximize their performance to develop their skills in learning English.

UNIVERSITAS BUNG HATTA

c) **The Future Researchers**

This research is expected to be a reference for future researchers who want to conduct this study more deeply related to the use of Padlet.

1.8 The Definition of Key Terms

To avoid misunderstanding in this research, some terms used in this study. The researcher defines them as follows:

a) **Perception**

Perception is an impression, judgment, feeling, opinion, and interpretation of something based on previous information and experience.

b) **Padlet**

Padlet is a web-based application and online discussion platform designed to facilitate social interaction among students and teachers.

c) **Writing Skill**

Writing skill is specific ability that helps the students put their ideas or thoughts into words in a meaningful form.

d) **Internal Perception**

Internal perception is the perception that comes out from the individual itself and depends on thought, feeling, willingness, need, and motivation.

e) **External Perception**

External perception is the perception that comes from the outside of the individuals and connects through senses; sight, sound, hearing, and is also it influenced by experience and challenge.

UNIVERSITAS BUNG HATTA