

# Students' Interest Towards the Use of Padlet in Grammar Class: A Case in Indonesia

Rezky Uspayanti<sup>1\*</sup>, Marni Bawawa<sup>2</sup>, and Novi Indriyani<sup>3</sup>

<sup>1,2,3</sup> Department of English Education, Universitas Musamus, Merauke, Indonesia

**Abstract.** Humans have to adapt to the rapid change in technology. The oscillation occurs in all existing sectors, including the education sector. For instance, grammar, which was previously avoided, has now started to be noticed by students due to the development of technology. One of the technologies used in education is Padlet. Padlet is an application that is very easy to use and requires no special training. In contrast with most areas of Indonesia, which are already literate with the technology, in Papua, even though many students' own laptops and smartphones, the teacher used the technology only for administrative purposes, not for supporting student learners. Hence, this research focuses on students' interest in using Padlet in grammar classes. This study was a qualitative research design, and the data was collected using a questionnaire and interview. The questionnaire and interview results showed that students showed a positive interest in learning English grammar using Padlet

**Keywords:** Student Interest, Padlet, Grammar

## 1 Introduction

Developments in the field of technology continue to increase and require humans to be able to adapt to existing changes [1]–[4]. Emre [5], in his study, stated that no one is in disbelief that technology has reconstructed many conditions of human life. From the conventional to the digital era, everything no longer relies on humans but uses computers. E-banking, E-wallet, E-commerce, and E-library are just a few of the technologies quickly advancing and affecting practically every area of our lives. [6]. Therefore, changes continue to be made to compete and meet the demands of the times.

Innovation speeds up the educational experience; it may be autonomous and happen over significant distances and limitless time [7]. Nowadays, lecturers are required to continue developing their abilities in the technology field. One technology in education that is widely used in supporting the media facilitates learning. In addition, the integration of technology in education also continues to expand. Over the past two decades, investments in integrating various information and communication technologies (ICTS) into public school education systems worldwide have risen quickly, and the covid-19 epidemic saw a notable expansion [8]. Technological developments also have a significant impact on students. They have increased interest in participating in learning. It is in line with Morgan [9] in his study that a computer-based curriculum increases

student performance in the classroom and positively affects students' attitudes when computers are used as learning tools.

Technological developments in the world of education are no exception to learning English. In learning English, the use of technology has become mandatory, including in learning grammar. Teaching grammar in foreign languages has been the subject of intense dispute among linguists and academics for over half a century. Yet, the student's belief in learning grammar affects many issues. Teaching grammar becomes a responsibility for a lecturer to teach effectively.

One of the media that can be used in grammar class is Padlet. Padlet is the media that can be utilized to make a virtual wall similarly, with specific critical advantages. It runs on every web-empowered gadget from one side of the planet to the other. The walls can be put away and replicated. It is feasible to post sight and sound records and archives. Padlet can perform easy tasks like start-ups and plenaries or a complete lesson. It does not require special training and is free of charge. This item is exceptionally suitable for understudies' cooperation [10]. Padlet gives a free, mixed media accommodating wall that continuously supports full-class collaboration and assessment [11].

The rapid development of technology in the education sector in most Indonesian areas contrasts with Papua. Papua, the easternmost island of Indonesia, is indexed as a primarily rural province and significantly

\* Corresponding author: [rezky05@unmus.ac.id](mailto:rezky05@unmus.ac.id)

behind in education. According to Indonesian Demographic and Health Survey [12], in 2012, 50 percent of over five years old's rural areas of Papua province had never extended school. Another study by Sherina [13] in 2021 stated that even though the study showed that several students already owned computers and cellphones, almost 70% of teachers in Papua only used technology for administrative tasks and class preparation, not to promote students' learning.

Therefore, this study aims to determine the student's interest in using Padlet in grammar class. For the following section, this study begins with the research methodology, followed by the result and discussion, and finally, the conclusion.

## 2 Research Methods

This study investigates students' interest in using Padlet in grammar class. This study was conducted in English Language Education at Musamus University. The total number of students participating in this study was 28. They had previously taken grammar classes and had no experience using the Padlet. They were selected purposively. A questionnaire and interview were used in this study. The questionnaire was adopted and modified to meet the student's interest in using Padlet as a medium for learning grammar. The questionnaire contains their background and the five-point Likert frequency scale, in which 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree about their interest. A semi-structured interview was used in this study.

## 3 Result and Discussion

Padlet has been introduced and used by students in grammar class. Students were asked to complete a questionnaire to determine their interest in using Padlet in the classroom.

### 3.1 The Important of Grammar

At the beginning of the questionnaire, students were asked questions related to their belief in learning grammar. as for their answers can be seen in the following table:

**Table 1.** The Importance of Grammar

Items	Linkert Scale				
	SD	D	N	A	SA
I realize grammar is important to learning a language	1	-	1	8	18
Knowledge of grammar is important to me to understand	-	1	3	10	14
I believe mastering English grammar improves my self-competence quality.	-	-	2	15	11

Based on the table above, it can be seen that students feel the need to learn grammar. Around 18 students state that they strongly agree with the statement which state that grammar is important to learning a language. Furthermore, the table above also shows that 14 students strongly agree that knowledge of grammar is essential for them to understand. Of 28 students, ten agreed, three were neutral, and only one disagreed with the statement. As stated by the students, shows below:

*We realize that learning grammar is important yet challenging to learn. And so far, this grammar lesson is tedious and less varied, so we are less interested in learning. If learning were more fun, we would be more excited to learn in class.*

Even though they stated that they are less interested in learning grammar yet 26 of 28 students believe mastering grammar could improve their quality self-competence. This statement is in line with Kumar's [14] knowledge of grammar helps the students correct their mistakes and improve written work. In the process of learning a language, grammar is needed.

### 3.2 The use of Padlet in Grammar Class

The use of Padlet in learning grammar gives various responses from the students. Their answers can be seen in the following table:

**Table 2.** The use of Padlet in Grammar Class

Items	Linkert Scale				
	SD	D	N	A	A
I am happy to use Padlet in learning grammar.	-	1	1	11	15
I am glad to try Padlet as a medium of learning.	-	-	4	8	16
I am interested in studying grammar using Padlet.	-	-	2	10	16
I want to try to explore more about learning grammar using Padlet.			2	11	15
I am sure if I start studying grammar using Padlet, I will positively understand it.	-	1	-	13	14

The table above shows that 26 students are happy to use Padlet in learning grammar. Of 24 students are glad to try Padlet as a medium of learning. This result is supported by Fadhilawati [15], stating that Padlet makes the students eager to learn. Padlet is easy and cheap to use, so the application does not burden them. It is also noted by the student below:

*I think learning grammar using Padlet is easy. Padlet itself is easy to use. So, we are happy to try this application in the classroom. I can enjoy the whole process of learning.*

Furthermore, 26 students were interested in learning grammar using Padlet. They additionally need to explore more about learning language utilizing Padlet.

They were confident it would be easy to understand grammar using Padlet. The comment below shows the concern:

*I think learning grammar using Padlet is fun. I enjoy the process of learning. Padlet motivated me in the classroom even though grammar is not easy to learn. I think it also works for my friends. They are more active in answering the question in Padlet than paper-based.*

Other students also expressed similar claims.

*If I had known earlier that learning grammar using Padlet was fun and easy, grammar would probably be my favorite class. I do not doubt that my motivation and value will increase.*

It is also in line with Fadhilawati [15]; the students presented a positive attitude toward using Padlet in class. Another case also agreed that using Padlet enhanced their behavioral engagement [16].

## 4 Conclusion

The results showed that from the beginning of learning conditioning, namely in the pre-cycle without using Power point learning media, 50% were completed while 50% were not completed, it was clear that learning that did not use success media was below classical success, namely in the good category of 80%. Improved learning outcomes occur when conditioning learning using power point media, namely in the first cycle, students who complete 77.78% or 14 students with effectiveness and generate 80% student activity in good category learning. Student learning outcomes in cycle II showed very significant progress because it turned out that 94.45% of students completed or 17 students, while those who did not complete or almost completed were 5.55% or only 1 student. Science learning using Power Point media was very effective. assist students in understanding science learning materials. The results show that the application of using power point learning media can improve learning outcomes and is effective in stimulating interest, motivating and generating student learning activities [9].

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