

Incorporating digital tool in EFL class to promote students' participation in reading

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Abstract

Using digital tools in learning offers numerous virtues for teaching and learning activities. The present study aims to investigate the students' reading experience in the form of their participation in the classroom with the integration of a digital tool, that is, *Padlet*, in the EFL classroom. This study was conducted in a General English class at UNDIKSHA. General English class is one of the compulsory courses consisting of students across majors of study. The course needs to be taken either in the first or second semester. A mixed method approach was employed where a General English class in UNDIKSHA with a total number of 29 second-semester students participated both in the survey and interviews. The data gathered from the questionnaires, descriptive statistics, and semi-structured interviews were then analyzed quantitatively and qualitatively through interactive model analysis. The results of the questionnaires were analyzed quantitatively by using descriptive statistics, which showed that 6.9% of students' participation was fairly active, 13.79 were active, and 79.31 were very active. This quantitative data was supported by qualitative analysis from the interview, which found that with the integration of *Padlet* in the learning, especially in reading class, their motivation to participate has been boosted. The interesting features offered by *Padlet* have helped them to confidently participate in the classroom, such as sharing ideas in the discussion, answering the questions from the text, and commenting on other students' posts. Consequently, the findings suggest that incorporating digital tools like *Padlet* in the EFL classroom fosters a more engaging and interactive learning environment, which could potentially lead to higher overall course satisfaction and retention rates.

Keywords: EFL, *Padlet*, Participation, Reading

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INTRODUCTION

As one of the language skills, reading is vital skill that can assist the students to complete basic skills for everyday tasks where its role is essential in determining the academic performance of students (Muniroh et al., 2024). Reading is a fundamental skill for life, yet reading problems are found globally, with 23% of 15-year-olds in OECD countries failing a basic level of reading skills (OECD, 2019). In the context of higher education an excellent reading skills is also required where this skill is very useful to generate knowledge from critical reflection from various scientific sources (Abeeleh et al., 2021). The skill of reading and understanding a text is essential to support how the students performs in academic setting, as it can be used to explore wide range of resources needed in courses (Satriani, 2020). Since reading is essential to learning new information and achieving academic success in other subjects, poor reading performance in particular is concerning (Vega et al., 2023).

On the other hand, in Indonesian setting, where most learners learn English as a foreign language (EFL learners) learning can be very challenging (Tukan, 2024). They are likely to face problems when reading text in English, while skilled readers will face problems with applying effective reading strategies to solve reading challenges (Hibatullah, 2019). This also happens in general English class in UNDIKSHA where students find difficulties in reading class (Rismadewi, 2023). Based on the results

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of interviews conducted by researchers with students, it was found that they had a barrier in developing reading skills. One of the factors triggers this is that they tend to get bored by the passive activities in reading (Utami & Nur, 2021). In line with these findings, another scholar stated that reading difficulties were also found in students which were caused by several factors, including vocabulary limitation, grammatical complexity and teaching media (Maulidiana et al., 2020).

As one of passive language skills, teaching reading in the classroom can be very challenging. Thus, teaching in a more engaging way is crucial. Student engagement is a multifaceted concept that includes their attitudes, sentiments, and actions (Anderson et al., 2023). Engagement is defined as students' active participation in learning which consists of interest and keenness that impacts academic performance (Zainuddin et al., 2020). In the context of academic learning, participation is something which requires students to interact, negotiate, and indicate that they are learning. Dimyati and Mudjiono (2021) stated that the indicator of participation are attentiveness, and being engaged in activities such as adhering to rules, and taking part in learning activities. Furthermore, participation involves willingness to pay attention in learning the material, contribution in group discussion, willingness in presentation and willingness in completing tasks (Rohi & Muslim, 2023). Studies showed that when the participation is high in learning, indirectly it will reflect to the students' academic performance. It was stated that the class participation has powerful impact on academic achievement (Akpur, 2021). To be specific, there it is found a statistically significant relationship between learning participation and score on the final exam (Bekkering & Ward, 2021). Meanwhile, in reading class, students tend to feel bored of the passive activity and this yields to the poor reading performance as well (Utami & Nur, 2021). In order to get the students participate actively in the classroom, instructor have to consider what to bring to the learning. One alternative to that problem is integrating technology-based teaching media that can stimulate students' active participation in learning (Prastya, 2019).

Integrating technology in teaching can be very beneficial as it is a tool for to promote active and effective language learning (S. Wahyuni & Hakiki, 2023). The use of technology in the modern era such as digital and online aids has become an important resource for language mastery and educational achievement. Technologies such as the Internet, computers, smart phones and applications have brought opportunities for students and teachers and have become essential for maximum learning activities as defined by educational theorists (Park et al., 2020). A technology-based classroom likely has a more motivating atmosphere for the students. There is a wide variety of technology-based learning media like Quizziz, Kahoot!, Schoology, Padlet, etc. These learning media generally provide benefits to the learning activities carried out (Aziz, 2022; Ihsani et al., 2023).

Padlet is a technology used to facilitate collaboration among students in learning using smartphones or other devices that are connected to the Internet. It is a free web tool that allows educators and students to make virtual bulletin boards where they can collaborate and share ideas (Aziz, 2022; Sánchez-tello & Argudo-Garzon, 2022). Padlet is an online newsletter board that allows a number of participants to simultaneously view, add, and rearrange contents including text, images, and links to web pages, videos, or other documents. This application is easy to use by students and provides an opportunity for them to engage actively at all points in the learning process. Additionally, it helps students' comprehension of the subject matter and be more confident in sharing ideas related to the topics being studied in the classroom (M. T. Wahyuni, 2022)

Several studies have been conducted related to the use of Padlets in learning. Nurviyani (2018) in her experimental study involving 50 students at private universities concluded that the use of Padlet significantly affects students' ability to think critically. Nevertheless, the researcher mentioned that the weaknesses of using this application also need to be explored further as well.

Another scholar also investigated the students' perception toward the use of Padlet. The study revealed that 97.4% of students expressed they were assisted with the use of the Padlet media during the class that it was useful since it could help them to interact with friends and lecturers more and helped them to understand the material (2021).

Khairunnisa (2024) also found that from 66 students' participated in the survey, it was found that their perceptions displayed a positive response to the use of Padlet in the classroom. The findings showed that the tool has a good impact on the teaching and learning process. In pararell with this, in a study by Zainuddin et al (2020) showed that showed that active learning through Padlet has a significant

effect on improving students' engagement in classroom activities. The result of the study was gathered from the distribution of a semi-structured questionnaire among 39 postgraduate students.

Aziz (2022) investigated the learning participation using social media, to be specific using Kahoot! and Padlet, in the international students' learning environment at the UK university. The data were collected from ten international students via semi-structured interviews. From the analysis it was found that there were numerous advantages have been identified from the implementation of Kahoot! and Padlet in the learning environment, such as managing classroom discussion, building up an active classroom discussion, and encouraging critical thinking. Thus, the researcher determined that using social media applications, such as Kahoot! and Padlet, can improve students' collaboration learning. Despite the virtues, there were found some challenges regarding the implementation of using those applications that needed to be considered such as technical matters and providing interesting contents for the learning.

Research using the same media was also undertaken by Prastya (2019), but in this study the Mobile Assisted Language Learning (MALL) strategy was integrated with the Padlet. In this study, the tool was used not only to help students in learning reading, but also used as a learning medium to provide material, assignments, or provide preview related material in the learning process. The results of the study showed that the use of Padlet had a significant impact on student reading understanding compared to students taught using conventional learning techniques.

From here, it is reasonable to believe that the tool offers wide range of possibilities for instructors to get the students engaged in the learning. Considering the previous research, the present study aims to seek for the specific virtues of Padlet as a tool to promote the students' reading participation in EFL context that is in general English classroom.

METHOD

This study employed a mixed method approach where quantitative and qualitative research techniques, methods, approaches, are combined into a single research. The objective of this approach is to seek deep understanding and justification (Creswell, 2009). The subjects in the study were 29 students from a general English class in the second semester, and they were selected using purposive sampling. Purposive sampling means investigators use personal judgement, based on people and place of central phenomenon. The chosen informants or participants are considered to be aware of the information and problems in depth and can be trusted to be a stable source of data (Creswell & Clark, 2017). This class was chosen since it has the criteria related to the phenomenon of interest where the class is the most passive in reading class.

To gather the data needed, two instruments were used namely questionnaire and semi-structured interview. A questionnaire is a technique of collecting data through a form containing a list of questions that are asked in writing to a subject or a group of subjects in order to obtain answers or responses and information required by a researcher (Taylor et al., 2016). The questionnaire consists of twenty-six close-ended questions using Likert scale which were generated from four aspects of activity of participation. To convince that the statements of the questionnaire were clear to the respondents, it was piloted to fifteen students of another general English class. Afterwards, questionnaire was distributed to the participants with Google form. The result of the questionnaire then tabulated and presented in the form of percentage for each of the participation aspect for the reading activity integrated with Padlet. For the validity of the quantitative data

The results of the questionnaires were quantified to get the mean score for all aspects that were used to check the quality of the product. The mean score was then categorized using a category displayed in Table 1 that was determined using the theoretical ideal reference assessment theory by Nurkencana and Sunartana (1992). Then, the researchers determined the questionnaire results by consulting the category criteria shown in Table 2

Meanwhile, a semi-structured interview was conducted with eight students representing the class to gain richer data to confirm the result of the questionnaire. An interview guide comprises list of questions was used in the interview via zoom meeting with the participants. The interview was conducted to seek for a detailed view from the participant in a study (Creswell, 2009). In the present

Table 1
The Categories for the Results of the Questionnaire

Category	Interval
Very Good	$< X$
Good	$< X \leq$
Fair	$< X \leq$
Poor	$< X \leq$
Very Poor	$X <$

Table 2. The Theoretical Ideal Reference Assessment Criteria

No	Interval	Category
1	$85 < X$	Very active (VP)
2	$72 \leq X < 85$	Active (P)
3	$59 \leq X < 72$	Fair active (SP)
4	$46 < X < 59$	Passive (N)
5	$X < 46$	Very P (VN)

Note:

MI = $\frac{1}{2}$ (ideal maximum score + ideal minimum score)

SDI = $\frac{1}{6}$ (ideal maximum score - ideal minimum score)

study, the interview was conducted to gather richer data about how the use of Padlet has an impact on the students' participation. In here, the researcher asked more specific questions when necessary. The data collected from the interview were analyzed by using the Interactive Analysis Model of Miles and Huberman (1994) which comprises stages of data collection, data reduction, data display, and conclusion or verification (conclusions). Data reduction is defined as a process of selection, simplification, abstraction, and transformation of raw data from the field continuously. In the data display, the researcher present the data in the form of graph, thus the researcher can see what is happening and determine whether to draw the right conclusion or continuously carry out the analysis. In the verification step, the researcher draw conclusion based on the data display. The conclusions were verified during the research process.

To ensure the data is valid, the researcher used the triangulation technique. It is a technique to verify the validity of data that uses something other than the specific data as comparison to draw conclusion from different perspectives (Taylor et al., 2016). The present study used source triangulation, where similar data were gathered from different sources. Having the similar data is compared through the different source, the researcher can prevent the bias.

FINDINGS AND DISCUSSION

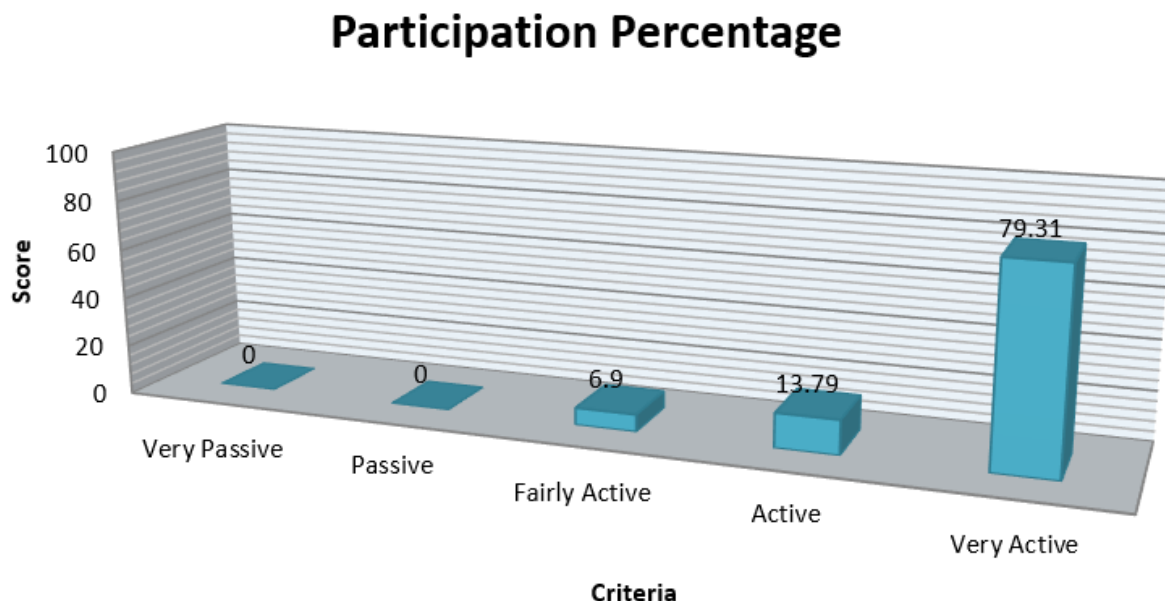
This study aimed at investigating the use of *Padlet* incorporated in EFL reading class. To gather the data, questionnaires comprised twenty-six questions that were generated from four aspects of participation, namely participation in terms of willingness to pay attention in learning the material, contribution in group discussion, willingness to do presentation, and willingness to complete tasks. These questionnaires were distributed to twenty-nine students in a General English class. The results of the questionnaires were analyzed quantitatively using descriptive statistics.

Based on the analysis it was found that the mean score of the students' participation was 89.1724. This means that with the integration of Padlet in the learning, reading activity to be specific, participation is categorized as high. This result is supported with the mode that was 90, which means that the tendency of the students' participation in the classroom is very high as well. The result of the students' participation percentage can be seen in Figure 1.

The twenty-six statements of the distributed questionnaires seek the students' participation. The aspect of willingness to pay attention in learning the material consists of statements that seek information about the students' participation in perceiving the material, answering the questions given, and taking the initiative in the classroom activity. The aspect of contribution in group discussion consists of statements about their participation in taking part in classroom discussion and sharing ideas.

Figure 1

Students' Participation Percentage



The aspect of willingness in doing presentation comprises statements about their participation in group presentation such as being attentive to the presenters and being confident if delivering the presentation. The aspect of willingness in completing tasks consists of statements about being active in utilizing a variety sources to complete the tasks given. Based on the analysis that 6.9% students' participation was fairly active, 13.79 were active and 79.31 was very active. In conclusion, from all of the participation it can be concluded that most of the students were actively participated with the utilization of Padlet in the classroom activity.

To support this result, semi-structured interview was also analyzed qualitatively. This type of interview was conducted to gather the data about the topic, at the same time it was utilized to explore more in case another issue occurs related to the topic. The interview was conducted with Zoom application where the researcher asked questions and the participants answer by taking turn. The questions were generated from theory of participation According to the result of the interview, it is known that students perceived the use of Padlet as a help to motivate them more in participating in the learning process. In general, there were four keywords that consistently occurred in the interview namely, interesting, motivating, contribute and active. When the participants were asked about their participation in reading class with the use of Padlet, it was found that the the application motivated them to be more active. The students expressed this point in the following excerpt.

"... for me personally, the use of *Padlet* in the classroom is very interesting, especially for reading activity that seems very monotonous." (Student F.1 / Question 1)

"... I feel eager to participate in the class because this *Padlet* application is interesting; it is new to me, so I am not easily bored with reading the text all the time." (Student F.2 / Question 1)

"... for me, with *Padlet*, I feel I am more active in the learning. I am more interested because of the features and the visual design..." (Student A.2 / Question 1)

With the nature of reading which a passive skill, it is very possible for the students to easily get bored when the teaching strategy is monotonous. From the above statements it is obvious that existence of *Padlet* as a technology-based media integrated in the reading class provides the students with a new atmosphere to the learning which indirectly excites their active participation (Prastya, 2019). Furthermore, it was also found that there were specific forms of activity in the classroom where they participated more after the use of *Padlet* in the learning. The students stated that they participated more in answering the questions that was usually given after a text and they were also actively participated during the discussion session. Their statements are reflected in the following excerpts.

“...I am motivated to contribute more when it was the time for answering the questions based on the text. ... with *Padlet* I don’t need to worry or anxious about being appointed by the lecturer and feel more free to submit my answer with the *post answer* feature.” (Student F.2 / Question 2)

“... I think I can participate more in answering reading comprehension questions. ... *Padlet* makes me focused on the text and indirectly I really read the entire content of the text. So, it allows me to answer the questions from the text or even to participate in the discussion more actively.” (Student A.1 / Question 2)

“... the use of *Padlet* helped me in terms of participating in reading class especially in answering the questions after the text and discussion session. The features are also interesting...., it just gives a different vibe. As a result, I tend to pay more attention, so during class discussions, I contribute more since I understand the content of the text better.” (Student VA.1 / Question 2)

In a classroom where technology is utilized, there is tendency that the class is having a more motivating atmosphere to the students (Park et al., 2020) and this point is in line with the result of the present study. *Padlet* facilitates the students to participate actively to the learning by the features it has, such as *post answer* feature. To this point, the students’ active participation in learning has significant effect on their performance such as understanding the material better (Akpur, 2021) . Another virtue on the use of *Padlet* was found as well. The interactive features provided by the application enabled the students to participate more in classroom activities. From the interview, the students stated that features allowed them to really get engaged with the activities whether it was individual or group task like presentation. Those students’ active learning indirectly shows their classroom engagement (Zainuddin et al., 2020). The active students’ engagement in group then brings a powerful impact on building up collaboration among students (Aziz, 2022). From the interview, there were several features that the students highlighted such as post answer, custom *Padlet* formats especially for presentation, comment on others’ post, and react on post, such as vote, like. In the following excerpts, the students commented on those details.

“... *Padlet* can influence me to participate in class with the post answer feature, I am more motivated and comfortable contributing in the classroom activity because I don’t have to speak to answer the questions given. I just need to type it down, so I feel safer.” (Student F.1 / Question 3)

“... *Padlet* provides me with more space to be creative, such as when presenting the content of a text, I can design the presentation by attaching videos and links, and there are *voting* or *polling* features, they make the presentation more interesting, the problem is it has limited number of *Padlet* that I can create.” (Student A.3 / Question 3)

“... this application makes me more active, ... I really like the features in this app, such as the *polling*, and we can also comment and like our friends’ answers, but for this feature sometimes it didn’t work well that because of the internet connection I responded late. It’s very interesting, so I feel more motivated to contribute to the learning activities in class.” (Student VA.3 / Question 3)

With the wide range of activities that the students are able to do with Padlet, there are benefits such as encouraging active discussion, interactive learning, and creative learning (Aziz, 2022). Additionally, from the result of the interview, it was found that specifically, the post answer feature in Padlet gives a safer way for those students who are lack in confidence to contribute more in the learning. In EFL class, it is very common that students are reluctant to participate directly to the learning since they are not confident with their English (Tukan, 2024) and the use of Padlet becomes one alternative to this problem. However, from the interview it was revealed that technical problems occurred sometimes.

CONCLUSION

The aforementioned findings show that it is clear that the integration of *Padlet* in the reading class is rewarding to the students’ participation in EFL reading class, as reading is a passive skill that can easily become boring. The students’ willingness to pay attention in learning the material, contribution in group discussion, willingness in doing presentation and willingness in completing tasks indirectly impact the

students' academic performance in reading. The interesting features of this application enable active user interactions that may facilitate various types of activities that engage the students in the classroom activities. The features such as custom *Padlet* formats, commenting on others' posts, and reacting to posts, also contributed to the positive impact of *Padlet* in classroom engagement. *Padlet*'s post-answer feature provided a safer way for students with low confidence to contribute more to the learning process. The findings also provide insight that *Padlet* can be an alternative to traditional methods of teaching reading for English as a Foreign Language (EFL) students. Yet, it is worth noting that utilizing digital tool to the learning, instructor should consider technical issue that may occur. The present study investigates the utilization of *Padlet* in the context of EFL students' participation in reading class. Potential future research is suggested to explore in another skills.

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