

OPTIMIZING STUDENTS' SPEAKING ABILITY USING PADLET IN GIVING OPINION AT INDONESIAN JUNIOR HIGH SCHOOL: A CLASSROOM ACTION RESEARCH

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ABSTRACT

This study aims to determine the impact and perceptions of students on English speaking skills, especially giving opinions via Padlet. This study was conducted at an Indonesian Junior High School with 20 students as respondents. Data has been obtained using qualitative descriptive methods. Qualitative data has been obtained from interviews, pre-tests, and post-test. To solve the problem, the study has carried out Classroom Action Research (CAR) which consists of planning, acting, observing, and reflecting. The test is only given to students. The result of the study showed that Paddlet has a positive impact on students' speaking ability. It reveals an increase of about 21.15% from the pre-test.

Keywords: CAR, Padlet, Speaking Ability

INTRODUCTION

Speaking is one of the challenging skills that have to be mastered by English Foreign Learners (EFL). Speaking refers to the productive skill and it plays a crucial part in learning English, because students need these abilities to express something orally, fluently, and in conversation. Most students in Indonesia said that learning a foreign language, especially English, is not easy because it is not their own language. They often experience difficulties in learning English, because foreign language are more complicated than Indonesian language. In their mindset, they already said that English is difficult, which makes them feel insecure and afraid to try learning. Speaking is probably the most important skill in the world. So, the students should be mastered in English language to easier for get a job in the future. Additionally, it is not difficult to communicate and interact with people all over the world while traveling (Grad & Gautam, 2015).

In the era of Industrial Revolution 4.0, learning can be accessed in everything related to internet technology. This extraordinary technological development makes it easier for students to learn, especially learning English. According to Mansor and Rahim (2017), stated that technology has transformed the field of education, lower and higher education, having a great impact on the field of English second language (ESL) teaching. This is supported by the internet, wireless networks, phones, and other devices. In this way, the previous learning system will move to technology-based learning and require teaching staff to be able to follow these developments. At the same time, people have more opportunities to use IT (information technology) in teacher training programs and improve teacher quality for effective teaching (Ratheeswari, 2018).

Golshan and Tafazoli (2013) state that Technology Enhanced Language Learning (TELL) is the study of the application or website of technology in language teaching and learning to support language learning educationally. There are many types of Technology Enhanced Language Learning (TELL) that are often used in classroom activities, such as Quiziz, Padlet, Kahoot Quizlet, Canva, AI, Mentimeter, Pixton, and others. The application of TELL can influence language teaching and learning in the world of education.

According to Hashemi and Azizinezhad (2011) in the study of Golshan and Tafazoli (2013), they believe that using TELL makes students more independent. Gashemi, Hashemi, and Barani (2011) also stated that using TELL can help learners always be updated with the current information easily and quickly. Educational technology has promised changes in how teachers teach and students learn, Abunowara (2017) a study from Harwati 2019. The increasingly developing era has also changed the way of teaching. Change can begin by implementing technology in classroom activities, such as using laptops, website tools, learning applications, and others. Apart from being a learning support tool, it is also a form of introducing technology to students.

Based on preliminary and data on seventh grades 45% of the 20 students in the class had completed and incomplete presentations. There were 9 students who completed it and 11 students who did not complete it. The problem that this study has found is the lack of student vocabulary and students' lack of confidence in speaking English. The problem that often occurs in communication experience by EFL students includes less self- confidence, Aprianoto and Haerazi, (2019). Based on the preliminary, the study concluded that most of seventh grade students have low speaking skills. The English teacher for seventh grade said that when viewed from all students, there were those who had good speaking skills, while some were moderate and low. It depends on their background knowledge from elementary school. One of the keys to the success of the teaching and learning process is the interaction in the classroom, (Sari, 2018). It means the teacher must be more aware

of students when the teaching process in the classroom, such as taking an individual approach.

The study chooses one of the web tools that can be used to optimize students' speaking ability, namely Padlet. Padlet (<https://padlet.com>) is an online web board that provides various creative features to express thoughts or ideas virtually. According to Dewitt et al. (2017), a study by Alastal, Aladini, Jalambo, and Alattal (2022) Padlet is a web tool for virtual wall interaction and has been used for simple educational tasks as well as more complex cases among experts. Padlet can be used for various skills, especially writing and speaking skills. This tool can be used by users who have an email account. For beginner users, a trial is given to create limited walls using the available features and unlimited for premium users. Padlet provides multimedia elements, templates, design features, customizing layouts, and others. This website is often used for business purposes, presentations, project collaboration, and content sharing. So, the Padlet web has different specific needs from the Canva application. Padlet has been used since 2014 as a learning tool in teaching. In general, Padlet is often used to improve performance in writing skills, but it is also used to improve speaking skills using the video or recording feature. Padlet can be accessed via the padlet.com website on Google. For beginners, they must sign up using their email address. After logging in, to create a new board you can click the plus icon on the dashboard. Then, choose a layout and template for your new board. On your boards, you can add images, files, videos, links, and others. You can also set your Padlet to public or private. You can also add comments and reactions to your Padlet board according to your imagination.

According to Setiawati (2020), the research concluded that the Padlet platform provides a positive perception of using it in the English learning process. The research was approved and supported by Alastal, Aladin, Jalambo, and Alattal (2022) stated that Padlet is effective in teaching Skills and school students' English language skills in English class. Not only can it improve their speaking skills, it turns out that Padlet can also improve students' writing skills. This is supported by Wahyuni (2023), which stated that Padlet is effective in improving student performance in writing descriptive text.

Based on the explanation above, the study formulated the problem is low speaking due to students' lack of self-confidence. In this way, the study tries to overcome this problem by applying Padlet as a medium for optimizing English speaking in giving opinions. The study was conducted this research in junior high schools. Stannard (2015), a study by Syahrizal and Rahayu 2020, said that Padlet is well used in classroom activities such as discussion, brainstorming, and group work. In general, Padlet is used to improve writing skills, but there are also features for learning speaking skills. In this case, the study wants to use Padlet to help optimize students' speaking skills in giving opinions at Junior High School. Based

on the background above, the research questions that need to be answered in this study is: Does the Padlet have any impact on students' speaking ability in giving opinion?

LITERATURE REVIEW

Technology Enhanced Language Learning (TELL)

Technology Enhanced Language Learning (TELL) is the study of applications of technology that facilitate education in language teaching and learning. Technology Enhanced Language Learning is the similar of Computer Assisted Language Learning (CALL). According to Gholsan & Tafazoli (2014), the application of CALL/TELL has been around since 1960 until now and is still having a good influence on language teaching and learning in the world. Technology Enhanced Language Learning (TELL) aims to enhance language learning by providing tools that are accessible, interactive, and engaging. Including websites, language learning apps, and online courses to help students practice, improve and master their skills. Currently, many types of TELL are adopted in classroom learning, such as quizizz, quizlet, Kahoot, Mentimeter, for quizzes, then Pixton, storyboard that, gencraft for making pictures, and so on

Student Response System (SRS)

A student response system (SRS) or clicker system is a feedback system that allows teachers to actively engage students in classroom activities. In other words, student response system is a technology based tool used in education to engage students and assess their understanding of the materials. The student response system has now been widely adopted by faculties to change from passive to more active classes (Educause Learning Initiative, 2005). This system provides opportunities for students to be more active by implementing supporting applications to make them more interesting and interactive. The use of SRS in the classroom depends on what you want to know. How to use a student response system or clicker in class, for example, to assess student understanding by conducting quizzes and discussions. This method allows students to think critically in responding to a case. There are many creative and innovative ways that teachers can work in the classroom (Betty, 2004).

Padlet

Padlet is one of the enhanced language learning (TELL) technologies that are often used in the teaching and learning process in the classroom. Sangeetha (2016) showed that Padlet is web-based and has the same characteristics as a worksheet but in virtual online form. Padlet is an online or digital wall board that is used for collaboration, sharing content, and increasing user capabilities. Including, brainstorming, note-taking, English-speaking practice, and others. Users can try out many of the features and templates available for free as early adopters. This website

can be used flexibly and innovatively in creating and sharing it. Based on Stannard 2015 stated that Padlet works effectively in teaching and learning processes in various activities. This web can be access using android and laptop in flexible time.

Speaking Ability

Speaking ability refers to students' ability to express themselves in English on a given topic. According to Pae (2017), it is designed to actively generate ideas and information through the use of language. In this modern world, the ability to speak English is a necessity to support careers in all fields. Most Indonesian students often find it difficult to speak English, especially in speaking skills because English as a second language is a necessity in the current and future era. Suban (2021) stated that teaching speaking in an EFL context is more difficult than ESL or English as a first language. Difficulty speaking English in class makes students less active and less confident. So teachers need to design materials based on 21st-century skills to make it easier for students to understand.

Previous Studies

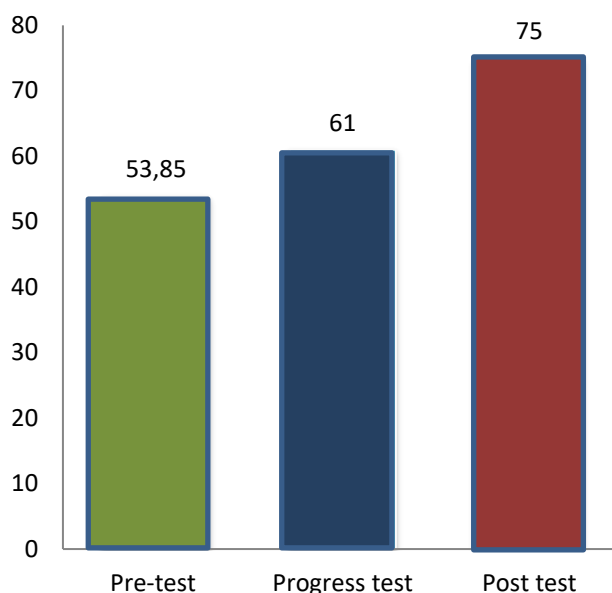
Speaking refers to the process of conveying ideas, information, and opinions orally to other people. Harmer (2001) defines the ability to speak fluently as not only requiring knowledge of linguistics features, but also the ability to process information and language directly. Speaking is one of the EFL skills that is always related to communication. Students can use technology to optimize their speaking skills. In this era of technology, students can use it as an easier and more practical place to study. One of technology tool is using Padlet to practice speaking skills. The first was from *Al-Islah: Jurnal Pendidikan* by Setiawati; the research was conducted in 2020 using a survey. The researcher stated that the respondents gave positive response in the Padlet platform to use it in the English learning process. The second is from *Research on English Language Teaching in Indonesia (RETAIN)* by Wahyuni. The research was conducted in 2023 using experimental quantitative research at Junior High School in Surabaya. The researcher showed that Padlet effectively improved student's performance in writing descriptive text. The third is from the *European Journal of English Language Teaching* by Alastal et al. The research was conducted in 2020 using quantitative approach in the students who were randomly chosen from Deer Al Balah Prep Boys C school. The researcher stated that the Padlet is effective in teaching English speaking skills besides improving the deductive skills and abilities of school students in the English classes.

METHOD

This research applied class action research (CAR) to improve educational practice through the study of problems to be solved (Creswell, 2012). Participants in this study were seventh grade students, consisting of 20 female students. To collect this data, preliminary tests (pre-test, progress test, and post-test) were carried

out. Then, the data was further analyzed using qualitative descriptive. A qualitative descriptive method is most appropriate because it takes into account the subjective nature of the problem and the varied experiences of the participants and presents the results in a way that directly reflects (Bradshaw et al., 2017).

FINDINGS



Graphic 1. The bar diagram of the average score of the pre-test, progress test & post-test

The cycle one was held on November 9, 2023. This cycle began with taking action directly in class. Firstly, the study was conducted a pre-test on students by providing one topic according to the material chosen for the research. In the pre-test, the study asked students to give opinions regarding the available topic by giving a speaking test, which was carried out in front of the class. Each student was given the freedom to express their opinion using the adjectives provided. Then, they gave their opinions orally, and assessments were taken based on the rubric that the study had created.

In the pre-test process, most students had difficulty in pronouncing words and arranging words into an opinion sentence. In fact, some did not understand the instructions given verbally. So, they ask questions repeatedly and are embarrassed to speak directly. Apart from that, most students still make errors in pronunciation when expressing their opinions. Based on the pre-test results above, it was found that 5 out of 20 students got a score below 50, and 9 other students got a score below 60. This means that the scores of most students are still below the average.

The students' speaking ability scores began to be optimal after the actions were implemented in class. This can be seen from the difference between the mean score of the pre-test and the progress test, an increase of up to 13%. The average test score was 61, higher than the average score on the pre-test. There was an increase and stability in student scores, but this cycle needs to be continued because the average student score is still far from 70. Based on this, it appears that students are more enthusiastic about using Padlet as a tool for learning speaking skills. Apart from being easy to access, they are also more confident in speaking English through the voice recorder in the Padlet feature.

Based on the test results above it has shown an increase in scores from pre-test to post-test. The increase in score has reached a percentage of 39% and can be declared optimal compared to the score in the pre-test. Furthermore, the implementation of the Padlet platform has made students more confident in speaking English. They have been enthusiastic about using Padlet, which has attractive features.

After implementing the actions, the results have been summarized in the graphic above. The graphic has shown that the pre-test process had an average of 53.85 out of 20 students. Meanwhile, the progress test process had an average of 61. Then, the final test of the post-test process had an average of 75. Based on the test, the graphic 1 reveals that the difference from pre-test to progress test is 8 points, that was formulated the percentage difference from pre-test and progress is 13%. Meanwhile, the difference from the progress test to the post-test is 14 points, which was formulated in a percentage of 23%. Then, the difference from pre-test to post-test is 21,15 points, that was formulated the percentage different from pre-test to progress test is 39%.

DISCUSSION

Based on the results of the pre-test, progress test, and post-test, it has been shown that students' speaking skills have increased, and the scores out of 20 students in each test are also optimal. It means that using Padlet in Giving Opinion was optimizing students' score in working the test of speaking test. The use of Padlet has made them more confident to express their opinions through directly by using the audio recording feature on the Padlet website. It has been supported by findings from Firnanda, et.al (2021) who have shown that after the implementation of Padlet, the average students score in the final test increased to 31.4 from a minimum average of 30. The findings have found that 90% of students can achieve a passing grade after implementing Padlet in writing skills. In line with findings from Ramadhani, et.al (2023) who has shown that the use of the Padlet platform for collaborative writing skills has provided a positive response from EFL class students, it has also increased students' self-confidence.

Apart from students, it turns out that the Padlet platform can also be useful for teachers. This has been supported by Jong, et.al (2021) who stated that Padlet can also be used to determine students' progress in writing and provide feedback to students. In addition to writing skills, Padlet is also useful for speaking skills. This finding is in line with Alastal, et.al (2022) who have stated that the Padlet platform is effective in teaching English speaking skills and have recommended this technology platform for teaching speaking to improve 21st-century skills.

Most people use Padlet as a teaching media tool in the classroom, both online and offline classes. It turns out that apart from being a teaching media tool in class, Padlet can also be used in linguistics classes. This is accordance with the findings of Anwar, et.al (2019) who stated that most students appreciated and responded positively to the use of Padlet for linguistic learning. They have also added that Padlet can improve four linguistic skills (speaking, writing, listening, and reading).

Regardless of the findings above, the use of Padlet has sparked pros and cons from previous researchers. This finding is not in line with Syahrizal & Rahayu (2020) who stated that the Padlet platform also has several weaknesses which are agreed by students. Two weaknesses have been found: the first is that students often have technical difficulties in using Padlet, such as internet networks, uploading problems or links, and others, and the second is that it affects the students' psychology. This means that some students have to try hard to control their confidence when speaking, especially in English, on open and public platforms such as Padlet. This is supported by Dollah et al. (2021), who also stated that the use of Padlet did not correlate with student motivation and student writing achievement. This means that implementing Padlet did not affect increasing student motivation and student achievement.

CONCLUSION

Many students struggled with pronunciation and forming opinion sentences. However, after implementing the Padlet platform in class, students showed significant improvement in their speaking skills and became more confident in using the tool. The Padlet platform has also been found to be useful for improving collaborative writing skills, and positive feedback has been received from students. Some students had difficulty with confidence when speaking on public platforms like Padlet. Overall, the implementation of the Padlet platform was successful in optimizing and improving students' speaking skills. The results of this research are supported by previous research and have been developed in this research, which states that the use of Padlet for speaking skills optimizes and improves students' English speaking and self-confidence.

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