The Implementation of Padlet as Technological Tool to Improve Students' Learning Outcomes in Learning English

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ABSTRAK

Penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk meningkatkan hasil belajar bahasa Inggris kelas XI G-2 SMA Negeri 11 Semarang dengan penerapan alat teknologi bernama Padlet. Penelitian ini dilaksanakan dalam dua siklus dengan subjek penelitian adalah kelas XI G-2 yang berjumlah 36 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes berupa soal pilihan ganda. Teknik analisis data yang digunakan adalah analisis hasil belajar bahasa Inggris siswa. Hasil tersebut diperoleh berdasarkan hasil tes yang diberikan pada awal pembelajaran, akhir siklus I dan 2 yaitu dari kondisi awal sebesar 47,22%, akhir siklus I sebesar 72,22%, kemudian sebesar 88,89% pada kondisi akhir siklus I. akhir siklus II. Berdasarkan hasil penelitian dapat disimpulkan bahwa hasil belajar bahasa Inggris siswa meningkat melalui penerapan Padlet di kelas XI G-2 SMA Negeri 11 Semarang pada tahun ajaran 2023/2024.

Kata kunci: alat teknologi, padlet, hasil belajar

ABSTRACT

This research is a classroom action research that aims to improve English learning outcomes of class XI G-2 SMA Negeri 11 Semarang with the implementation of a technological tool called Padlet. This research was conducted in two cycles with the subject of the research being XI G-2 with 36 students. The instrument used in this research was tested in the form of multiple choice questions. The data analysis technique used is the analysis of students' English learning outcomes. The results were obtained based on the results of the test given at the beginning of the study, the end of cycle I and 2, namely from the condition of 47.22% at the beginning, 72.22% at the end of cycle I, then 88.89% at the end of cycle II. Based on the result of this research, it can be concluded that the English learning outcomes of students increased through the implementation of Padlet in class XI G-2 of SMA Negeri 11 Semarang in the academic 2023/2024 year.

Keywords: *technological tool, padlet, learning outcomes*

1. INTRODUCTION

Technology, which is becoming increasingly important in many aspects of everyday life today, is also contributing in the field of education (Kırbas, 2018). Campbell et al., (2019) say that technology in the educational field is merely a tool that educators may use to increase student engagement and learning. In line with that, Susanti & Ayuni (2018) also argue that technology in education refers to digital tools or software that help in teaching and make the learning process more engaging. Moreover, Laat, n.d., (2021) says that in education, technology is used to create engaging learning environments that encourage and motivate students to study. Teachers can integrate technology in their classrooms to improve their performance, interact with their students, and motivate them in the teaching and learning process. Technology has always played a significant role in the teaching and learning process. It is a crucial component of the teachers'

vocation, which they may employ to help students learn (Ahmadi, 2018).

One example of a recent and noticeable technological evolution is the use of chalk or markers, blackboard or whiteboard, which may now be replaced by technological tools, one of them is called online board. Setiawati (2020) mentions the elderly teaching methods of using chalk and a chalkboard have been replaced by teachers using technology into teaching methods that assist them in teaching, called online boards. The implementation of technological advances into the classroom has additionally resulted in the most significant change in teaching technique, changing from teacher-centered to student-centered. Using an online board as a technological learning tool will ease the teachers' activities in teaching and they can have some interaction with their students. There are several technology-based online board applications that can be used in teaching and learning processes, for instance Padlet. Megat Mohd. Zainuddin et al., (2020) said Padlet could assist students' learning by increasing their participation in activities inside and outside of the classroom. Padlet allows students to communicate thoughts correlated to course material and makes it easier for them to comprehend the topic properly (Anwar et al., 2019). Fadhilawati et al., (2020) defined Padlet as a virtual whiteboard that works on almost any web-enabled device in the world.

Based on preliminary research conducted through observation during the second practical field experience (praktik pengalaman lapangan 2) at SMA Negeri 11 Semarang, it showed that the use of technology is not fully integrated yet in the teaching and learning process. Teachers already used technology such as laptops, projector and powerpoint to present materials, but it was not good enough to attract students' interest, participation and their performance which caused lower achievement. In her research, Akpur (2021) discovered that class participation is an essential characteristic that has a significant impact on the idea of achievement. If the students are uninterested in learning English, they will struggle to retain the information. Of course, they will not be able to answer the question correctly, and hence will receive low marks. Therefore, the researchers want to find out the improvement of students' learning outcomes in learning English by implementing a technological tool called Padlet.

2. METHOD

Classroom Action Research (CAR) was used as research design. It is a process in which educators analyze their own practice methodically and meticulously utilizing research tools (Khasinah, 2013). When a teacher conducts classroom action research, they examine and investigate problems, conundrums, and concepts they want to better comprehend (Syah, 2016). In conducting this research, the researchers divided the action implementation processes into two cycles along with the implementation of Padlet.

This research was done in class XI G-2 of SMA Negeri 11 Semarang, in the academic year of 2023/2024, from 3rd August 2023 until 31st August 2023. There were thirty six students consisting of twenty male students and sixteen female students.

This classroom action research consists of two cycles, two meetings for each cycle. Each cycle consists of the following activities: planning, action, observation, and reflection. In the planning section, the researchers would prepare syllabus, lesson plan, material, observation sheet, students' worksheet, and evaluation sheet for each cycle. Next, in the action section, the researchers did teaching performance based on the activities that were created on the lesson plan. One of them was the implementation of Padlet as a technological tool for teaching and learning process in English and students did the students worksheet. The third section was observation. In this section, the researchers observed students' behavior during teaching and learning process, their activeness and also their work. Besides that, the researchers' performance in teaching is also observed by lecture or *DPL* and *gumong*. The last section of the cycle was reflection. In this section, the researchers reflect on their teaching and learning process; did

learning objectives already accomplished, did the teaching tool can be used perfectly by the students, re-planning teaching and learning activities.

The researchers used a test as their research tool. In this research, data regarding student learning outcomes will be obtained from tests (pre-test and post-test). Pre-test and post-test in the form of multiple choices consist of twenty questions distributed to the students in the beginning of cycle I and in the end of cycle II.

3. RESULT AND DISCUSSION

The research carried out the implementation of Padlet as a technological tool to improve the English learning outcomes of class XI G-2 students at SMA Negeri 11 Semarang. The learning implementation consists of two cycles and two daily tests. Cycle I consists of two meetings and one daily review. Cycle II consists of two meetings and one daily review. An overview of the learning process during research activities is presented based on before and after data.

The pre-cycle stage consists of initial observations of the student's situation and condition. This stage takes the form of observing learning activities and written tests to determine students' initial cognitive abilities before carrying out the research. The initial conditions of the students are presented in the following table.

Table 1. Percentage of Pre-Cycle

No	Category	Frequency	Percentage
1	Complete	17	47.22%
	Not		52.78%
2	Complete	19	
	Total	36	100

From Table 1, it is known that out of 36 students, 17 students scored 70, meaning that 47.22% of students were able to complete the basic competencies tested, and most of the other 19 students 52.78% had not yet completed them. From the initial conditions in Table 1, the learning outcomes of students can be said to be in a low category, thus learning English in regards to understanding the materials requires corrective action.

Table 2. Percentage of Cycle I Evaluation Results

No	Category	Frequency	Percentage
1	Complete	26	72.22%
	Not		27.78%
2	Complete	10	
	Total	36	100

From the data in Table 2 above, it can be seen that 26 students or (72.22%) of the 36 students were able to answer the test, and 10 students (or 27.78%) had not completed it. The implementation of Padlet in cycle I, students still experienced difficulties in operating Padlet and understanding the materials. In other words, the learning outcomes have not succeeded in achieving the learning objectives. Therefore, the practice of action in cycle I is continued in cycle II so that learning takes place optimally and learning outcomes become maximized.

Table 3. Percentage of Cycle II Evaluation Results

No	Category	Frequency	Percentage
1	Complete	32	88.89%
2	Not Complete	4	11.11%
	Total	36	100

A total of 32 students or (88.89%) of the 36 students achieved the goals while 4 students or (11.11%) had not yet accomplished it. This means that the evaluation test in cycle II is considered successful.

Based on data from the classroom action research that was conducted over two cycles, the researchers were able to conclude that the implementation of Padlet as a technological tool significantly improved class XI G-2 students' learning outcomes in English. The frequency of evaluation values and the observation scale from cycle to cycle may be seen in Table 4 and is shown as follows:

Table 4. Comparison of Learning Outcomes between Cycles

No	Category	Complete	Not Complete
1	Pre-Cycle	47.22%	52.78%
2	Cycle I	72.22%	27.78%

| 3 | Cycle II | 88.89% | 11.11% |

Table 4 above obtained the following information: (1) there was an increase in the percentage of students who had complete learning objectives from pre-cycle compared to cycle I of 25%, (2) there was an increase in the percentage of students who had completed learning from cycle I compared to cycle II of 16.67%.

4. CONCLUSION

The conclusion that can be drawn from the previous section's results and discussion is that the use of Padlet as a technological tool can improve students' learning outcomes in English lessons implemented in two cycles. At the beginning of action, 17 students or 47.22% had completed it, those 19 students 52.78%. In cycle I, the number of students who completed increased to 26 students or 72.22%, while those who had not completed decreased to 10 students or 27.78%. Whereas in cycle II, the number of students who completed it reached 32 students or 88.89%, and those who had not completed it decreased to 4 students or 11.11%. Therefore, the researchers suggest that the implementation of Padlet as a technological tool can be used in other schools with the same or different classes and materials because it can apparently increase students' learning outcomes in learning English.

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