PADLET FOR ENGLISH SPEAKING ACTIVITY: A CASE STUDY OF PROS AND CONS ON ICT

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Abstract: As Millennial generation, students nowadays have limitless concept of time and space, they broke logical and physical barriers during the process of communication including in the process of learning. Blanded learning and hybrid learning are one of the latest phenomenon in Education. In shortest perception students will encoder positive effect toward the uses of technology in school but in fact some of them also encounter obstacle and problems. This research aims to project the students' pros and cons on the use of one of ICT called PADLET during the process of speaking activity. This research uses 35 students of one private university in Cimahi, Indonesia. Qualitative method used to provide detail finding associate with supportive theories. Observation that was taken from both online processes during submitting and commenting the speaking video and offline situation were used and then strengthen by the use of open questions interview. From the data, it showed that students pros on the idea of; (1) collaboration, (2) Flexibility. (3) Autonomous Learning. While on cons students mark on; (1) technicality issue, (2) Psychological elements.
Keywords: *ICT; PADLET; Pro; Cons; Speaking.*

INTRODUCTION

In millennial era, learning is moving to technological restoration, students as global citizen that live under technology through all live span. Terminology related to technology application in education comes with various name; ICT in education, blanded learning, hybrid learning, learning management system (Google classroom, Schoology, Edmodo and others), learning gamification. ICT stands for "Information and Communication Technology". It refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones and other communication devices. In educational context, nowadays, learning has even moved into web based tools such as web-ct, online courses, online journals and i-pod downloads. By the fact, we should help the teacher in providing a training for teacher in implementing ICT in class. In line with that, people have more opportunities to use ICT in teacher training program and improve quality of teacher for teach effectively (Ratheeswari, 2018).

In 2003 world begin to familiar with an online tool that call as web 2.0. O'relly media is the platform that firstly introduced this web. Web 2.0 known as web tool that provides a various function in utilizing life, internet become the main sector of this web 2.0 where people can read and write in the real time with no space and time boundaries. The term of Web 2.0 refers to the "next generation" of Internet technologies that facilitate interaction with the user (Velagapudi, 2013). In other word, Web 2.0 tools can help teacher to develop new learning strategies that can enhance student motivation, improve participation, facilitate learning and social skills, and increase self-directed learning. Moreover, the technology, especially learning tools are beneficial for improving student's critical thinking skill (Thomas, Morin, & Ly, 2014)

In the different point of view, these phenomena also give a several issues to both the teacher and the students. Some hypothesis said that students will eagerly do the learning process by using the ICT, but many students also discover various problems in promoting ICT in their learning process. Multiple studies have proven that the existence of web 2.0 tools or the ICT in education does not guarantee learning. In many

cases, it was found that successful employment of web 2.0 tools in teaching requires innovation in teaching methods (An, Aworuwa, Ballard, & Williams, 2019) and are really relay on the ways they are deliberated pedagogically by lecturers. By the use of the ICT teachers then can enhance their pedagogies practice, they can also assist students in their learning process (Hernandez, 2017).

In the students' point of view, a study from Ahmed, Almuniem and Mbhuh (2016) found that one of the main barriers of incorporating web 2.0 tools was because students were "uncomfortable with openness". More over other technicalities issues also make students least comfortable and face many obstacles. The technicalities such as virus treat, low speed computer, slow internet connection, and load shading (Siddiquah & Salim, 2017)

The connectivity feature of web 2.0 tools which is hailed as supportive of learning, in other words, could become an obstacle when it heightens anxiety among students. It is thus essential for teachers to plan the use of web 2.0 tool technology so that aspect of 'openness' does not hinder learning.

Among the debates, one of the web tools that commonly used lately is PADLET. PADLET features an online wall web-based where ideas are collating via virtual post from the users. This tool offers various benefits to the users without having a special account. As long as user has a google email they can use PADLET. Users can create 3 limited walls (for trial version for each g-mail account) but unlimited for premium user. PADLET also allows the user to invite others to collaborate on their walls,

In classroom setting, PADLET works well with activities such as brainstorming, discussion and project work (Stannard, 2015). Students can learn through PADLET at anytime, anywhere, with internet-enable devices such as smart phone, tablet, and computer with internet connection (Haris, Yunus, & Badusah., 2017)

PADLET or virtual wall can be used as tool to manage virtual collaboration between communities. PADLET, a 'free' web 2.0 tool, is a platform where virtual walls can be created (Ann & Zainor Izat, 2018). A virtual wall functions like sticky note or a white board where one can post various and different types of files (word documents, PDFs, images, audio files, videos, link such as YouTube link and web link). The creator of a wall has a wide access to manage the wall; content, design, layout and privacy of the

walls. In designing a wall, the creator can choose various wall background given to design background of a wall. Other things, the creator also can manage the wall into various layout, i.e., stream, freeform or grid, this kind of layout suit to various needs of the users. The creator of a wall can also control who can access the walls by making changes to the privacy setting, the privacy setting can be operated by providing the QR code, the links and/or passwords to the walls or make the walls public (walls can be 'found' through internal or Google searches). The links/addresses to the walls can be personalized. Furthermore, PADLET also allows the creator can also limit the visitor's activity; allow visitors 1) to only read what is on the wall, 2) write on the wall and edit their own posts (but cannot edit or approve other visitors' posts), or 3) moderate (can view, post and edit and approve others' post (PADLET.com).

The creator can also moderate posts before letting others view them. The content of a wall is permanent unless it is deleted or the wall is deleted. One other feature of PADLET is that it allows any number of writers to post comments or upload a file at the same time (Goh & Sandar, 2016). Posting on a PADLET wall will be viewed at real time. Like any other web tool, activities on PADLET require internet connection.

Speaking regarded as the most essential skill since it is the basic for communication yet it is also regarded as difficult skill for learners in particular. Limited time for constructing good English speaking make the web tool like PADLET can be an alternate solution for the teacher. As we know that good communication is not just having good pronunciation but adequacy of fluency and communicative effectiveness that highlight the focus of speaking skill (Kavitharaj, 2017). In contradict the web tool like PADLET also requires various internal element of the students; confident, openness, self-esteem, and external factor; connectivity, alternate link ant others. seeing how PADLET can help he teacher in anticipating the speaking process, this problem then emerging the interest of the research to see the students' point of view toward the uses if this web tool in speaking activity. In short, this research tries to answer, the question; what the students pro and cons in the use of PADLET in their speaking activities.

METHOD
To reveal the students position; pro or contra in the use of PADLET in their speaking activity, a

qualitative study was deliberated. As known that qualitative research is a form of social action that stresses on the way of people interpret, and make sense of their experiences to understand the social reality of individuals (Mohajan, 2018). Case study used to undercover the non-generalized context of finding. This research attempt to find the pro and cons in specific context of speaking class in one of the university in Cimahi, Indonesia. As mention that Qualitative research comprises of the following methods: logic, ethnography, discourse analysis, case study, open-ended interview, participant observation, counselling, therapy, grounded theory, biography, comparative method, introspection, casuistry, focus group, literary criticism, meditation practice, historical research, etc (Cibangu, 2012).

The study involved first-year Degree students from one of the private university in Cimahi. There were 35 students asked to perform their speaking and uploaded it into the PADLET wall. The students give a week length time with various theme of speaking related to the topics that have been discussed in the PADLET wall. The students give a week length time with various theme of speaking related to the topics that have been discussed in the classroom. To reveal the impact of incorporating PADLET into the speaking activity, data were collected through observations portrayed in the virtual wall, the comment in virtual wall given by the students become a source to determine whether they are comfortable or not in using PADLET for speaking activity. In PADLET we can find a students' and teacher's reactions; analyses of students' responses to video posted on PADLET walls and teacher's feedback, and peer feedback. Moreover, observation during the process of making the video also becomes data of this research. As a matter of fact, observation may be regarded as the basis of everyday social life for most people; we are diligent observers of behaviours and of the material surroundings. We watch, evaluate, draw conclusions, and make comments on interactions and relations. (Ciesielska, Boström, & Öhlander, 2018).

Other tool used in validating the position of the students toward the use of PADLET in speaking activity is by giving the open interview to the students. This interview allowed the researcher to conclude the students' position toward the use of PADLET. Interview given after all process of speaking video conducted. The question of the interview was based on how students feeling toward the used of PADLET during the speaking activity. This is open-ended question expected to reveal the real and more flexible answer from the student. Semi- or unstructured, open-ended, informal interviewing is preferred to allow for more flexibility and responsiveness to emerging themes for both the interviewer and respondent.

RESULTS AND DISCUSSION

In the process of implementing PADLET, students required to use their self-awareness due the practicing their speaking independently. By hypothesis, all students will find their positive atmosphere during the process. Moreover, as millennial students and also as native of global village, student seems will not encounter any problem in using ICT in learning process. But in contradictory, some students discover obstacles and feel threaten by implementing this ICT. Based on the interview and Observation, students show their consent on the use of PDLET during speaking activity, and other interesting fact is that several students also think that PADLET harms their learning process. The positive position toward the use of this application showed that students pros on using PADLET by the idea of; (1) collaboration, (2) Flexibility, (3) Learning Autonomy. While on cons students mark on; (1) technicality issue (2) psychological elements.

Pro on The PADLET
Collaboration
During centuries collaborative learning regarded as a beneficial process to develop not only student's cognition but also their social interaction skill. Collaborative learning seems to several aspect of students in both knowledge and affective skills such as improving memory, producing fewer errors, and motivating them in learning. On the process of online observation by reading the comments in the PADLET page many students give fruitful comments on their friend speaking video. As Example: "*I love your video but your Batak is Strong*" by this comment we see that students give a wider range of comment. Prior expectation is student can determine whether their friend produce a standardized pronunciation, and proper diction but in fact they also commenting the socio-cultural element of the speaking. By this comment we also can see how the students engaging their cognition with the speaking video, their share their personal knowledge about a good and bad standard on producing spoken action. As well as (Dewiit, Alias, & Saedah., 2014) said that Cognitive

interactions in online learning platforms can enable the learning of concepts and principles as learners build knowledge, while social interactions engage and motivate learners in the learning activity.

Other comments appeared in the PADLET wall is "*hallow brow, amazing video. Bahasa inggris nya enak banget, bantuin and ajarin gue dong*" *(hallo brow, amazing video. Your English is so good, please teach me and help me to do that)*, this comment projects the student's appraisal toward their friend, additionally the students also asking for advice in making his own video, by this comment we can see that PADLET can help the students to manage their own standard, the teacher as facilitator only give a major direction, set rules, and create a regulation related to the spoken activity. This comment also emerging collaborative action among the students. Moreover, students then make the commented video as his standard in making their speaking video. On interview by the question "is PADLET ease you making the speaking activity" the answer is "*ia sir, bantu jadinya aku bisa liat dulu contoh temen aku jd gk bingung bingung amat gitu sir*" (translated: yes, because I can see an example from my friend first so I am not feeling confuse when making it). By this, we can see that this PADLET acts similarly like social media but in upgraded version, its enable media sharing, social bookmarking, collective, knowledge development and construction, content aggregation and organization, tagging, instant messaging and multi users virtual environment (Bejjar & Boujelbene, 2014).

Peer feedback also becomes one of the phenomena in students' collaboration. some feedback projects students' awareness toward what is wrong and correct related to pronunciation, diction and content of the speaking. For example, "*itu nyebutnya bukan gitu*" (translated: it is not sound like that). By that finding, seen that students use their cognition to collaborate their knowledge and the phenomenon. By giving several corrections to their friend speaking video. This action helps them to improve their learning quality, because it allows students to construct knowledge through social sharing and interaction. In the interview some students also give various responses that by using PADLET they can give a comment to their friend and in the same time learning from other comments given by other students.

More data show in collaboration is form another comment given by the students "*I think this can help me to understand the topik, thank you ya*". By this comments we strengthen the theories and finding that the uses of collaboration such as giving a peer feedback are very beneficial in sustaining powerful learning process. Besides the students' peer feedback, the teacher feedback given to the students through PADLET seems also very useful in enhancing the sense of collaboration, the student not only collaborate with students but also collaborate with teacher. "*what a talk, I love how you pronounce your word, yet there is some problem in the theory that you explain, GOOD JOB!!*", this is one of the comment given by the teacher by this we can see that teacher. By getting the feedback some students respond a new video by following the suggestion from the teacher and friend. This fact shows that by giving feedback student get more focus on production.

By using PADLET in the speaking activity especially through giving feedback students commit a collaborative action, all students engage by giving a feedback to other students speaking activity they use their root knowledge to assess the quality of the content without teacher help, peer feedback encourages student to participate in the classroom activity and make them less passively teacher- dependent. By the finding, students in affirmative group agree that PADLET facilitate them to manage then collaborative learning both with teacher and other students.

Flexibility

Teaching and learning process through web tool has been proven effective in breaking the special and time element during the process. During the process of observation students feel comfortable during the process since that have a longer time to do the job and did not require being forever in class room. As stated, Flexibility was to encourage students' participation and increase their motivation to be active on PADLET (Ann & Zainor Izat, 2018). By this project all students can simply participate in the speaking activity even they have no access to classroom, this made students get more motivated in participating the activity. "*wih udh berse aja, enak yang ngerjainya santai bosen dikelas jadi asiiik nih kelas bahasa nggris ya*" (translated: wow, you just finished your project, it is so fun, we don't need bored by finishing the project in class, it makes the English class feel fun). From the comment, we can indicate that students feel motivated and fun during the speaking activity.

Giving flexibility does not mean giving a total freedom to the students, flexibility by this

context is that students did not to stay at classroom with very limited time. Teacher still give some range of time of students that can be used to track the scheduled the project. Emphasis on allocating specific time for students to complete tasks to motivate them to stay on task, the idea for not setting time limit for students would cater to students with different needs, learning styles and backgrounds. In wall of PADLET, the rules and the regulation of the assignment has been published since the beginning of assignment announcement, the regulation including but not limited to the due time, the speaking topic, commenting regulation and others. Link provided by PADLET and share by the teacher give students a flexible access to the wall.

By online observation through the comment in virtual wall, student said " *enak ya bisa ngerjain d mana aja santai jadi ya*" (translated: it so fun, right? We can do the task where ever we want it make feel relax), other comments, "*ia thank you ya sr, pas kebetulan lagi banyak tugas lain jd ini tugas bisa dikerjain kapan aja sesuai jadwal yang sir buat*" (translated: yes, thank you sir, now we have many assignment to do and you assignment can be done at any time based on time agreement) by this finding students express the ease they get from the speaking activity using PADLET, this in line with core reason that flexibility learning using web tool emerging, the central focus of flexibility learning is to offer choices about when, where, and how the students learn.

Other emerging phenomena projected from another student's commented "*ini enak yang d aksesnya gk ribet-ribet, link nya juga pendek and gk using log in log in nan*" (translated: it so easy to access, the link is short and we don't need to log in). By this we can see that PADLET give flexibility to students to access the information given by the teacher and also to see the speaking activity committed by their friends. They can simply copy past the link and get direct access to the virtual wall, upload the video, type the comment, watch the video, or just read other comments.

On interview, a student responded that PADLET give them easy access, "*ia yes enak pake nya gampag tingal klik kik aja bisa kapna aja dimana aja n gk harus log in*" (yes sir it easy to use, just click it anytime anywhere and we don't need to log in). by this finding, students believe that PADLET give the flexibility in using it, not only in the term of time and space but also

the system that friendly user. "*ini mah yang penting ounya kuota aman, gk usah mikir aturan upoadnya gimana komen gimana dll*" (the point is I have an internet connection, I don't to think about how to upload to comment and others).

Autonomous learning

The debates on independent learning emerging due to not only students' capacity in managing themselves in learning and also teacher capacity in creating and managing free access to all materials for the students. But as debate goes one the phenomena of ICT in education continue to develop. One of the benefits appeared is the opportunity to have an independent learning. The technology in this term specified to PADLET promotes students with high accessibility. "*saya jadi enak sir buat vidionya soalnya saya bisa nentuin sendiri and cari-cari sendiri bahanya*" (translated: It make me comfortable in making the video because I can decide what I want and find my own materials). Students in this condition get freedom in contextualizing the video, they make the video in various places; hall, garden, home, dormitory even airport and train station. This finding in line with a theory that said education today focuses more on personalized and self-driven learning. (Monica & Peter, 2014). By this we can see how PADLET bring the students to act not only as students but also as manager.

Other finding projected from the the data: "*sir kita belajarnya jadi lebih efektif ya sir, gk usah nunguu antri-antri dikelas buta praktek speaking*" (translated: Sir, we get more effective learning we should not need to make a line for practicing speaking in classroom). In theories, it elaborates on the on students' learning, autonomous learning is more likely to be efficient and effective, since it is specific and focused on what the learner is interested (Little, 2019). Also from Little (2019) if learners are proactive in their learning, the problem of low motivation is automatically solved. This theory supports the finding, students were having a problem in motivating themselves to be participated in classroom speaking activity, but by using PADLET students is getting involve in the speaking activity with less hesitation.

Moreover, the finding also has shown that students getting more relay on themselves in promoting learning, in line with Little (2019) language learning is seen to depend on language use, then learners that are already socially independent should find it easier to be effective and spontaneous communicators.

Cons on the PADLET
Technicality issue
As other finding form various researches show that students and teacher face a mutual problem in implementing ICT in the classroom. In students' point of you as this research specified to, student discovered various technicality issues. As early prediction students will not face any technical issue since they might a sufficient knowledge about it but in fact students still encounter many issues.

Internet connection becomes one of the most appearing problems. Students argue that they have a limited access to the internet, PADLET as one of the web tools requires internet accesses to get it, and when students have limited access to the internet it is very frustrating for them, as the result they feel uncomfortable in conducting the speaking activity, even several students make it as excuse to not do the speaking activity

Moreover, student also encounters regular alternate link error. This condition also very frustrating for them, as the result the students wish to submit it using alternative media like flash drive. Beside error, losing the link also make them should ask their teacher and friend about the link PADLET. Manual typing of the link somehow also makes students hard to get to the correct page. By this condition the students also loosing their interest to continues the process of learning or even to asked assignments, moreover students concerned difficulties in navigating through the resources and technical problems in accessing the platform (Assar, 2019)

Psychological elements
In the introduction, Ahmed, Almuniem and Mbhuh (2016) one of the most problematic situation faced by students is the "openness". This problem relates to the uncomfortable feeling when they publicize themselves. "*malu sir diliat banyak orang*" (translated: it is embarrassing, many people see me", "*aduh sir, gk PD tau sir*" (owh no sir, I'm felling not confident). Those is expression emerge from students.

By the situation students find that showing their speaking activity make them feeling insecure. PADLET as open access web make them worries that many people will see them. Waiting for what kind of comment that might appear in the wall also generates more uncomfortable feeling. Some of the students thinking that public comment will give a significant impact toward how people see them in real life.

Seeing other videos posted by other students also make students getting less confident, they focusing on watching a good video and they feeling have less ability to speak like others. This situation might motivate them, but in fact this also discourages them to speak in English and create a video. This condition somehow rejects the idea on how online media learning help students to improve their confident to do self-publications.

CONCLUSION
PADLET as web tool provides multiple benefits and also various disadvantages perceive by the students. This research found that students agreed of pros that PADLET helps them to manage their speaking. Their pro opinion in the use of this web tools is by three things; first, it allows them to collaborate with their peers and teacher, second, it gives flexibility to the students to do the speaking activity, and the last, by doing autonomous leaning students get opportunity to set their goals and standard of good speaking activity. In contrast, PADLET also make some students get some obstacles that regarded as the cons on the use of this web-toll; first, students hard to manage their technicality issue like internet connection, uploading problems, alternate link problems and others, second they also find that it affects their psychology, some students hard to control their confident and openness to show they speaking activity to public. By this finding it show others possibilities to see how students' response and position toward the use of PADLET in other language skill such as listening, reading, and writing. Many researches has conducted similar research but most of the see of the effectivity of this web tool in improving certain skill, research on how students perceive the web tool like PADLET also regarded as very important to be examined in the future research. In using PADLET the research also should consider as important to manage the virtual wall as easy access as possible for student but still support their preview as individual to make them feel less threaten by the public comments.

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