CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the theoretical framework and past studies to substantiate the analysis of the difficulties described in the preceding chapter. The current chapter is subdivided into two primary components. The initial segment presents details regarding EFL instructional media. The second section offers guidance on utilizing Padlet as a media in EFL (English as a Foreign Language) classrooms.

2.1 EFL instructional media

In order to avoid feeling bored while engaging in educational activities, instructional media helps students become more interested and motivated in their studies. Incorporating media in teaching and learning activities aims to facilitate students' comprehension of the topic being discussed. It is also hoped that using media will improve the standard of education for all students. Additionally, instructional media enhances students' learning. As a result, it does not turn into a monotonous activity, and its purpose is to raise the standard of students' education in order to increase learning outcomes. According to (Ilmani, 2020), learning media refers to a set of tools utilized for conveying educational materials. These tools encompass a wide range of mediums such as books, tapes, recorders, cassettes, videos, films, slides, photos, pictures, and many types of graphics. According to that claim, the media is considered a component of tangible educational resources, which encompass learning materials and have the potential to motivate students to

engage in learning.

2.1.1 Kinds of instructional media

Within the field of education, instructional media encompasses various types that can be classified based on their format, purpose, and distribution mode. The development of instructional media is influenced by significant changes, particularly in adapting to new curricula. (Hikmah, (2019) identifies three types of instructional media: audio, visual, and audio-visual. Examples of audio media include compact disks, radio, and tape recorders, visual media comprise boards, computers, magazines, comics, newspapers, and literary works, while audio-visual media encompass television, film, and YouTube. These instructional media aim to engage students by providing visual and audio support, creating an interactive and immersive learning environment.

Padlet is a type of instructional teaching medium for developing writing skills. Fadhilawati et al., (2022) conducted research on Padlet as a Creative Wall for Enhancing and Evaluating Students' Writing of Recount Text in a Higher Education. The students' learning outcomes improved after the instructor taught them how to use Padlet to present recount text in interesting ways and to use a variety of materials. The use of media in EFL teaching helps to increase vocabulary, promote cultural awareness, and motivate students. Furthermore, when learning media are utilized appropriately within the learning process, they will serve as a more potent and streamlined support tool in attaining the learning

objectives (Andriani, et al 2022). A dynamic and interesting learning environment that promotes language acquisition and fosters a deeper understanding of the English language can be developed by educators by utilizing the power of media. The incorporation of media into EFL instruction gives students the tools they need to successfully navigate a globalized world by enabling them to communicate confidently and effectively in the target language.

2.1.2 The strengths of instructional media in EFL classroom

Learning media encompasses various tools and resources that enable the structured transmission of messages from existing sources, creating an optimal learning environment for students to engage in efficient and effective teaching and learning processes (Aisyah, S. et al., 2020). Within the classroom context, instructional media refers to the utilization of media to stimulate students' thoughts, emotions, abilities, and attention throughout the teaching and learning journey (Afidah, N. et al., 2021). In this regard, the strengths of learning media pertain to the tools' advantages, effectiveness, and beneficial uses, which can foster student engagement in the English as a Foreign Language (EFL) classroom.

The incorporation of media in learning English offers several advantages. It serves to motivate both teachers and students in delivering and comprehending subject materials, facilitates learning activities, aids students in understanding the content, and helps prevent student disengagement and boredom (Tanggoro, 2015).

In essence, the utilization of media to support learning objectives benefits teachers, instructors, and students by enhancing the overall learning experience.

2.1.3 The weakness of instructional media in EFL classroom

Weakness refers to limitations, deficiencies, or negative aspects. Weaknesses can stem from various factors and causes. In the case of instructional media, teachers are encouraged to address these weaknesses to create a more enjoyable learning environment. The application of instructional media plays a crucial role in determining the quality of student learning and the attainment of learning objectives.

Previous studies have highlighted the strengths of using instructional media in facilitating the learning process. However, it is important for teachers to acknowledge that instructional media also has its weaknesses that require attention. One of these weaknesses is that teachers and students talk to each other less. Teachers must speak to each student personally to learn about their needs and adapt their teaching methods appropriately. Another area for improvement that has been found is that teachers and students need help with using instructional media successfully (Luh et al., 2021). Therefore, EFL teachers should carefully consider several factors when selecting instructional media to ensure smooth and successful learning outcomes.

2.2 Padlet as media in EFL classroom

Padlet and similar media tools can foster the educational progress of English as a Foreign Language (EFL) students inside the classroom setting. An innovative approach that can be incorporated into writing classes is using applications or technology, particularly the Padlet application. Students can engage in collaborative writing with their classmates utilizing the Padlet program, whether for a paragraph or an essay.

Using this application, the teacher can see, evaluate, and appraise the submissions created by the pupils. Subsequently, the lecturer will furnish an evaluation and a clarification (Dollah et al., 2021).

2.2.1 Padlet in teaching English skill

The use of Padlet also allowed teachers to review students' writing progress and provided feedback on their writing. One of the implications of this research was that through the integration of Padlet, students could have the opportunity to expose and experience the use of online learning platforms themselves. They could benefit from the application as it allowed for flexibility in practicing their writing skills and obtaining assessment feedback from their teacher outside classroom settings. As for the teachers, this study offered a new teaching strategy or methodology in accordance with the use of Padlet in writing assessment. The integration of Padlet in writing assessment provided a platform for a student-centred learning environment where students had the chance to practice and experience evaluation through online learning platforms (Jong & Kim Hua, 2021).

2.2.2 The Strengths and Weaknesses Padlet in Teaching Writing

An easy tool for teaching and learning English is Padlet. Fuchs (2014) claims that Padlet can be applied in the classroom in a variety of ways. For the students to easily learn English, the teacher finds it helpful to have an additional resource. On the other hand, students can use Padlet as a medium to share what they know about the course material that the teacher assigns. They can complete the assignment using Padlet, provide feedback, and make changes to their assignment. Fiester and Green (2016) concur that students can communicate about class material with both their teacher and classmates using Padlet.

Students were more motivated to complete their English-language project after using Padlet. Students are thus inspired and interested to enroll in English classes. In addition to increasing student motivation, using Padlet is a good substitute for providing opportunities for language practice. Students were gathered to receive explanations and instructions on how to participate in the teaching and learning process using Padlet in relation to their motivations and participation. All students received encouragement about the value of their participation in order to complete the assignments with a satisfactory score. Students should first understand that the writing process begins with pre-writing, which involves using pictures to brainstorm, outlining ideas, soliciting feedback from friends, and editing writings before posting them. Prior to using Padlet for teaching and learning, those tasks were completed (Lestari., et al, 2018).

While Padlet offers several strengths, it also has some limitations that may be considered as weaknesses in the writing class. Padlet's text formatting options are relatively basic. While students can add headings, bullet points, and basic formatting to their writing, the platform does not provide advanced formatting features. Then, students may become easily distracted by the variety of multimedia elements, comments, and other posts on the Padlet board, potentially diverting their attention from the main writing task. There are also limited resources or unstable internet connections, relying heavily on Padlet for writing assignments may pose challenges and disrupt the writing process.

Moreover, one of the most common issues is with the internet connection. Students claim that they have limited internet access, and since Padlet is one of the web tools that requires internet access in order to use it, having limited internet access makes activity uncomfortable for them. (Syahrizal et.al., 2020).