
Empowering Language Learning: Harnessing Padlet to Assist Non-English Department Students in English Learning

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Abstract

In this digital era, the emergence of technology for language instruction is unquestionable. Technology assists students learn a target language collaboratively and communicatively, acknowledge multimedia content, provide feedback and adapt individual need and progress. Technology provides access to authentic learning resources in the target language. As an ICT platform, Padlet is regarded as a creative medium for English learning where students access wide range of learning tool, allow integration ultimedia, offer immediate feedback, and facilitate flexibility of learning . This study provides light on how the padlet application can be used to assist and motivate non-English Department students to learn English. This study utilized a descriptive quantitative design with a sample of 38 people. These participants were all first-year non-English Department Mandailing Natal, STAIN Mandailing Natal Sumatera Utara. The PIAUD (early childhood Islamic education) department had 19 participants, while the Perbankan Syariah (Islamic banking) department had 19 students. For data collection, the researcher utilized a questionnaire and semi structured interview. The questionnaires collect baseline information regarding the use of padlet for English learning. This study found that (80%) students believe padlet to be an effective and dynamic medium for learning English. It assists learner to work in collaborative group, enhance engagement one another, hone critical thinking, provide language practice, and diverse language materials.

Keywords: Learning English, Non-English department, padlet



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1. Introduction

The use of technology for teaching is rocketing over time. It is becoming a demand in the modern era, as today, it could be believed that teaching and technology are a complete package that cannot be segregated. Clement and Sarama (2003) suggest that the use of effective technology in teaching can have a beneficial impact on learners. Students pay serious attention and concentrate on the material provided to them by their lecturers or teachers. Technology may then replace the absence of a teacher in the classroom. In this scenario, for example, a teacher can have a video conference when they cannot come to the classroom physically. Technology will ease the job of lecturers or students, for example, by saving essential files and data in an online folder such as Google Drive. In several countries around the world, leading initiatives to maximize the use of technology in foreign language instruction have been established for instance China, South Korea, Bangladesh and Rwanda ((Sanchez et al., 2011, Li & Ni, 2011, Parvin & Salam, 2015, Sylvestre et al., 2018).

Almost in a similar tone, Warschauer (2002) reiterated that each form of language teaching has its own technology of support. It suggests that there should be joint work between technology and teaching. Each of them plays an essential role in the learning process. In addition to the use of state-of-the-art technology innovations, the educational environment, specifically the campus or school, must operate the institution by applying technology as support material.

A significant number of previous studies have been performed on the use of padlets for teaching English in the classroom. Rashid, Yunus and Wahi (2019) published their research findings on the use of collaborative writing padlets among ESL Learners. They found that the padlet can inspire students to take part in classroom activities, alleviate anxiety, promote engagement and improve language accuracy. Subsequently, Muhammad Reza Ahmadi (2017) reviewed the article entitled "The use of technology in English language learning: a literature review. He pointed out that technology successfully strengthened the language skills of learners. In almost the same tone, Jimenez (2014) did a research study on "The use of ICTs in the BA in English teaching." As a consequence, information and communication technology plays a crucial role in language learning, especially in the development of macro-linguistic skills. Zhao (2013) did research on assessing the potential of technology to improve language learning. The result revealed there are four obstacles to the effectiveness

of technology use in language learning, namely: the number of systematic, setting of instruction, language factor and short-term experiments and focus on one aspect only.

Then, Algaraini (2014), in her research entitled "The Effect of Using Padlet on Enhancing EFL Writing Performance". She showed that there were statistically significant variations between the means of the two groups in favour of the experimental group, which obtained better post-test outcomes. Finally, the data analysis showed that Padlet was very successful in developing the writing skills of the participants. Haris, et al. conducted research at Universitas Sains Islam Malaysia about the effectiveness of using padlet in ESL classrooms. The results of the survey also showed high preference, and participants have a good attitude about using Padlet as a means to learn grammar. The results suggest that the use of Padlet is successful in enhancing student performance in language learning.

These previous researches are the relevant sources of knowledge for this study. Reviewing the research above is similar to this research, much of which dealt with the use of technology in classrooms and the use of padlets. This study focuses on how students interpret the application of padlets in the classroom as they learn English. All previous literature collected population and samples in the English language department; in contrast to this study, samples were taken in the non-English language department. Technology ideally should be acknowledged by teachers/lecturers when teaching in the classroom, especially in language teaching. The development of using technology in this millennial era is inevitable; technology has been adopted well by many institutions since its function revealed ease and effectiveness. However, the reality showed that most students of STAIN Mandailing Natal, Indonesia, had not used technology yet in their classrooms. Teaching and learning activities are still utilized the conventional way. Lecturers enormously dominate classroom activity, delivering material orally while the students write down the lesson in their notebook. Once lecturers write on the blackboard, the students must pay more serious attention.

Along with the preceding explanation, the use of technology in the process of teaching and learning is a must in the 21st century. For some schools or college institutions, both teaching and technology have been combined. Through that, students receive the lesson more attractively, get simple language exposure and invoke improvisation of students. Regarding this situation, Gilakjani (2013) argued that the use of technology enables the language teaching system to be modified. As previous commonly recognized, lecturers talk a lot and students do less, and teachers talk less in this current period; on the contrary, students do more. One of the ways to practice this principle is through the implementation in the classroom through the use of technology. The position of the lecturer is as the facilitator; meanwhile as the executor is the student. In the meantime, it is suggested that students do more activities while lecturers help them if they find difficulty.

The term "Padlet" may be unfamiliar to many students; however, several scholars and teachers have used this type of digital platform for teaching. This technology is a novel

approach to teaching in the classroom. Padlet, in its broadest sense, is a new media tool that can be used by lecturers or teachers to teach English. There are numerous contributions to communicatively transmitting information to the learner. There are several sections in Features that encourage students to write or post anything they cannot do on a blackboard. Finally, the introduction of Padlet may increase students' motivation to learn English and create new ways of teaching.

The objective of this research is to know students' response toward the use of padlet in teaching English language. Besides, this research is intended to know the advantages of padlets for students when they are used in their classroom activities. To tailor these objectives, there are research questions proposed as follows:

- (1) how effective is padlet in assisting in teaching English to non-department students?
- (2) How can Padlet help students in learning English language?

1.2. Theoretical Framework

1.2.1. Technology in Teaching English

The manner in which instructional media is distributed has consistently undergone significant shifts from year to year. In comparison to the current period, the wave of technology utilization during the past three decades has been relatively mild but now is serious wave. Few academic institutions embrace technology as an integral part of the teaching process. The lecturers used either manual books or material that could be photocopied for the students. But in this day and age, the demand for technology has swept across the entire globe, and one of those demands is for educational pursuits. The manual book was transformed into an electronic book, which is the most recent application and is expanding at a rapid rate. The term "digital revolution" is sometimes used to refer to this wave. The term "digital revolution" is used to refer to the recent changes that have occurred in the way that people go about their daily lives and communicate with one another as a direct result of developments in technology (Delgado et al., 2015).

It is impossible to deny the spread of technology in the classroom in this age of information technology. Each year brings about substantial advancements in the field of educational technology, which makes it possible to teach in ways that are both more efficient and more successful. The delivery of information is one of the many aspects of education that is being disrupted by technological advancements (Altun & Ahmad, 2021). The lecturers' use of technology can be of great assistance in broadening the students' perspectives on topics that cannot be adequately covered through the use of oral presentations or speeches alone in

the classroom. For example, using a video or even just a short movie in the classroom might help students realize the genuine understanding of the information that is being taught.

The use of technology in education is currently experiencing phenomenal growth all around the world for various ramifications reasons. (Beltrán-Martín, 2019) One example is the widespread use of the constructivist teaching style, which emphasizes the importance of student collaboration. Numerous digital platforms are currently being used in educational settings as a kind of instructional media, with the primary purpose of supporting instructors in achieving their intended learning outcomes. Students experience a wealth of benefits as a direct result of its presence during classroom activities, including increased motivation and enjoyment, as well as enhanced opportunities for cooperation. It's possible that using a digital platform to teach English will boost students' motivation, improve their mood, and help them relax.

When the students watch the movie in class, particularly during the section on pronunciation, they try to mimic the way the actors on screen utter the words. As a means of providing inspiration for the students in the grammar lesson, the lecturers play a short video with the music. These activities, which were covered previously, help students relieve their stress, cut down on the negative effects of excessive homework, and put their minds at peace. When the lecturers illustrate the content using applications or even class activities, the students likely have a much better time in the class. The act of listening to music serves as a wonderful example on this particular occasion. A listening class that initially followed the traditional method, in which lecturers would read the piece aloud while students sat in silence, would then transition to the new method, which involved playing a student's favorite music at their request. If a student is having a good time in class, they will retain more information in the long run. How is the effect of technology for teaching? This question supposed buzzing in many people in responding the effectiveness of technology-based media in classroom.

1.2.2.The Usage of Padlet for teaching

Before moving to the further discussion, researcher tailors the nature of padlet itself. In the first place, padlet is virtual wall that can be utilized freely by user. It allots numerous precursors or features to be benefited with. Students able to send file to the wall with different types of file such as document, images, audio and video, (Md Deni & Zainal, 2018). Padlet is beneficial tool for the information literacy for classroom since it able to adapt for ramification devices and no need special technical know-how, (Fuchs, 2014). Padlet is a multimedia which harnessed collaboration and interaction both students and lecturers and also facilitates participation in classroom entirely (Beltrán-Martín, 2019). Almost in similar

tone, (Kleinsmith, 2017) assumed that padlet is media that able to create engagement, enhance collaboration, develop feedback.

As shown in previous background, padlet is one of the technology-based media for allotting English material in the classroom. It is one of digital platform that used most by lecturer or teacher as instructional media which generated students' needs and motivation. Padlet has manifold benefits for students especially in language learning (Haris et al., 2017).

2. Method

2.1. Research Design

This study employs a descriptive quantitative method. The descriptive quantitative research design aims at describing and interpreting the current situation of individual, setting, condition or defining the existing situation (Mertler; 2014, Sugiyono; 2018). Researcher collected numerical data through questionnaires then explained it into description. The numerical data can be analyzed by using statistical procedures (Cresswell, 2009). There are two types of data presnetd by researcher namely quantitative data that is obtained by questionnaire and qualitative data taken from interview.

2.2. Research Participants

This study's participants were first-year STAIN Mandailing Natal students from the Non-English department, totaling 28. They were divided into two departments: PIAUD (early childhood Islamic education) with 19 participants and Perbankan Syariah (Islamic banking) with 19 students. As first-year students, both non-English departments required English as a compulsory course. The participants' ages ranged from 18 to 20. Because the number of students was minimal, the researcher used total sampling for selecting participants. It means that the entire population serves as the sample in total sampling, giving each person a fair chance of being chosen for the study.

2.3. Technique of Data Collection

The instruments of data gathering used by the researcher were questionnaires and semi-structured interviews. The questionnaire contained 15 questions about using Padlet for English study. The questions were prepared in Bahasa Indonesia to avoid misunderstandings and to make each question easier to grasp. Descriptive statistics enable researchers to make conclusions from large amounts of data. Questionnaires are regarded to be a more cost-effective and time-efficient technique of gathering information from a large number of people than other approaches. The questionnaire's goal is to gather information about Padlet's usefulness. Meanwhile, the researcher included ten interview questions to the list. An interview was used to acquire detailed information about non-English department students' use of Padlet in the classroom.

A pilot study was conducted by the researchers to ensure the validity and reliability of the questionnaires. A pilot study was an important stage of developing research questionnaires before they were distributed on a larger scale (Cohen et al; 2007). Furthermore, the researcher consulted with other English professors in order to acquire an acceptable and dependable instrument. The layout of the questionnaire, the level of language utilised, and the content of questionnaires were all discussed. The questionnaire was also distributed to ten students who did not belong to the research sample as the pioneer to try out the questionnaire. The questionnaire was then evaluated by the researcher before being distributed to the participants. As the final phase, the researcher delivered questionnaires to the students after revising the questionnaire. The researcher invited students to choose an alternative based on how they felt and their current situation.

Furthermore, the researcher used a semi-structured interview to collect qualitative data from the respondents. The questions were ten in number and dealt with the use of Padlet in English learning for non-English departments. The researcher chose 10 students to be interviewed, five from PIAUD and five from the Perbankan Syariah department.

2.4. Data Analysis Technique

The descriptive statistics were used to explain the quantitative data from questionnaires to determine the frequency and mean score for each questionnaire items. Each of the questions has a different score: Strongly Agree (5), agree (4), neutral (3) disagree (2) and strongly disagree (1). The response of students tabulated in descriptive statistics within numerical data.

Table. 1. Categorization scale of the questionnaire result

Category	Range scale
Strongly Disagree / SD	>1 -1.8
Disagree /D	>1.8-2.6
Neutral /N	>2.6-3.4
Agree /A	>3.4-4.2
Strongly Agree /SA	>4.2-5

For qualitative data, researchers employed either thematic or coding analysis (Cresswell, 2012; Miles et al., 2014). The researcher followed specific procedures when conducting thematic analysis of the interview. The first step was classifying the data prior to assigning

coding to the interview question, during which the researcher named and categorised the responses. The subsequent phase involved data reduction. This step consisted of summarising, focussing on the essentials, and identifying themes and patterns. The researcher eliminated irrelevant information while concentrating solely on relevant facts. The researcher then analysed the data regarding padlet use in the classroom. The data was presented in accordance with the theme of the research. It functions to assist researchers in interpreting data, recognising patterns, and developing themes or categories. The final step involves communicating the complete code and analysis process and drawing a conclusion. This action is performed in order to present the data-based conclusion. Researchers summarise the data by presenting the findings of an analysis of how students perceive the efficacy, simplicity, and utility of Padlet.

3. Findings and Discussion

In this section, the researcher showed the response of students on the questionnaire sheet. There are 15 questions administered to students in order to obtain the data. The result of the questionnaire was tabulated in the following table. Researchers analysed the responses of students to the questionnaire provided below. After obtaining numerical statistics, the researcher provided an explanation for each data (percentage) by through a statement. To strengthen the argument, the researcher drew on the theory's corresponding information from experts. The expalanation was further supported by data from semi-structured interviews. This indicates that the researcher should display the students' responses, followed by a description and a correlation to the interview results.

Table.2. Students' responses to Padlet

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total (%)
1	Learning English is preferable to using interactive media	12 31,58%	14 36,84%	4 10,53%	5 13,16%	3 7,89%	74.2
2	Padlet can increase motivation to learn English	10 26,32%	20 52,63%	4 10,53%	2 5,26%	2 5,26%	77.3
3	Padlet as learning media is contextually suitable to the current era	10 26,32%	20 52,63%	8 21,05%	0 0,00%	0 0,00%	81.0
4	Padlet enables comprehension of material given	10 26,32%	21 55,26%	6 15,79%	1 2,63%	0 0,00%	81.0
5	Padlet is easy to be used in English learning instruction	15 39,47%	15 39,47%	4 10,53%	2 5,26%	2 5,26%	80.5
6	Padlet can increase students' awareness in the teaching-learning process	15 39,47%	20 52,63%	1 2,63%	1 2,63%	1 2,63%	84.7
7	Padlet facilitates the students to think creatively	15 39,47%	18 47,37%	3 7,89%	2 5,26%	2 5,26%	84.2

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total (%)
8	Padlet design is creative and innovative for teaching activity	10 26,32%	20 52,63%	3 7,89%	3 7,89%	2 5,26%	77.3
9	Padlet is a collaborative tool for learning English	15 39,47%	20 52,63%	1 2,63%	1 2,63%	1 2,63%	84.7
10	Padlet creates the classroom atmosphere is more attractive	14 36,84%	14 36,84%	8 21,05%	1 2,63%	1 2,63%	80.5
11	Padlet enhances students' self-confidence in learning English	18 47,37%	18 47,37%	1 2,63%	1 2,63%	0 0,00%	87.8
12	Padlet facilitate an effective and efficient classroom teaching process	15 39,47%	10 26,32%	10 26,32%	3 7,89%	0 0,00%	79.4
13	Padlet is an e-learning-based teaching activity	13 34,21%	17 44,74%	4 10,53%	2 5,26%	2 5,26%	74.2
14	Padlet is practice for teaching and discussing in the classroom	20 52,63%	16 42,11%	1 2,63%	1 2,63%	0 0,00%	88.9
15	Padlet is appropriate learning media for enhancing teaching objective	15 39,47%	15 39,47%	5 13,16%	1 2,63%	2 5,26%	80.5

Based on the data in the preceding table, students from non-English Language Education stated that interactive media are effective for learning English at the current time. It is evident that (74.2%) of learners favoured using interactive media to enhance their English skills when they learn English. As one of the example interactive media, Padlet is an online collaborative platform that can be used to teach English through interactive media. Shinde (2020) advocates that padlet as interactive media for teaching engages learning and sophisticated tools. Padlet encourages interactive activity, allowing teachers to create a collaborative and interactive learning environment for their students. Students can collaborate on assignments, share ideas, and provide feedback to one another. Another important think that worth to be noted that, padlet also allows lecturers to incorporate various multimedia elements into their teaching materials, such as videos, images, audio, and text. This can enhance and diversify the learning experience.

Regarding to the above data, (77.3 %) of the respondents believed that interactive media such as Padlet can boost their motivation to study English. Technology has been shown to act as a hook that inspires students to participate through sustaining their attention and cognitive engagement (Schindler et al, 2017) Padlet can help learners, especially EFL students, understand the material presented to them. When it comes to presenting and organizing information, Padlet offers a visual and interactive platform. To assist students understand challenging concepts and relationships between ideas, teachers and students can utilize Padlet to create visual aids like mind maps, flowcharts, and diagrams. It is also integrative, allowing for the incorporation of multimedia materials like movies, audio, images, and links, which can improve the learning process and offer a variety of viewpoints

on the subject. The topic can be made more relevant and understandable for students by connecting it to experiences from the real world with the use of these multimedia resources.

Padlet is meant to be a suitable medium for assisting English-language learners, as indicated by the fact that 81.0 percent of respondents agreed with the statement. Utilizing classroom materials, Padlet in practice enhances students' comprehension. This statement was supported by 81.0% of student responses. In addition, 80.5 percent of respondents stated that Padlet is not only an interactive tool but also a useful tool for classroom practice.

In addition, interactive media can 84.2 percent of the time respectively, increase students' awareness and help them to think creatively. According to the data in the table, students are interested in using Padlet because the design is "attractive" and occasionally unique. It should come as no surprise that 77.3% of respondents agreed that this media is current equipment that yields creativity and motivation for the learning English. It means that the learners enjoyed the media of padlet in advancing their creativity. Learning English necessitates the utilization of suitable aiding media. On this occasion, 84.7 percent of respondents believed that Padlet was an acceptable medium for English classroom pupils. Seventy-seven percent of students thought that Padlet is an engaging medium with complicated features that increases students' focus and enables them to become more autonomous learners. This interactive media also boosts the user's self-esteem. As 87.8 percent of respondents concur, it would appear to be advantageous for both teachers and students during the teaching process. Padlet helps the lecturer to give the task for the students, give comment, and also the whole class can see the result of each college students' work (Fiester and Green, 2016).

Padlet received 79.4 percent of student opinions for its effectiveness and efficiency. In addition, as many as 74.2 percent concurred with the statement that Padlet is an e-learning platform for ICT-based educational activities. Munienge (2015) highlighted that lecturer or teacher can promote deep learning and change the learning environment into learner-centered environment by using ICT, especially Padlet in classroom. The emergence of this media allows students to voice their ideas by texting them to the padlet board, whereas the majority of students remain silent and inactive during instructional activities. 88.9 percent and 80.5 percent of respondents, respectively, agreed that this medium could be used to achieve teaching objectives.

In this digital age, learning English needs proficiency in ICT. According to Warschauer and Meskill (2000), the approach to teaching a foreign language has changed over time. The implementation of supplementary technologies is a vital aspect to highlight. In the past, it was considered that blackboards were the most popular media used by teachers in the classroom. However, their use has since been superseded by overhead projectors, which can be more visually engaging when appropriate. The rapid development of technology has had an effect on English instruction; currently, teachers utilize interactive technologies to

communicate the lesson. According to the survey, 88 percent of students believed that utilizing technology to study English is advantageous. This position is backed by Henessy's (2005) claim that ICT functions as a catalyst to encourage teacher and student collaboration in the classroom. Students become increasingly independent in their work completion, and teachers may eventually encourage or support them.

Moreover, Padlet gives students a new perspective for surviving in the sea of digital technologies. It indicates that technology aids them in adapting to the multiplicity of changes in instructional methods that occur periodically. As an interactive medium, it offers students two advantages during classroom exercises. It is a tool for enhancing the ICT skills of pupils who are novices. In the current millennium, it is common knowledge that technical proficiency is a prerequisite for success. Padlet facilitates the development of new technology literacy abilities among pupils. By integrating this digital tool into the classroom, language study becomes more communicative and engaging. Padlet also challenges the boundaries of one-way learning. The traditional approach of instruction emphasizes one-way communication; the teacher dominates the classroom, and students have little opportunity to practice articulating their thoughts or expressions. In contrast, communicative teaching activities usually referred to as two-way communication, make students more engaged in expressing their perspectives and more independent learners. The majority of classroom activities are led by the students, while teachers take on the role of a coach or mentor with minimal engagement.

In their elaborate explanation, Warschauer and Meskill (2000) also stress two viewpoints on technology in the classroom: the cognitive approach and the social approach. During the teaching and learning process, students can maximize their exposure to the target language while also gaining personal experience and knowledge. Utilizing a combination of technology and instruction is an effective pedagogical technique for acquiring insight and enhancing students' conceptualization of information reception. Padlet, for instance, offers multiple setting modes for sending messages, rectifying errors, and even inviting a new group member to participate in the debate. By putting a remark on the discussion board, each student can express his or her individual perspective. Another team member offers remarks, leading to a discussion about the topic assigned by the teacher. Second, technology is believed to be a social strategy for language learning. Students collaborate to complete a task as part of the social process of language acquisition, that is seen as language learning. In their interactions, students share cultural background, preferences, personal qualities, motivation, and willingness, among other factors. Padlet is a social media application for a number of reasons, including the inclusion of a discussion board and the capacity to submit messages. Teachers arrange students into groups, and each group subsequently completes a task with the help of team members. When discussing the project or task at that time, each student naturally attempts to change his or her opinion in accordance with that of their peers.

This real-world example highlights how technology has assisted in the development of social approaches.

In addition, students view Padlet as a suitable medium for language instruction in the twenty-first century. In today's digital age, 82 percent of respondents believed that media is a valuable tool for education, and 84 percent of students concurred. According to Ahmadi (2018), technology is an excellent tool for students and should be included in both teaching and learning in order to attain academic achievement. As language teaching methods have matured, the utilization of instructional media in the classroom has evolved substantially. The chalk-and-talk method of instruction is ineffective due to its one-way communication, which decreases student participation and skill development (Susikaran, 2013). The instructor may use a movie or actual image as a brainstorming tool for the students, and then proceed to ask a series of questions to check their comprehension. This technique is far more effective than merely standing in front of the class and elaborating on the topic or subject orally, which takes a considerable amount of time. The use of video, film, photography, and the Internet permits students to collect information and provides them with a variety of materials to examine and interpret for both language and context (Arifah, 2014).

The necessity of ICT in the classroom cannot be denied. Why should technology be integrated into the educational curriculum? This opinion is mirrored by Cakici (2016), who argues that the incorporation of ICT into learning practices has a substantial impact on curriculum reformation, instructional medium, and students' learning styles. Previously, the program utilized a teacher-centred approach with minimal media participation. Lecturers or teachers exercised manual control over classroom activity. In the new communicative language method curriculum, however, students drive the activity and use ICT media as a catalyst to promote it. The curriculum then stressed the application of ICT to classroom activities. With a simple click, students may access the internet, and knowledge is becoming more readily available.

Nomass (2013) did a study at the Department of English Language at Al- Jabar Al Ghabi University in Libya in reference to the aforementioned premise. Surprisingly, more than 90 per cent of students thought that the use of technology in the English classroom was highly successful. All of one's English skills, including speaking, writing, listening, and writing, have significantly increased. The use of technology can aid in the development of both primary and secondary English abilities, which is of tremendous advantage to the student. Compared to traditional approaches that do not utilize devices, technology doubles students' abilities. With a single click, students can text, video call, or chat with peers from various nations and even continents. It is hardly surprising that they swiftly mastered the content given that the information can be transmitted in minutes. The research of Nomass has provided the reader with three critical takeaways, especially for English professors.

Traditional methods relied solely on a large amount of theory, but ICT methods enabled pupils to discover themselves through considerable experience. Instead of listening to the lecturer's theory, students spend considerable time honing their talents. They have a lot higher chance of improving their personal abilities in relation to the subject matter. Second, traditional methods generate passive students, whereas ICT approaches generate active students. Previously, students sat silently in the classroom as they listened to the lectures. They are merely passive information recipients who do not apply it in real-world settings. Only the receptive student has the opportunity to evaluate and critique their information. Nonetheless, the ICT technique immediately aids pupils in applying their knowledge and putting their theoretical understanding to the test in the field. Technology is helpful for third-grade English instruction. Students have access to learning resources even if their instructors are absent. They have access to the content over the internet, video calls, and even a YouTube channel. This makes learning much more straightforward for students and enables them to become autonomous students.

Technology also improves the motivation and creativity of students. 79 percent of respondents who stated that Padlet inspired and motivated them to be creative learners in the classroom corroborate this notion. According to Jayanthi and Kumar (2016), ICT has a favourable effect on the teaching process by enhancing material availability, student behaviour, autonomy learning, originality, teaching style renewal, and self-evaluation. By using ICT in language learning, it is feasible to create materials, such as a video of a professor demonstrating the correct pronunciation of a word. Professors can also play recordings so that students can hear an actual native speaker say a word. By doing so, pupils have a genuine sense of language immersion and can subsequently enhance their language skills. Then, as a result of seeing a new technique of knowledge transfer, technology improved pupils' desire to learn a language. They observe how native speakers employ body language, tone intonation, and dramatic mimicry when speaking the language. It has impressed them considerably, especially for the first time, and sparked their curiosity. Learning autonomy is still another essential annotation. Padlet facilitates and modifies the way in which pupils study.

Padlet's presence in the classroom promotes students to be more independent in their search for sources, presentation of the subject, and individual evaluation of it. As stated by Suherdi (2019) in this digital era, students should learn autonomously where they might browse multimedia, youtube, etc. The obligation of the teacher is limited to 25 percent, with the remaining 75 percent falling on the students. They spend a great deal of time debating the subject matter and searching for additional materials on it. Motivation is the fundamental basis for academic achievement. The greater the number of students who are interested in technology, the greater their commitment to future achievement. In a word, Padlet alters the

learning processes of students from analogue to digital, one-way to two-way communication, and dependent to independent.

4. Conclusion

According to the study, eighty percent of Non-English Department students believed that technology helps them learn English. For millennial students, the incorporation of technology into the classroom is a prerequisite. It allows students to increase their knowledge and motivation. Compared to conventional methods, Padlet is a more efficient tool for assisting students with English learning. Padlet contains multiple images that permit students to post their writing or provide program feedback. The students viewed padlet as an engaging and interactive platform for communication. Students have a more incredible opportunity to elaborate on their ideas without professors' interference. The fascinating features of Padlet allow students to study English with pleasure and ease. Traditional methods relied heavily on an abundance of theory, whereas ICT methods enabled students to discover themselves through extensive experience. In lieu of listening to the lecturer's perspective, students spend significant time developing their skills. They have a greater chance of enhancing their knowledge of the topic.

In this digital age, the use of technology to teach English is undeniable based on the research findings. The presence of technology has positive effects, in this case, assisting students in mastering English and recognizing them for utilizing the most contemporary teaching techniques. The lecturers may switch to a two-way communication mode when teaching. In addition to being passive listeners, students are also active and interactive listeners. The lecturer serves as a guide while the students carry out the majority of the activities. Padlet is also a valuable tool for introducing students to career-relevant technology. As a requirement of the millennial era, the ability to use gadgets, social media, internet-based content, and digital devices is essential. By utilizing Padlet to learn English, students have a more excellent opportunity to master educational technology.

In addition, it is recommended for future researchers to conduct padlet-related research in relation to English language learning. As this research focuses solely on the use of padlet to assist Non-English Department students in learning English, it is limited to that topic. Another researcher will investigate a related field at a different location and with a particular research topic.

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