<center>**Chapter One**</center>

<center>**Introduction**</center>

This chapter is divided into six sections and relates to the research introduction. The first is the background of the study. This section discusses why the researcher is interested in researching English Foreign Language students' perceptions towards using Padlet for collaborative writing in a learning process and the importance of this research. This research also discusses the identification of the problem, delimitation of the problem, research question, objectives of the research, significance of the study, and organization of the research, which are also related and included in the introduction section.

Background of the Research

In this era, teachers must apply 21st-century learners' skills, such as technical, information, communication, collaboration, creativity, critical thinking, and problem-solving. According to Tican and Deniz (2019), pre-service teachers are equipped to incorporate twenty-first-century skills into their teaching methodologies. According to P21 (2007), The 21st century requires students to develop learning and innovation skills, including creativity, critical thinking, communication, and collaboration, to prepare them for complex life and work environments. A recent systematic academic literature review proposed seven core skills with digital components. The 21st-century digital skills are technical, information, communication, collaboration, creativity, critical thinking, and problem-solving (Laar et al., 2017).

Collaboration is one of the essential skills required by 21st-century learners. Collaboration is a skill where students work on a project, ultimately creating a project with the same goal. Lai et al. (2017) stated that collaboration is an interactive process where students collaborate to achieve the same goal. As a result, implementing collaboration skills during the learning process is essential because it involves activities that help learners attain their objectives.

One form of collaboration in a learning process is collaborative writing. According to Storch (2019), Collaborative writing is an activity that may be defined as the participation of more than one writer in creating a single work. *Collaborative writing* is a method that has advantages in the teaching and learning process. In addition, collaborative writing can assist and support students in carrying out the writing process with their peers. Furthermore, teachers can implement collaborative writing activities that allow learners to collaborate to generate thoughts and construct a framework to support one another (Pham, 2021). As a result, engaging in collaborative writing activities provides various benefits, such as enabling students to generate ideas together, express opinions to one another, and collaborate to evaluate written outputs, all of which can aid students in their learning process.

Collaboration is now possible through innovative technology that supports learning. In this technological era, technology is used for teaching and learning through applications that support student and teacher learning collaborations in the classroom. Rashid et al. (2019) stated that the teaching and learning process in

contemporary higher education involves mobile and online applications, increasing contact between students and instructors and making learning possible beyond the classroom walls. Incorporating these aspects into the classroom increases motivation, enjoyment, and learning effectiveness (Rashid et al., 2019). Therefore, there are various technologies, one of which is learning tools, which are increasingly innovative to improve students' teaching and learning processes to be more exciting and fun and increase their motivation. Therefore, an online learning media tool that uses technology is critical to advancing the learning process in the classroom (Arouri et al., 2023).

Many learning tools support collaborative writing activities in the learning process. One of those learning tools that promotes collaborative writing is Padlet. According to Arouri et al. (2023), Padlet is a platform that allows students to create single or numerous walls that can include all the written posts that students choose to share. This application is suitable for teaching and learning processes to improve students' skills, especially in collaboration, interaction, and writing. Based on the study, Dewitt et al. (2015) found that using Padlet provides advantages for peer engagement and collaborative writing. Padlet can also be used anywhere and at any time if an internet connection is accessible in the area where it is required. With an online connection, students can access Padlet from any internet-enabled device, including smartphones, tablets, and computers (Mahmud, 2019). In addition, Padlet can be an innovative learning tool that supports foreign language learning. Using applications and technology, like the Padlet application,

in writing classes is one creative way that media tools like Padlet can help EFL students' learning in the classroom (Dollah et al., 2021).

There are several previous studies on Padlet, especially in the context of foreign language learning that focus on various aspects, such as the use of Padlet to learn writing skills (Arif et al., 2020; Lestari, 2016; Meletiadou, 2021), vocabulary knowledge (Alabbad & Huwamel, 2020; Ndari, 2023; Suryani & Daulay, 2022), and student engagement (Arouri et al., 2023; Hossain, 2023; Zainuddin et al., 2020). Studies conducted by Arif et al. (2020), Lestari (2016), and Meletiadou (2021) concluded that the use of Padlet as a learning tool in the classroom helps students improve their writing skills. In addition, the other researchers mentioned using Padlet to enhance their vocabulary knowledge. Those researchers concluded that using Padlet effectively increased students' vocabulary knowledge in the learning process (Ndari, 2023; M Alabbad & Saad Bin Huwamel, 2020; Suryani & Daulay, 2022). Furthermore, other researchers not only researched Padlet for developing writing skills and vocabulary knowledge but also stated that Padlet can be used as a learning tool that can increase students' engagement and active learning in classroom activities (Arouri et al., 2023; Hossain, 2023; Zainuddin et al., 2020).

However, some previous research only focused on discussing the writing process in general using Padlet in learning. The unique thing about this research was that it discussed one writing method called collaborative writing. Apart from that, this research is unique because it discussed students' perceptions of the

advantages of Padlet for collaborative writing in a learning process and the activities that students experience using Padlet for collaborative writing. Furthermore, other research was also conducted in various background levels of settings or participants. However, this research specifically focused on college students enrolling in an English as a Foreign Language (EFL) department, particularly those who will be future teachers.

English Language Education Department (ELED) at an Islamic Private University was the setting of the study chosen by the researcher. Some lecturers who teach courses have incorporated Padlet as a learning tool to facilitate collaborative writing in a learning process. Padlet can make it incredibly easy for students to access the learning provided by the teacher, meaning the learning process is carried out online and offline, anywhere and anytime. Therefore, the researcher explored EFL students' perceptions of the advantages of Padlet as a learning tool for collaborative writing and investigated the activities that students have experienced in using Padlet for collaborative writing. Mehta et al. (2021) stated that understanding students' perspectives on a digital tool is essential for effective teaching and learning. As a result, teachers and students needed to learn about the advantages and activities that students have experienced in using Padlet as a learning tool for collaborative writing in the teaching and learning process to facilitate effective teaching and learning.

Identification of the Problem

One of the responsibilities of teachers is to select a learning approach that encourages active learners and an engaging classroom environment. One activity that can engage students is collaboration. According to Alvarez-Mayo and Gallagher-Brett (2017), with the emergence of Web 2.0, students' engagement, autonomy, and autonomous learning have been strengthened by producing a collaborative approach based on users' willingness to create and share knowledge, information, and user-generated resources within different kinds of groups. Collaboration requires students to interact and communicate with each other, thus making the class more engaged. One form of collaboration in a learning process is collaborative writing. In collaborative writing, students can develop their ideas by exchanging ideas and communicating. Teachers use collaborative writing activities in school that allow learners to work together to generate thoughts and construct a framework to support one another (Pham, 2021). Padlet is a fast-growing technology with many features that are useful in teaching and learning, especially collaborative writing. According to Arouri et al. (2023), Padlet encourages their participation, the exchange of valuable information, and the expression of various views with other students. Some students have difficulty writing, get bored with learning methods, and are motivated to learn during the teaching and learning process. Therefore, teachers must know several activities that can be carried out in Padlet for collaborative writing that must be identified to qualify as points of concern in the process. Mehta et al. (2021) said that effective teaching and learning require an awareness of students' viewpoints toward digital

technology. Therefore, teachers and students chose the collaborative writing activities evaluated by the course.

Delimitation of the Problem

This research investigated EFL students' perceptions of using Padlet for collaborative writing in an Islamic private university's English Language Education Department. Moreover, the researcher also focused on finding the advantages of Padlet for collaborative writing, especially students' skills in the learning process and the EFL students' experience with using Padlet for collaborative writing. The researcher selected a qualitative design as the research method, along with a descriptive qualitative research design. This research was conducted at the English Language Education Department of the Islamic Private University. The participants were six English Language Education Department students at Islamic Private University from the 2021 batch who had experience carrying out the learning process using Padlet as a learning tool for collaborative writing. The researcher conducted interviews to get data for this study.

Research Question

This research investigates students' perception of using digital tools, especially Padlet, for collaborative writing in the learning Process. The research question is:

1. How is EFL students' perception of the advantages of using Padlet for collaborative writing in a learning process?

2. What activities do EFL students experience when using Padlet for collaborative writing in a learning process?

Objectives of the Research

This research consists of four research objectives. The following are:

1. To explore EFL students' perceptions of the advantages of using Padlet for collaborative writing in the learning process.

2. To investigate EFL students' experience with the activities using Padlet for collaborative writing in a learning process.

Significance of the Research

This research provides numerous advantages. They are intended for institutions, teachers, students, and future researchers.

Institutions

This research was expected to give the institution some insight on how to provide facilities such as high-speed internet and a premium account for students to freely access and get all features that can support their learning and to provide the teachers with workshops regarding the importance of holding the use of technology in teacher professional development to improve teachers' ability to support the learning process using technology, especially Padlet as a learning tool. This is done to measure progress for the institution by applying existing technological developments to the learning process.

Teachers

This research aims to assist teachers who struggle to develop an effective teaching method. The teacher utilizes Padlet to enhance their method of instruction by facilitating collaborative writing. In addition, teachers can promote using Padlet for collaborative writing among EFL students to facilitate and improve students' skills in using Padlet for collaborative writing.

Students

This research is expected to give students some knowledge about the features that can be used in Padlet as learning tools, especially Padlet for collaborative writing, that will be used in the learning process when they want to become real teachers. Furthermore, students will get new information about learning tools suitable for collaborative writing in a learning process with technology that continues to develop.

Future Researchers

This research is expected to give some insight to future researchers in exploring research on learning tools for collaborative writing in a learning process, especially Padlet, which includes EFL students' perceptions of the advantages of Padlet for collaborative writing in a learning process and the activities that EFL students experience in using Padlet for collaborative writing. Apart from that, the researcher hopes that this research can be helpful for other researchers researching Padlet for collaborative writing in a learning process, which only covers English foreign language students in future teachers. In

addition, this research can provide advantages for future research by providing references and information for further study.

Organization of the Research

This research comprises five chapters: introduction, literature review, research methodology, findings and discussion, and conclusion. The first chapter discusses the introduction. It discusses the introduction before getting to the point. This chapter also contains several sections on the background of the research, identification, and delimitation of the problems, research question, study objectives, the study's significance, and the study's organization. This study explores the perception of EFL students in the English Language Education Department at Islamic Private University regarding the use of Padlet for collaborative writing. Additionally, the researcher prioritized investigating the advantages of Padlet for collaborative writing in the learning process, as well as the experiences of EFL students regarding the activities involved in utilizing Padlet for collaborative writing.

The second chapter is about literature reviews. This chapter explains the definition and the importance of ICT in education, collaborative writing, advantages of Padlet for collaborative writing, activities towards Padlet for Collaborative Writing, and a review of related studies was carried out with the identification and evaluation of previous studies related to this research.

The third chapter discusses the research methodology used in this study. It discusses the research design, participants, data collection method, and data

analysis. The technique used in this study was qualitative research with a descriptive qualitative research design. The instrument used for data collection is an interview. Using the purposive sampling method, six students from the English Language Education Department of Islamic Private University batch 2021 were chosen to participate.

The fourth chapter contains findings and discussion. This chapter presents the results of data analysis. The findings and discussion represent the perspective of the participants in this study. This chapter reveals the findings of this research, followed by a discussion of the findings. Three findings were revealed in this study. The first finding was about the advantages of Padlet for collaborative writing in the learning process. The second finding was about the activities of Padlet for collaborative writing as experienced by students of ELED at Islamic Private University.

The fifth chapter contains conclusions and suggestions. It provides general answers to research questions and recommendations from researchers, which are given to teachers, students, and future researchers.