How the Implementation of Digital Media in English Using Padlet?: Qualitative Exploration Interactively

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ABSTRACT-Introduce. Students are also freed in obtaining sources of information or teaching materials about the material being learned. Teaching materials can be delivered through paper, audio, video, television, multimedia, and digital application. Due to the COVID-19 pandemic, the teaching-learning process should switch from the conventional way into virtually it was padlet. Research objectives are being explored in the implementation of digital media with padlet. **Method**. design qualitative it can be used to gather in-depth insights. sample of the fifth semester of 2019/2020 academic year, 69 students from those three classes. in analyzing the data, the researcher analyzed them interactively. **Result.** There are 69 respondents from three classes of Sociolinguistics course admitted that they were ready to join the class which uses Padlet as its media of learning. There is a varieties answer from different classes related to the motivation of students in the learning process of Padlet. **Conclusion.** The implication of this study is Due to the COVID-19 pandemic, the teaching-learning process should switch from the conventional way into virtually it was padlet. have the potential to create an environment that can encourage.

Keywords: Extensive Reading, Digital Instructional Media, COVID-19, Padlet.

I. INTRODUCTION

Education grows differently nowadays. The perspective of learning systems that were conventional changes gradually into modern learning systems. The aims of education issues currently focus on student's center learning and students' achievement. Students are also freed in obtaining sources of information or teaching materials about the material being learned. Teaching materials can be delivered through paper, audio, video, television, multimedia, and digital application[1]. Due to the COVID-19 pandemic, the teaching-learning process should switch from the conventional way to virtually. Every academician needs to find appropriate digital media learning to create a new normal situation in the teaching-learning process[2].

Being get used to digital learning is not an easy activity. Based on the results of interviews with the lecturers of the English education department, student's efforts in the learning process only concern with doing the assignment or task conventionally without having a sense of learning[3,4,5,6]. Most of the lecturers used the computer or the internet only for searching for articles and literature. Digital media had not been used in the teaching and learning process due to the lack of information knowledge. Moreover, digital learning is currently still unfamiliar. Therefore, the lecturers who need to apply it to the learning media will feel difficulty[7].

Digital-based learning in the area of education is expected to increase the effectiveness and efficiency of education. Even more to adjust the distance learning process during the pandemic era. The use of digital-based teaching materials is precisely needed in building fun, power, and quality of education in learning especially to create competitive graduates. Digital teaching media is needed to maximize the process of teaching and learning of students and the use of department facilities, so students can directly access the learning process with fun. The digital media could compile both audio and visual sides of the material so that the learners are motivated to play. The learning media must also be interactive which promotes collaboration, communication, and interaction among students, so the learning process is more powerful[7-8].

The utilization of digital media currently is common for most people. However, they tend to use learning media in terms of social media or games. Also, this closeness may bring an approach to motivate student's willingness in learning. Students are stimulated by three things at once namely emotional intelligence, emotional intelligence, and psychomotor[9]. Many computer applications and websites can facilitate student

learning actively and interactively by providing opportunities to students to review information and practice knowledge or their skills while enjoying the digital media, one of them is Padlet. Padlet application is a web-based tool used by the lecturer to compile ideas or to collaborate online with students. There are some online digital media that can be used by lecturers nowadays such as Google Classroom, Padlet, Zoom, etc. In using Padlet, the lecturer creates many "walls" or boards or pages of writing online as he pleases. These walls were set for the public so that students can pay attention to the learning materials provided by the lecturer[10,11]

II. LITERATURE REVIEW

Padlet is like paper for your screen. Start with an empty page and then put whatever you like on it. Upload a video, record an interview, snap a selfie, write your text posts or upload some documents, and watch your padlet come to life[11,12]. It means that teachers and students can discuss everything on this screen. They can share and comment related to the topic shared by the teacher. It is not only words form but also it can share audio and audiovisual. According to the padlet is a "drag and drop-dead" easy way to publish work with very little effort. If you know how to "drag and drop", or type, then using it will take seconds to create a dynamic and collaborative webpage. In line with the previous expert, padlet is used to share any ideas in the wall served. Teacher and students can produce their web[11,12,13]

Padlet is a virtual wall that can be used for just about anything. Need a space to generates ideas, ask questions, post photos, or collaborate with a group. Padlet is an easy-to-use option for all of the above. I've used padlet walls to facilitate icebreakers, share student's predictions, collect exit tickets, and encourage students to analyze a text[14]. In summary, padlet is very suitable to be implemented in an online discussion. It can be used virtually; therefore the students can share the ideas directly toward this platform or online wall. They can give comments and suggestionson the wall based on the topic given. All things considered, padlet is a virtual empty page. It is commonly called an online wall. Throughout this page teacher and student can create any group discussion. Then, they can give comments and suggestions. It can also be used to upload any supporting media like video and recording.[15]

Padlet is an application capable of facilitating collaborative learning with audio-visual features, sharing, and communicating ideas. Virtual online where teachers and students can carry out collaborative learning, reflection, share links, and images. There are some steps to create a Padlet account; first, we need to visit the Padlet website address then click the list listed on the front of the page which will guide you to register with Google and or with Facebook. It depends on the user which one of the platforms they want to link with their Padlet. After you have successfully registered, then you will be on the Padlet dashboard page. That means you are ready to make a Padlet[13,14,15]. Write the title and subtitles of your field on the Padlet's wall. So that later it will be easy for the users to recognize specific subjects to be studied or worked on. In the virtual teaching-learning process, Padlet helps teachers or lecturers in distributing their materials to the students. Moreover, but let also can be used as a collaboration media which gather students' ideas and activate their motivation to interact virtually with their friends Anne there a tutor

There are some benefits in using Padlet they are Brainstorm; see the ideas in real-time, Make A multimedia "Wall"; easily add videos, URLs, image and files, Store and Share; excellent cloud storage share as HTML, as PDF or QR Code, add to LMS. Teachers are going to ensure learners progress by ranking to develop high-order thinking and building on previous knowledge. By using Padlet teachers can instruct the students to do self and peer assessment. Self-assessment by using Padlet's wall can be effective ways to gather learner feedback on their progress[17,18]. This could be anonymous or not, depending on the visibility of the feedback and composition of the group. For instance, the activities are a group essay/presentation and a plenary wall. In a group essay learners are asked to display their names next to their post, this introduces a degree of accountability to their work. As long as the criteria are transparent and achievable, the project can provide some useful formative assessment. Also, a plenary wall could focus on learners' achievement in the lesson. It could also be tied to meeting learning objectives or assessment outcomes. Moreover, Padlet has been created; learners can easily assess each other. If the teacher provides the criteria on paper first, learners can provide 'what went well' and 'even better if' comments next to each post. At the time of writing, Padlet had plans to develop the platform so that premium users could create student's reports or portfolios and record whether students have attempted a piece of work[17].

In conducting research used Padlet the researcher also considered some previous research. It is used to identify the differentiation so that the researcher can provide the novelty in this discussion. This research is descriptive qualitative research which conducts the exploration of the questioner to find the students perception. The result shows that from 28 responses, most of the students highly appreciate the use of Padlet in the process of teaching systemic functional linguistics[19]. This international article proved thatparticipation of the students to learn in Padlet may become a challenge for the teacher. Moreover, the teacher needs to modify the class to engage and ask the students to contribute in the classroom. Padlet, however, is quite appropriate for the learning process which means the life of the class depends on the users[20]. This research is classroom action research which consists of two cycles. The students had three times of implementing Padlet as media to improve their writing mastery and the result showed that There were 18 students from 20 students Could reach over the standard score in writing test, therefore, the researchers conclude that The use of Padlet is essential in improving writing mystery of the students[21,36]

III.   METHOD

This study used qualitative research In conclusion, qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. **Sampling**In this research, the researcher was concerned with the implementation of Padlet in Class A, B, and C of English Education Study Program UIN Raden Intan Lampung which was held in the fifth semester of the 2019/2020 academic year. **Data Collection:** The next step is to choose the data collection methods that will be used. The most common data collection methods used in qualitative research are (1) observations, (2) interviewing, and (3) document or artifact analysis. The researcher may use one or more of these methods in a study (Donald, et.al, 2010: 431). In this study, the researcher tried to observe and examine the detailed data from the respondent's view either in the interview or questioner. In observation, the researcher focused on the procedures of the teaching-learning process that had been implemented in the class while in having the data of interview, the lecturer tried to explore the lecturer's opinion regarding the use of Padlet in all three classes. Also, O'Leary (2014) says that questionnaires have many uses, most notably to discover what the masses are thinking. It means that to gain student's passion related to the use of Padlet, the researcher can use this instrument. Thus, the researcher conducted 12 questions in the questioner that had been filled by 69 students from those three classes. **Data Analysis.** In analyzing the data, the researcher analyzed them interactively. The data are taken from the process of teaching and learning process and the result of the questionnaire.

IV.   RESULTS

1.   The use of Padlet in the teaching and learning process.

The policy of using Padlet as a media of learning in the sociolinguistics course is the result of the lecturer's decision that has the right and authority to manage her class and her teaching process. Regarding the needs of distance learning during the COVID 19 pandemic, the Teaching and learning process needs to turn digital. For the lecturers themselves, distance learning provides new experiences in teaching online. The lecturer eventually learns to find something new and able to take advantage of technology as learning support.

Picture 1. The use of Padlet in teaching and learning process.

This Padlet application replaced the function of the whiteboard. In the first step, the lecturer should log in by using Google then selecting one of the initial display accounts. Furthermore, there are some attributions in Padlet which were used by the lecturer to activate comments on the material that had been submitted so that students interacted directly through this media. Then last, the lecturer uploaded her sociolinguistics' files in the form of PPT, Documents, voice recording, or video tutorials through the activated wall. As the owner of the wall, the lecturer moderated all notes before they appeared and switched his Padlet's privacy settings at any time. When the wall turned to private, it could not be accessed by anyone. So that in collecting tasks, students could be disciplined to prevent the closure of the wall. The lecturer sets a notification to receive an email every time which is linked to student assignments or review material to the lecturer wall.

The lessons' material is usually presented electronically in Padlet; the material can be uploaded from any source. It is usually given and collected from books, journals, the internet, etc. From those various sources, it is processed into a single unit that was taught in lessons in the classroom. Usually, the lecturer only looks for existing sources then processed and gave it directly or indirectly to the students. Based on the research results, it was found that not all sources from the internet were used by the lecturer in teaching sociolinguistics. The lecturer also sometimes uses books and journals as material for processing the material taught in class. After getting the material, the lecturer usually displays a summary of the material on the Padlet wall in the form of a PowerPoint, PDF, or learning video. The various sources used by the lecturer make learning insights more detailed and easier to apply.
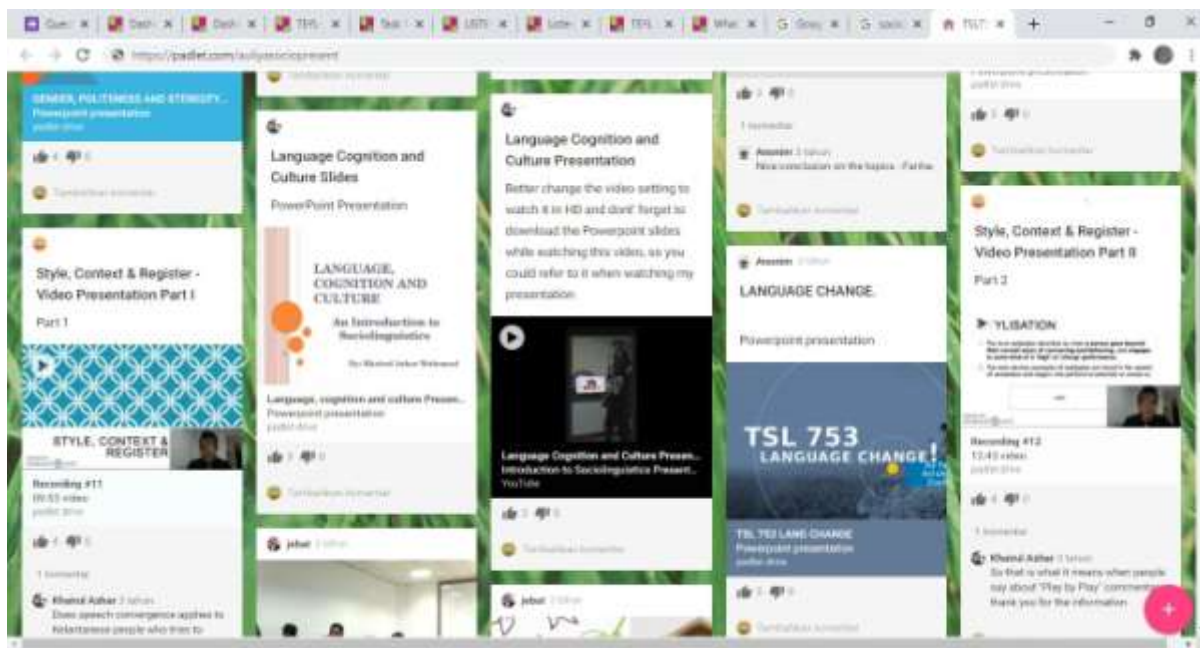
Picture 2. The use of Padlet in teaching

The Readiness of Using Padlet

Based on the observations of researchers, lecturer used Padlet as a learning tool during the pandemic but its utilization has not been maximized because the lecturer as a facilitator is still in the learning process of digital learning media and is still fixated on manual learning. The use of media Padlet in teaching sociolinguistics has not functioned properly and optimally, because the use of the free Padlet facility only provides 3 wall columns for discussion so that lecturer had to use several Padlet accounts to meet these needs. Unfortunately, the wall columns in Padlet had to be separated to maximize the utilization of the Padlet itself. The internet network is also one of the factors that influence the success of the learning process using Padlet media. Sometimes lecturer felt overwhelmed in uploading material in the form of video learning or audio because of its large capacity requires a strong internet network. The internet network is a supporting infrastructure in implementing learning using Padlet. With a good network, the information you are looking for is easy to get, and you can easily exchange information between students or lecturers.so that it can condition can affect students' self-esteem during learning, self-esteem is an assessment or self-evaluation of someone in him[22,23,24,25,26]. The information you are looking for is easy to get reduce stress during learning, stress is a condition of emotional reaction to a new environment[27,28,29,30,31,32,33]

Padlet and Its Function in Sociolinguistics Class

V.   Media of conducting the material

In English Education Study Program, each course usually distributes the same lessons for more than one class. The classes which take the course experience the same materials. In Sociolinguistics class, there are six classes with two different lecturers. Lecturer (FA) handled three classes which are (A), (B), and (C). Another lecturer handled the rest. The lecturer types, records voice, add hyperlinks, add photos, and add documents in her Padlet media. Padlet's flexibility allows the lecturer to have one Padlet wall for material that can be distributed to 3 different classes. The material that is already available in (A) class can be used by both classes (B) and (C). Unfortunately, this method is less effective if it is in a class discussion forum because it will expand the structure of the discussion which makes it difficult to control and assess. Also, due to Padlet simplicity, students can access the material anytime and everywhere.
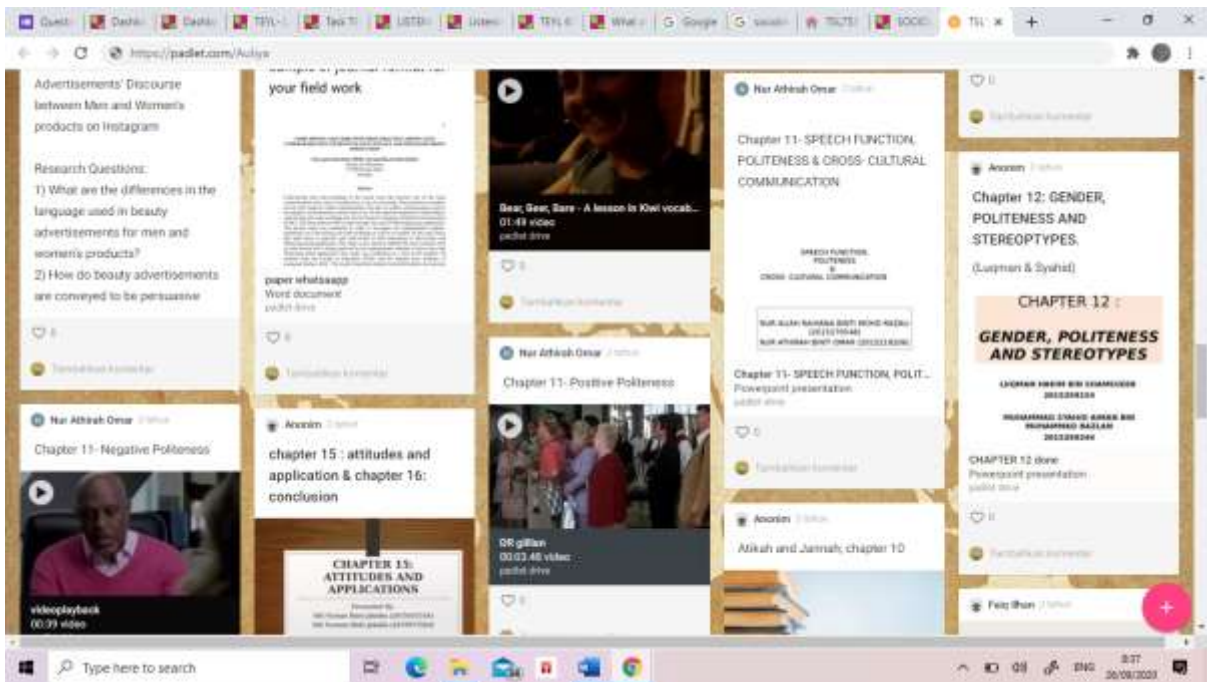
Picture 3. Padlet and Its Function in Sociolinguistics Class

VI.   Media for brainstorming concepts

The lecturer used Padlet to measure the students 'critical thinking of some sociolinguistics' subjects. The lecturer sometimes gave some language cases in society then the students needed to elaborate and explore the cases. Nevertheless, the lecturer provided some video of language practices in social life and the students were required to respond to them. This is a fun activity in a sociolinguistics course by using Padlet because students tried to imagine the cases and describe it. Students sometimes felt bored reading articles, books, or notes of theory, they liked to spend their time much in giving argumentation, investigating language cases, analyzing the language used in practice, etc.
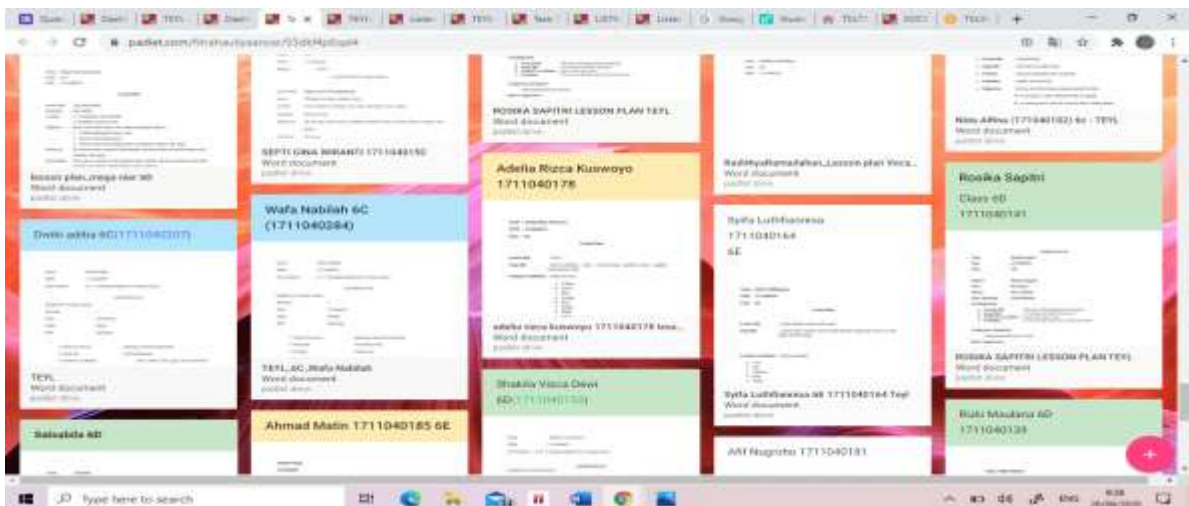
Picture 4.Media for brainstorming concepts

VII.   Competition forum

Lecturer and students can post material, answers, and the results of their thoughts on the Padlet wall. The lecturer provides discussion topics and several questions related to sociolinguistics. Then the lecturer asks students to write answers through Padlet media. They sent the answer via the chatbox on the Padlet wall or by using a document file such as word or pdf. Before sending answers, each student must write his / her name so that it can easily be detected who sent his / her response first. The student who wrote first

and sent answers regularly considered being the winner. This trick was a success in enhancing students' enthusiasm[34]. They competed and had the ambition to be the first winner. The class was immediately active and excited but still in control. Moreover, Lecturer responded or criticized the results of the discussion directly on the Padlet chat.
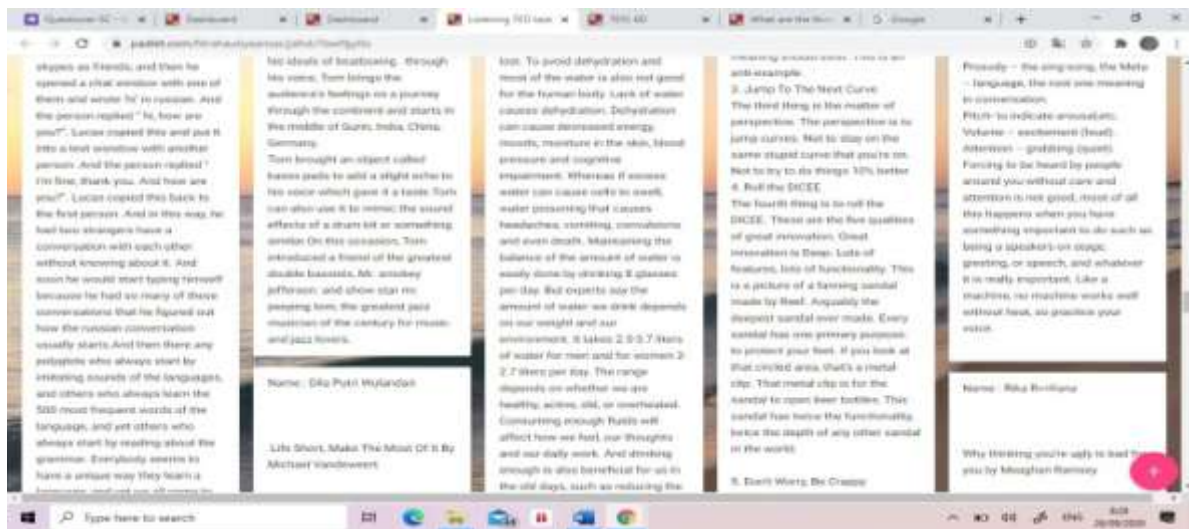
Picture 5. Competition forum

VIII.   Discussion Forum

Padlet is used for group work by providing constructive materials in the form of file documents, videos, web pages, sound, and images as a reference for their insights. When a group wrote and sent answers via Padlet, the lecturer ordered the other groups to check the posts. So that all group members could understand better the opinions of group members or other groups. Also, the discussion was not only available in a group but also individuals. For instance, when the teacher asked them to give their notions of language variant cases in social life, the students actively got involved in giving their opinion of the subject. Padlet could gather and collaborate students' comprehension in sociolinguistics class. Having said that, the lecturer somehow felt difficult in managing and limiting the area of discussion.

Picture 6. Discussion Forum

IX.   Media for collecting tasks

Padlet is a digital media learning used by lecturers to document the results of the learning process of students. Students were free to upload their tasks on the Padlet's wall that had been provided by the lecturer. The lecturer easily found the student tasks in Padlet. It was saved and could not be removable by other students. In the observation, in sociolinguistics class, students were suggested to collect their Sociolinguistics class in PDF or DOC format to shorten the space of the wall. The advantage of collecting tasks in Padlet is the documents are accessible forever unless if the Padlet's wall has been deleted.
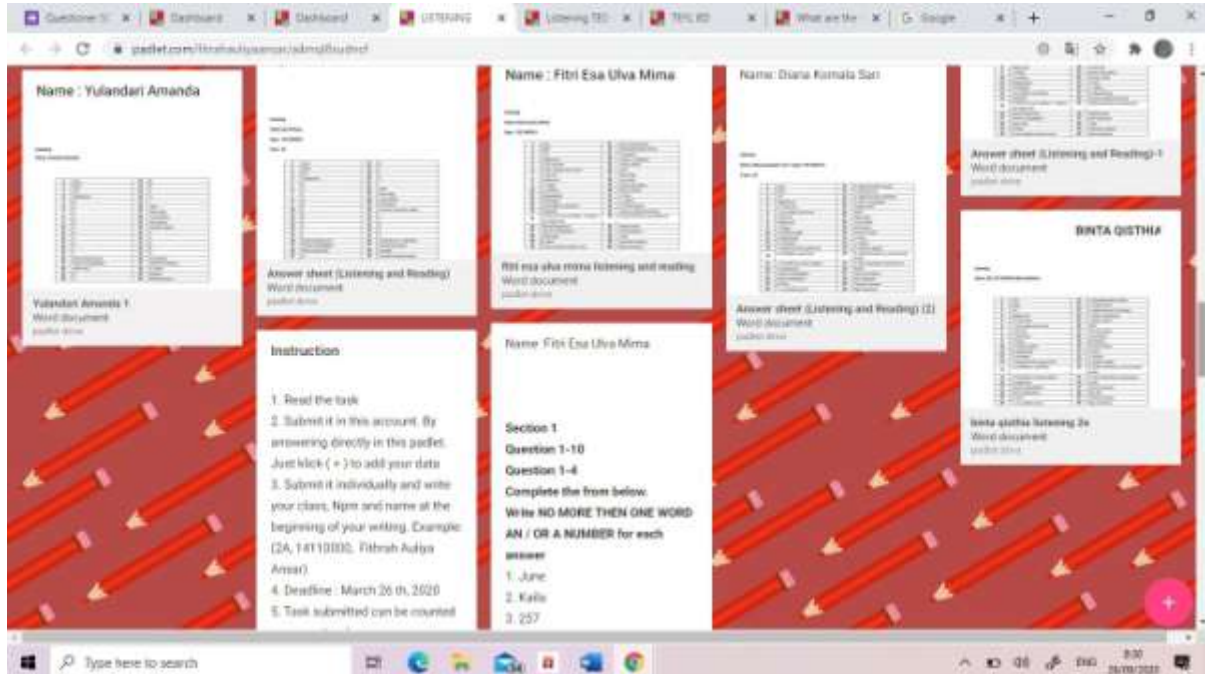
Picture 7. for collecting tasks

X.   Media in empowering Students

7.MediaIn Sociolinguistics course, there were many discussion sessions. It is because this study relates to the language used in social function. Therefore, in each meeting students are needed to speak up their opinion to highlight the context of the materials. The lecturer motivated the students by responding to the students' tasks or ideas of discussion directly. She gave them some emoticons or good motivational words on the comment of students[35]. This is the way for a lecturer to appreciate students' work. Students also could make some appreciation among them by commenting on their friend's efforts. For instance: "*clap, clap, clap, good job Dani".* Giving an award to the students like this might indirectly influence their motivation to be active in the class.

XI.   Media for designing Project

The lecturer distributed a video learning project to the students of Sociolinguistics classes especially (A), (B), and (C) class. Every student in those classes had to make a video learning about sociolinguistics. The instruction was delivered virtually in What's App group and Padlet. The lecturer opened the question and answer session for the students regarding this project. She also suggested the students inform the link of their project into the Padlet and Whats App group. Unfortunately, on this occasion, students tended to inform their project's link through Whats App than Padlet. It might be predicted that Whats App is more accessible than Padlet.

Picture 8. Media for designing Project

Challenges in using Padlet

In the process of learning Sociolinguistics, Padlet had challenges. The first problem is the lack of internet network quotas as well as minimal skills and competencies of both lecturers and students as the users. The other challenge is that the lecturer had to buy Padlet account activation to make its usability can be more extensive. The use of the free Padlet account experienced by the Sociolinguistics lecturer caused limited space in the distribution of the material in the Padlet wall. Also, some disinformation of Padlet that is less effective in some areas that had limited signal and assumption of wasting of costs and internet quotas result in the applications of Padlet could not be maximum. For example some students ask for time off in uploading their tasks due to internet signals in their area that are difficult to access. However, in these limitations, Padlet still has great opportunities and acceptance in digital learning, in addition to the basics of perfection and effectiveness. Padlet can change the paradigm of students who previously only had the orientation of using the internet as far as social networking becomes a media of learning. Moreover, students can also finish and collect their assignments easily without meeting their lecturers directly and without using a computer monitor. Padlet can be accessed both using a computer or a mobile phone.

2.   The students' perception of the application of Padlet as a media of the teaching-learning process.

Table. 1 The students' perception of the application of Padlet as a media of the teaching-learning process.

NO	QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
		YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
1	Were you interested in following the class when the lecturer used Padlet?	100%			100%			100%	-	-
2	Did you feel motivated in the learning process by using Padlet?	100%			92.9%	7.1%		85.7%	14.3%	-

No.	Question								
3	Do you think learning by using Padlet is a fun activity?	90%	10%		89.3%	7.1%	3.6%	90.5%	9.5%	-
4	Did you ask questions when the lecturer was teaching you by using Padlet?	40%	50%	10%	57.1%	39.3%	3.6%	52.4%	47.6%	-
5	Did you understand when the lecturer taught you by using Padlet?	95%	5%		92,9%	3,6%	3,6%	95,5%	4,8%	-
6	Could you make a discussion in the learning process by using Padlet?	75%	15%	10%	57.1%	28.6%	14.3%	85.7%	9.5%	4.8%
7	Could you speak your opinion up when you were learning by using Padlet?	75%	25%	5%	85,7%	14,3%	-	81%	14,3%	4,8%
8	Could you answer the questions from the lecturer through Padlet?	90%		10%	96,4%	3,6%	-	100%		
9	Could you collect your assignment through Padlet?	95%	5%		96.4%	3.6%	-	100%		
10	Did you understand the material presented by the lecturer in Padlet Application?	90%		10%	92,9%	7,1%	-	100%		
11	Did you feel afraid of asking questions about the lessons in the learning process by using Padlet?	45%	45%	10%	35.7%	60.7%	3.6%	19%	81%	
12	Do you think Padlet is an effective media in the teaching-learning process during this pandemic?	85%	10%	5%	100%	-		95.2%		4.8%

Table. 2 Questions: Were you interested in following the class when the lecturer used Padlet?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO. A
Were you interested in following the class when the lecturer used Padlet?	100%			100%			100%	-	-

From the data above, the researcher concludes that all the students in those three classes agreed that they felt interested in having a learning process by using Padlet. There are 69 respondents from three classes of Sociolinguistics course admitted that they were ready to join the class which uses Padlet as its media of learning. It is also can be seen in the observation field that all students were participating in the lecturer's Padlet forum. They are communicating, responding, and collecting tasks through Padlet.

Table. 3 Questions: Did you feel motivated in the learning process by using Padlet?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Did you feel motivated in the learning process by using Padlet?	100%			92.9%	7.1%		85.7%	14.3%	-

There is a varieties answer from different classes related to the motivation of students in the learning process of Padlet. For (A) a class of 20 respondents agreed that Padlet can motivate them to learn English. However, in (B) and (C) class there are few students assumed that Padlet does not change the motivation of students in the learning process. There are 2 students from 28 respondents in (B) and 3 students from 21 respondents in (C) class disagreed with the existence of Padlet in motivating students in learning process.

Table. 4 Questions: Do you think learning by using Padlet is a fun activity?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Do you think learning by using Padlet is a fun activity?	90%	10%		89.3%	7.1%	3.6%	90.5%	9.5%	-

From the table above, the researcher concludes that not all participants feel that Padlet is a fun media learning. Even more, there are some respondents could not decide Padlet is a fun activity or not. For instance, in (B) class there is 1 student chooses to absent in deciding whether Padlet is for or not. However, most of the students from those 3 classes agreed that Padlet is a fun activity. Besides there are 4 students from 3 different classes who disagreed that learning by using Padlet is a fun activity. Two respondents in (B) class and 1 student in each (A) and (C) class disagree with this statement.

Table. 5 Questions: Did you ask questions when the lecturer was teaching you by using Padlet?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Did you ask questions when the lecturer was teaching you by using Padlet?	40%	50%	10%	57.1%	39.3%	3.6%	52.4%	47.6%	-

From the data above, the research found that not all students can utilize Padlet as the media for getting more knowledge through asking questions. Some of them feel shy to ask questions in the learning process either manually or virtually. In (A) class, most of the students feel comfortablein not being involved in giving some questions in the learning process. There are 10 students who choose "no" rather than "yes" which only consists of 8 students and No answer for 2 students. Different from (A), class (B), and (C) class show another result. Most of the students from both classes concur that they were active in asking questions in the learning process. Having said that, the range between being actives in asking questions and being inactive is not too large. In (B) class, there are 16 students who admit their readiness in giving questions while there are 11 students chose to participate through asking questions activity.

Table. 6 Questions: Did you understand when the lecturer taught you by using Padlet?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Did you understand when the lecturer taught you by using Padlet?	95%	5%		92.9%	3,6%	3,6%	95,5%	4,8%	-

In asking students' perceptions regarding their comprehension in the learning process which has been used Padlet, researcher could assume that most of the students are highly confident that they could follow the course and get the knowledge comprehensively from the lecturer. More than 90% of every class tend to comprehend the lessons given by their lecturer in Padlet. Despite it there are little numbers of respondents could not understand the lessons in the lecturing process by using Padlet even, one of the students in the (B) class did not decide whether he could understand or not understand the lessons given in the learning process.

Table. 7 Questions: Could you make a discussion in the learning process by using Padlet?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO NO	NO.A
Could you make a discussion in the learning process by using Padlet?	75%	15%	10%	57,1%	28,6%	14,3%	85,7%	9,5%	4,8%

The table above shows that the highest percentages of students'perception about making discussion in the learning process by using Padlet given to "yes". It means that most of them concur that Padlet is a useful media to have a discussion. Through Padlet they can learn and discuss the ideas deeply. However, there were a few students from all those three classes admitted that they could not participate in the discussion forum and could not measure themselves whether this Padlet is beneficial in making a discussion or not. There were 3 students in (A) class, 8 students in the (B) class, and 2 students in (C) class did not feel that the learning process by using Padlet is beneficial for discussion. Despite this, there are 2 students in (A)

class, 4 students in the (B) class, and 1 student in (C) could not examine the Padlet as a place of discussion. Moreover, In the observation, the researcher found that (B) was less active in the discussion forum than other classes.

Tabel. 8 Questions: Could you speak your opinion up when you were learning by using Padlet?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Could you speak your opinion up when you were learning by using Padlet?	75%	25%	5%	85,7%	14,3%	-	81%	14,3%	4,8%

Mostly the students from all three classes responded "yes" for being brave in delivering their ideas in the Padlet during the learning process. While a few of them chose to be silent in the learning process and a few of them also did not choose both. In the data of observation, the results also showed that not all students could contribute to giving their opinion in the Padlet forum. Even some of them became a good listener. It is probably influenced by the psychology of each student too. Sociolinguistics is the closest study for everyone. Therefore, students do not have to feel insecure in giving their opinion because they just need to describe and discuss the language used around them.

Tabel. 9 Questions: Could you answer the questions from the lecturer through Padlet?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Could you answer the questions from the lecturer through Padlet?	90%		10%	96,4%	3,6%	-	100%		

There is a different response among those 3 classes regarding the question in the questioner about their ability in answering the lecturer's question in Padlet. In (C) class, all the students admitted that they could answer all the questions made by the lecturer in Padlet. While (A) and (B) class had a different result. Both classes dominantly chose "yes" similar to (A) class but few of the students assumed that they could not respond to the lecturer's question in Padlet and the other did not realize whether they could answer the questions or not. In (A) class, two students confessed that they could not answer the questions from the lecturer in Padlet.In the observation, only a few students from those three classes were active rapidly in the Sociolinguistics class. Most of them are the chief and secretary of the class. However, it did not mean that all students were passive. They all also contribute to creating the nuance of the learning process.

Tabel. 10 Questions: Could you collect your assignment through Padlet?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Could you collect your assignment through Padlet?	95%	5%		96,4%	3,6%	-	100%		

Similar to their responsibilities regarding their ability in answering the lecturer's question in Padlet, all the students in (C) class also conceded that they could submit their assignment virtually in Padlet. While

few students in (A) class and (B) which are 1 student of each (A) and (B) class confirmed that they could not collect their assignment through Padlet.

Tabel. 11 Questions: Did you understand the material presented by the lecturer in Padlet Application?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Did you understand the material presented by the lecturer in Padlet Application?	90%		10%	92,9%	7,1%	-	100%		

Regarding students' comprehension, all students in (C) class committed that they could understand the lessons given by the lecturer in Padlet. The result of questioner for (B) class and (A) class looked like (C) class. Unfortunately, there were two students in each (A) class and (B) class could not comprehend the materials given by the lecturer through Padlet application. Also, according to the lecturer's interview that it was quite difficult to measure the students' comprehension in Padlet because there was no direct interaction between them so that the lecturer could not know how deep the students understand the material. Even more, the lecturer made some tests or assessments in Padlet, some students could not respond to it on time. Lecturer also felt difficult to control them to do the tests independently.

Tabel. 12 Questions: Did you feel afraid of asking questions about the lessons in the learning process by using Padlet?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Did you feel afraid of asking questions about the lessons in the learning process by using Padlet?	45%	45%	10%	35,7%	60,7%	3,6%	19%	81%	-

There was a balanced result between students felt insecure and the students who were brave in asking questions in the learning process by using Padlet in (A) class. However, in (B) and (C) class, most of the students chose to be brave in asking questions about the lessons. Moreover, there were only several students giving questions in Padlet. In (C) class, the data showed that almost all students in that class did not feel insecure in asking questions while in (B) class, there were only 17 students from 28 students concur to not feeling worried in asking questions about the lessons virtually through Padlet.

Tabel. 13 Questions: Do you think Padlet is an effective media in the teaching-learning process during this pandemic?

QUESTIONS	A CLASS (20 responses)			B CLASS (28 responses)			C CLASS (21 responses)		
	YES	NO	NO.A	YES	NO	NO.A	YES	NO	NO.A
Do you think Padlet is an effective media in the teaching-learning process during this	85%	10%	5%	100%	-		95,2%		4,8%

pandemic?									

Due to the pandemic situation, Padlet became one of the other media alternatives in teaching sociolinguistics. From the result of the questioner, the data showed that almost all students from three different classes agreed that Padlet is an effective media of teaching-learning in this current situation. However, in (A) class and (B) class, there were two students could not assume about the effectiveness of Padlet nowadays. Despite that, 2 students felt that Padlet is less effective in the process of teaching-learning.

V.   DISCUSS

There are 69 respondents from three classes of Sociolinguistics course admitted that they were ready to join the class which uses Padlet as its media of learning. It is also can be seen in the observation field that all students participated in the lecturer's Padlet forum. They are communicating, responding, and collecting tasks through Padlet. There is a varieties answer from different classes related to the motivation of students in the learning process of Padlet. For (A) class 20 respondents agreed that Padlet can motivate them to learn English. However, in (B) and (C) class there are few students assumed that Padlet does not change the motivation of students in the learning process. There are 2 students from 28 respondents in (B)and 3 students from 21 respondents in (C) class disagreed with the existence of Padlet in motivating students in the learning process. It is according to Padlet is like paper for your screen. Start with an empty page and then put whatever you like on it. Upload a video, record an interview, snap a selfie, write your text posts or upload some documents, and watch your padlet come to life. It means that teachers and students can discuss everything on this screen. They can share and comment related to the topic shared by the teacher. It is not only words form but also can share audio and audiovisual. Padlet is a "drag and drop-dead" easy way to publish work with very little effort. If you know how to "drag and drop", or type, then using it will take seconds to create a dynamic and collaborative webpage. In line with the previous expert, padlet is used to share any ideas in the wall served. Teacher and students can produce their web.

VI.   CONCLUSION

The implication of this study is Due to the COVID-19 pandemic, the teaching-learning process should switch from the conventional way into virtually it was padlet. have the potential to create an environment that can encourage. There are 69 respondents from three classes of Sociolinguistics course admitted that they were ready to join the class which uses Padlet as its media of learning. class, there are few students who assumed that Padlet does not change the motivation of students in the learning process.

CONFLICTS OF INTEREST

The authors declare no conflicts of interest regarding the publication of this paper

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