NON-ENGLISH SPEAKERS' PERSPECTIVES ON THE UTILIZATION OF PADLET

Edi Sunjayanto Masykuri[1], Ekaterina Konstina Alekseevna[2]

*esunjayanto@umpwr.ac.id

Universitas Muhammadiyah Purworejo, Indonesia[1]

Novosibirsk State Pedagogical, Russian Federation[2]

ABSTRACT

This study sought to ascertain EFL students' perspectives regarding the utilization of Padlet in writing. This investigation was conducted with first-year students. This study involves four students from three classes of an Economy and Social Science Department of a state pedagogical university in Russia. The sampling was conducted purposefully according to the criteria established by the researchers. The study uses qualitative descriptive and employed case study methodologies. Data gathering was conducted through interviews. The findings indicated three student affective perspectives about the use of Padlet in writing: 1). Utility: students are able to compose phrases in English on Padlet, while others are unable to do so. 2) Usability: Students see writing tasks in English on Padlet as straightforward. 3) Accessibility: Students believe the learning process on Padlet is readily accessible, while some find it challenging to navigate. The inquiry into this study's outcomes revealed that many students encountered challenges in the online learning process, specifically identifying inadequate internet access and unstable network connectivity as impediments to their effective and timely participation in lessons on Padlet.

Keywords: Asynchronous learning, Padlet, Non-English speaker, Student's perception, Russian students

INTRODUCTION

The educational system is subject to a wide range of technological innovations, which have a significant impact. Numerous studies have been conducted over the course of the past several decades to investigate the perspectives of educators about the acquisition of English as a Foreign Language (EFL) writing. In order to acquire proficiency in the English language, it is necessary to get familiar with the following four fundamental aspects: reading, listening, writing, and speaking (Godwin-Jones, 2011; Maskuri et al., 2018; Eslami et al., 2014). In order to develop harmony in the skill of mastering English, the components that have been discussed above function as connectors. When it comes to studying English, one of the most important skills to gain is reading, as having this talent is essential for understanding the content that is read (Amdriyani, 2016; Maksus, 2012). The capacity to read fluently is an essential skill that makes a substantial contribution to the accomplishment of language learning. Students face a variety of difficulties when it comes to reading, including inadequate vocabulary and grammar, a lack of enthusiasm and motivation to read, and inappropriate

*Corresponding Author

Edi Sunjayanto Masykuri

Email: esunjayanto@umpwr.ac.id

instructional methods utilized by the teacher (Chamot, 1999; Nikijuluw, 2018). During the process of obtaining necessary skills and competencies, these are the challenges that are experienced. It is possible to view reading as a means of receiving knowledge from written material and then constructing an understanding of that knowledge after it has been acquired (Gregory, 2006; Sudrajat et al., 2021). In the context of reading, reading comprehension refers to the capacity to extract meaning from a given piece of written content. Writing skills is the most important aspect in the language comprehensive process to deliver new ideas verbally, which is another useful benefit (Bhatti et al., 2022; Pertiwi, 2012, Silvani, 2020).

Academic writing both have the inherent ability to produce particular results, and it is the writer's obligation to ensure that those messages are communicated effectively. Written communication, which can be transmitted through words, paragraphs, or even texts, has been utilized by individuals for extended periods of time in order to express their thoughts (Alwahoub, 2020). The ability to express more extended messages in a variety of formats is made possible by written communication, which in turn makes it easier to deliver these communications in a manner that is both comprehensive and appropriate (Banegas & Lowe, 2021; Savaşçi & Kaygisiz, 2019). It is impossible to ignore the value of writing proficiency in elementary school for children in junior high school due to the fact that it allows them to convey their ideas, thoughts, feelings, and emotions. Within the context of today's global society, the ability to write effectively is becoming increasingly important. The development of technology has made worldwide engagement easier, which has resulted in the importance of cross-linguistic communication becoming more and more important. Because of this, the ability to communicate verbally or in writing in a second language is becoming more acknowledged as an essential skill for a variety of goals, including educational, professional, and personal endeavors among others (Alwahoub et al., 2020; Masykuri, 2022).

Learners now have the ability to learn in an asynchronous manner. With this technique, students are free to learn on their own without being constrained by a predetermined schedule. They are able to study materials whenever they want, from wherever they are, and at whatever speed they feel most comfortable (Basuki, 2022; Saichun, 2020; Tajeddin & Hosseinpur, 2014). Consequently, learners have been granted additional independence and the ability to advance at their own pace as a result of the proliferation of applications, which have provided numerous chances to consume knowledge at any given moment and from any location (Burston, 2024; Godwin-Jones, 2011; Rosell-Aquilar, 2017). It is possible for students to engage in autonomous reading and comprehension of course material using the asynchronous online platform, which is also suited for students to complete homework assignments. For the purpose of keeping historical records of group interactions, asynchronous technologies are extremely useful. These tools also facilitate the smooth sharing, distribution, and usage of individual and collective knowledge (Delcker & Ifenthaler, 2022; Masykuri, 2023; Irianto & Hadi, 2022; Prihatini et al.,2023). In addition, the continuous development and progress of information and communication technologies have led to the emergence of a novel trend in the use of technology to learning and teaching, as well as the development of new platforms (Goold et al., 2010; Maskuri et al., 2018).

The asynchronous online platform is suitable for students to interact with in order to participate in individual reading and comprehension of the material covered in the course or to complete assignments that have been assigned to them. When it comes to documenting the historical narratives of group collaborations, asynchronous technologies are absolutely necessary (Masykuri, 2023; Masykuri et al., 2024). These tools make it possible to efficiently share, disseminate, and apply collective knowledge (Delcker & Ifenthaler, 2022; Masykuri, 2023; Irianto & Hadi, 2022; Prihatini et al., 2023, Santiana et al., 2021)

In order for conveying effectively their ideas, thoughts, feelings, and emotions, it is essential for them to have a strong command of writing skills in elementary school. Writing skills are becoming increasingly important in today's world, which is increasingly globalized. It is becoming increasingly important to communicate across languages as a result of the growth of technology, which makes it easier for people from other countries to contact one another. One of the most important skills for educational, professional, and personal objectives is the

ability to communicate verbally or in writing in a second language. This ability is being increasingly acknowledged as a potential asset.

English academic writing in Russia is special highlight in this study. The Russian students have some problem technically in practice. They are less of practice because in daily life, they use their own script, Cyrillic in academic writing, also using Russian language for speaking and reading (Terenin, 2020). The next challenge is most sites are banned by government because of political issue, that make them cannot access the world, like google, YouTube, Instagram and so on. In learning English, they need a teacher having connection to some permitted sites, or he or she can make his or her own learning medium, such a blog or direct- share material in social media. Some of them use asynchronous learning medium for student's flexibility.

On of them is Padlet. It became a popular and easily available instrument for learning and education that took place at home. A great number of studies have been carried out to investigate the effects that Padlet has had in a variety of educational settings (Sadry, 2023). Padlet has been defined as a user-friendly tool that can be used to manage work in the educational process (Novianto et al., 2024). This tool is beneficial to both students and teachers.

Prior to this, the researcher focused entirely on the perspectives of students with regard to the matter at hand and the benefits of adopting Padlet in English as a Foreign Language (EFL) instruction. In order to explore the problem of student behavior regarding the utilization of Padlet in English as a Foreign Language (EFL) learning during the Russian sanction, how to observe the behavior of students while they are using the Padlet application for the purpose of English language acquisition (Sadry, 2023). The concept of "perspective" can be broken down into three distinct but interrelated components: cognitive, emotional, and behavioral (Marzuki & Santiana, 2021). The Russian students are experiencing technological difficulties in practice. They practice less frequently since, in daily life, they utilize their own script, Cyrillic, in academic writing, while employing the Russian language for speaking and reading.

Due to limited practice in English writing among Russian students and the blocking of essential websites, they encounter challenges in articulating their ideas in written form. Therefore, the purpose of this study is to analyze the perspectives of first-year students at NSPU on the utilization of Padlet for writing assignments in English as a Foreign Language. The goal of this study is to investigate the perspectives of English as a Foreign Language (EFL) students about the utilization of Padlet for writing purposes. It is for this reason that researchers are concentrating on this study. Therefore, this study aims to answer the following research questions: "What did the students say about Padlet as asynchronous apps in learning English especially in Writing?"

METHODS

This research uses qualitative technique. The chosen research design was case study. Investigation Case studies function as a qualitative approach that enables the analysis of an event or situation while discovering relevant data. The researcher employed a qualitative case study approach to investigate EFL students' perceptions on the utilization of the Padlet application in writing.

The researcher utilized tools for data collection. Interview. The researcher used semi-structured interviews in this study. A semi-structured interview has open-ended questions that permit the incorporation of supplementary inquiries beyond the predetermined ones. When the researchers presented predetermined questions to the respondent, and the responses fail to meet the researchers' expectations, supplementary questions were posed to elicit more accurate information. The researchers collected data through online interviews via WhatsApp, necessitated by the difficulties presented by conducting face-to-face interviews. Interviews are performed over WhatsApp calls. The interview procedure lasted approximately 20 minutes.

Before starting, the researchers clarified the interview's objective and guaranteed the participants that the information provided remained secret and would be used exclusively for research reasons. The WhatsApp calls were recorded using a mobile phone recorder, following which the researchers would transcribe and print the conversation to be analysed by using an interactive model (Miles et al., 2014) which consisted of three main steps namely data condensation, data display, and drawing conclusion.

FINDINGS AND DISCUSSION

Data analysis of interview transcripts revealed several students' emotive perspectives of the usage of the Padlet application in writing instruction, specifically: usefulness, convenience of use, and accessibility. Descriptions of the findings can be found in this section.

Utility

The interview results indicated that students exhibited various affective perspectives toward the use of Padlet for English writing, specifically that they were able to construct sentences in English by inputting multiple words into Padlet. Therefore, students are able to compose sentences in English using Padlet. A notable advantage perceived by students utilizing Padlet for English learning is the ability to compose many words into coherent sentences or paragraphs, as illustrated by excerpt 1 as follow.

Excerpt 1
S1 : Indeed, when utilizing Padlet, I find it facilitates my imagination, enabling me to generate ideas for sentence construction. I can construct statements in English, such as "I have a beautiful house", comprehending the terminology in Padlet enables us to construct sentences effectively. I am able to express ideas effectively due to Padlet's significant assistance, particularly throughout the learning process.
S2 : Padlet is an application that facilitates the learning process and possesses beneficial features tailored to user requirements, particularly for students.
S3 : I concentrate on improving my English, particularly in writing, which facilitates the submission of assignments assigned by my teacher. It enhances my enthusiasm for writing, allowing me to articulate my ideas through this medium. My teacher previously prepared writing procedures, requiring us only to complete details such as names and classes, which were provided by our teacher.

According to excerpt 1, most students view Padlet as a helpful and inspiring resource for writing in English. S1 emphasises how Padlet fosters creativity and aids in coming up with concepts for building English phrases. The elements of the platform seem to facilitate the development of sentences and vocabulary (Rehman et al., 2024), which improves the students' capacity for effective concept expression throughout the learning process. Accordingly, by characterising Padlet as a useful tool that supports the learning process with features tailored to students' requirements, S2 echoes this positive mood. This implies that the platform is useful and accessible to students for learning objectives (Koob et al., 2022). Meanwhile, S3 highlights how Padlet fosters an enjoyment of writing (Rehman, et al., 2024) and offers a platform for more confident idea expression. The teacher's organised assistance, which took the shape of pre-made writing guidelines on Padlet, made the writing assignment even easier and helped the student in concentrating on filling in the necessary facts. This supports Vygotsky's Sociocultural Theory (1978), which argues that learning is facilitated through tools and social interaction. In this setting, Padlet serves as a mediational tool that connects students' existing writing proficiency with their prospective advancement within the zone of proximal development (ZPD). In general, the students think Padlet is a useful digital

tool that encourages language development, especially in writing, and increases motivation and engagement because of its dynamic and intuitive interface.

Usability

The interview data indicated that students generally view Padlet as an intuitive and effective platform for executing English writing assignments. The ease of use and the platform's extensive features—such as assignment submission, private feedback, and integrated evaluation—enhanced students' favourable views of Padlet as a writing tool. The findings exemplify the fundamental principles of the Technology Acceptance Model (TAM) introduced by Davis (1989), specifically the aspect of perceived ease of use, indicating that when a technology is seen as user-friendly, learners are more inclined to embrace and derive advantages from it. This can be seen in Excerpt 2 below.

Excerpt 2

S1: It is highly beneficial because upon completing our writing, we promptly transmit the results through the photo sent feature as a Word file, and the teacher can directly return feedback by providing comments. Assignment functionality, private commentary functionality, grading functionality. The process is beneficial due to its extended duration.

S2: It is advantageous, as writing in a foreign language, particularly English, it will facilitate our acquisition of English vocabulary. Attributes including evaluation and assignment aggregation. It is really beneficial for completing assignments, as we merely need to upload the tasks assigned by the teacher using the tools of Padlet.

S3: Facilitates my tranquility and enhances my ability to articulate ideas, thereby simplifying the execution of tasks assigned by the instructor, aiding our learning during this pandemic, as I can still access materials while at home. I frequently respond to comments alongside the teacher, who promptly provides suggestions in the comment section when there are writing errors. Additionally, I typically review the writing score using the features available in Google Classroom. Extremely beneficial. Furthermore, Google Classroom enhances my discipline in completing tasks, as it includes a task restriction feature; thus, if you are tardy, you will be unable to submit it.

S4: It significantly aids my English learning by training me to recognize English vocabulary. The remark column and the task feature allow for visibility of tasks independently, without teacher notification, and provide a submission deadline. It is exceedingly beneficial. The tasks on Padlet present complex material in a summarized format, facilitating comprehension, while it remains less accessible than traditional offline learning.

Based on excerpt 2, S1 highlighted the utility of Padlet's integrated features, where they could effortlessly submit their writing through the platform and swiftly obtain comments from the teacher. The prompt feedback method via the private comment function aligns with Vygotsky's (1978) Sociocultural Theory, emphasising the significance of timely and participatory scaffolding in learning. Moreover, the grading tool enabled students to track their performance, enhancing their sense of autonomy and self-regulation in the learning process. Likewise, S2 saw that Padlet enhanced vocabulary acquisition, corroborating the notion that digital environments can aid incidental vocabulary learning (Nation, 2001) when learners participate in meaningful activities. The student noted that Padlet's grading, and assignment aggregation functionalities rendered the writing process more organised and manageable. These data substantiate the notion that effectively designed digital tools can improve both the cognitive and organisational aspects of writing.

In addition, S3 observed that Padlet facilitated a serene and concentrated studying atmosphere, even amid distant education during the epidemic. The capacity to access resources at home and obtain continuous feedback facilitated the student's engagement (Zainuddin et al., 2020). S3 noted the integration with Google Classroom, specifically the task restriction feature that imposed deadlines and promoted time management. This illustrates the function of digital platforms in fostering learner autonomy and self-discipline, which are fundamental components of Self-Determination Theory (Ryan & Deci, 2000).

Furthermore, S4 noted that Padlet markedly improved their vocabulary acquisition and facilitated comprehension by delivering complicated contents in a simplified, concise manner. This demonstrates how digital tools can function as scaffolding aids, enhancing the accessibility of complex content for learners with varying skill levels (Novianto et al., 2024). Nevertheless, S4 observed that despite Padlet's benefits, it was still less accessible than conventional offline learning, highlighting the necessity of reconciling technology utilisation with learners' preferences and access constraints.

In sum, these data indicate that Padlet is regarded not just as a user-friendly platform but also as a pedagogically significant resource for enhancing writing skills in English. Its attributes correspond effectively with learners' requirements for organised activities, prompt feedback, vocabulary assistance, and autonomous learning—all of which are fundamental to proficient second language writing pedagogy. These findings corroborate prior studies that emphasise the capacity of educational technology to improve language learning outcomes when integrated with deliberate instructional design.

Accessibility

The researchers determined from the interview data that students regarded Padlet as a readily accessible resource for learning English writing. A multitude of students indicated no substantial challenges in utilising Padlet and perceived the learning procedure as uncomplicated. They valued the capacity to access and participate in writing projects from home, even while engaging in other activities. This understanding of accessibility is seen in the excerpt 3 as follow:

Excerpt 3
S1: It can be accomplished at any location and at any time.
S2: Accessing Padlet presents no issues, as the login process is straightforward, distinct from other applications, and the learning experience is commendable.
S3: The Padlet application facilitates convenient access, allowing me to engage with content while cooking or riding my motorbike when a class unexpectedly begins.

Based on excerpt 3, the students consider Padlet as an exceptionally accessible and adaptable medium for English writing assignments. S1 emphasises that Padlet facilitates learning at any location and at any time, which emphasises its asynchronous and mobile-compatible characteristics. This illustrates how Padlet facilitates learning everywhere, as education is not restricted to a particular time or location. In addition, S2 highlights the straightforwardness of the login procedure and commends the comprehensive learning experience, indicating that Padlet is not only facile to navigate but also more user-friendly than alternative digital tools. This corresponds with the ideas of the Technology Acceptance Model (TAM) (Davis, 1989), especially the significance of perceived simplicity of use in motivating pupils to interact with technology. S3 highlights Padlet's convenience by stating that they may access study materials "while cooking or riding a motorbike." Despite the safety risks associated with the latter activity, it clearly demonstrates that Padlet promotes multitasking and spontaneous learning, even beyond traditional educational environments. This supports the idea that mobile learning allows students to integrate educational activities into their daily lives (Rehman et al., 2025). The data indicate that students liked Padlet for its flexibility,

accessibility, and functionality, which can enhance participation and engagement in English writing assignments, especially in remote or blended learning contexts.

However, the research indicates that although Padlet is predominantly perceived as accessible by the majority of students, some students also encountered considerable difficulties in utilising the platform, especially with technical constraints. S4 states, "the lack of an adequate network and data package became my principal obstacle," indicating that internet connectivity and restricted data access are significant hindrances to effective engagement in Padlet-based learning. This shows that while Padlet may be user-friendly, external variables such as digital infrastructure and socioeconomic conditions can restrict students' capacity to fully utilise the platform (Novianto et al., 2024). These findings underscore a digital divide that may impede equitable access to online learning resources. Research on educational technology in developing environments indicates that technological readiness and resource availability are essential in influencing the efficacy of digital learning platforms such as Padlet. Consequently, although Padlet provides flexibility and convenience, its efficacy relies on dependable internet connectivity and sufficient data support, which may not be accessible to all students. Hence, addressing these problems is crucial for guaranteeing equitable learning opportunities in technology-enhanced English writing teaching.

Overall, the findings show that Padlet is perceived as a useful, user-friendly, and accessible platform for enhancing students' English writing skills. Its intuitive features support task completion, vocabulary development, and autonomous learning. However, technical challenges, especially poor internet access, remain a barrier for some learners. Therefore, while Padlet offers promising support for digital writing instruction, educators must also consider students' digital readiness and connectivity when implementing it.

CONCLUSION

This study examined students' perceptions of Padlet as a tool for teaching English, especially in writing skills, focusing on its utility, user-friendliness, and accessibility. The results of the interview demonstrated that participants saw Padlet as a valuable digital resource for constructing sentences, enhancing vocabulary, and expressing ideas. The platform's user-friendly features, including assignment submission, comment functionality, and remote accessibility, enhance the learning experience, particularly for students who experienced anxiety in conventional classroom settings. The majority of students found Padlet to be user-friendly and accessible, enabling them to compose content at anytime and anywhere. It was expected that this flexibility would promote student independence, enhance time management skills, and facilitate communication with teachers. However, the participants of this study also experienced difficulties in participation due to internet connectivity issues and restricted data access. In addition, although Padlet facilitated vocabulary acquisition for students, some of them preferred conventional methods as they encountered difficulties with unfamiliar terms or age-inappropriate contents. Despite several issues, Padlet holds significant potential for enhancing English writing instruction, particularly for students engaged in independent or remote learning. Therefore, to provide an equitable and successful experience for all students, teachers should promote digital literacy, assess the accessibility of technology, and implement Padlet within blended learning frameworks that incorporate both online and offline instruction. To enhance the potential for generalization of the results, future research should employ larger and more diverse populations. Besides, longitudinal studies may also be conducted to evaluate the impact of Padlet on students' writing development over time. Additionally, examining teachers' perceptions of Padlet and the influence of students' emotions on their utilization of digital technologies is also expected to provide a clearer understanding of Padlet's role in language instruction.

REFERENCES

Alwahoub, H. M. (2020). *The impact of synchronous collaborative writing on students' individual writing competence [Unpublished Master's dissertation]*.Universitas Pendidikan Indonesia.

Amdriyani, R. P. (2016). *Comparative Study of Reading Comprehension Between Students With Introvert and Students with Extrovert Personality At Sma N 2 Kalianda*.

Banegas, D. L., & Lowe, R. J. (2021). Creative writing for publication: An action research study of motivation, engagement, and language development in Argentinian secondary schools. *Studies in Second Language Learning and Teaching*, *11*(3), 401–421. https://doi.org/10.14746/ssllt.2021.11.3.5

Bhatti, M. S., Iqbal, A., Rafique, Z., Noreen, S., & Tabassum, F. (2022). Short stories as an innovative EFL teaching technique to improve Pakistani elementary students' English vocabulary. *Journal on English as a Foreign Language*, *12*(2), 405–420. https://doi.org/10.23971/jefl.v12i2.4060

Burston, J. (2024). MALL: The pedagogical challenges. *Computer Assisted Language Learning*, *27*(4), 344–357. https://doi.org/10.1080/09588221.2014.914539

Chamot, A. (1999). *Learning Strategy Instruction in the English Classroom*.

Davis, D. Fred .(1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly 13*(3), 319-339.

Delcker, J., & Ifenthaler, D. (2022). Digital Distance Learning and the Transformation of Vocational Schools From a Qualitative Perspective. *Frontiers in Education*, *7*. https://www.frontiersin.org/articles/10.3389/feduc.2022.908046

Eslami, Z. R., Mirzaei, A., & Dini, S. (2015). The role of asynchronous computer mediated communication in the instruction and development of EFL learners' pragmatic competence. *System, 48*, 99-111.

Godwin-Jones, R. (2011). Mobile apps for language learning. *Language Learning & Technology*, *15*(2), 2–11.

Goold, A., Coldwell, J., & Craig, A. (2010). *An examination of the role of the e-tutor*. *26*(5). https://doi.org/704-716. https://doi.org/10.14742/ajet.1060

Irianto, D. G., & Hadi, M. S. (2022). The Challenges of Teaching Practice for Students Mastering Vocabulary in Blended Learning. *Scripta : English Department Journal*, *9*(2), 147–157. https://doi.org/10.37729/scripta.v9i2.2217

Koob, A. R., Oliva, K. S. I., Williamson, M., Lamont-Manfre, M., Hugen, A., & Dickerson, A. (2022). Tech tools in pandemic-transformed information literacy instruction: Pushing for digital accessibility. *Information Technology and Libraries, 41*(4).

Maksus, A. (2012). *The Analysis of the Types of Reading Text and the Comprehension Level of the Exercises Found in "Get Along with English for Vocational High School Gradde XI Elementary Level" Used in the Second Year of Vocational High School.*

Marzuki, A., & Santiana, S. (2021). *Using Padlet as a digital tool for enhancing EFL students' collaborative writing*. https://doi.org/10.31219/osf.io/tjgq9

Maskuri, E., Hakim, Y., Ashari, A., & Supriyono, S. (2018). *Integrated Technology And Mutual Participation For Changing Communities Socially, Economically And Religiously*. Proceedings of the 1st International Conference on Science and Technology for an Internet of Things.

Masykuri, E. S. (2022). Technology effect of efl listening comprehension to teacher during pandemic. *Journal of English Teaching and Learning Issues, 5*(1), 51-62.

Masykuri, E., Mezentse, I., M.S, N., Anastasi, N., & Kamin, Y. (2024). New Perspectives of Flipbook as Asynchronous English Reading Media. *Journal of Languages and Language Teaching*, *12*, 1538. https://doi.org/10.33394/jollt.v12i3.11352

Nikijuluw, R. C. V. (2017, August). Enriching Students' Vocabulary by Implementing Semantic Mapping Strategy at the Tenth Grade of SMK Negeri 1 Ambon. In *International Conference on English Language Teaching (ICONELT 2017)* (pp. 195-200). Atlantis Press.

Novianto, A., Rohayati, D., & Faridah, D. (2024). Padlet as Learning Media to Improve Students' Writing Skills: EFL Teacher's and Students' Perspective. *Journal of English Education Program (JEEP)*, *11*, 73. https://doi.org/10.25157/(jeep).v11i1.13563

Pertiwi, E. A. I. (2012). *The Study Reading Ability on Descriptive Text of The Fifth Grade Students of SD Sebomenggalan in The Academic Year 2012/2013*.

Prihatini, N., Sudar, S., & Edi Sunjayanto Masykuri. (2023). The Impact of Using Blended Learning to Improve Reading Comprehension. *Scripta : English Department Journal*, *10*(1), 128–139.

Rehman, A., Ahmed, N., Naeem, M., & Lodhi, M. A. (2025). Integrating 'Padlet' as Interactive Teaching Tool for English Language Learners: An Experimental Study. *Competitive Research Journal Archive, 3*(2), 43-54.

Rosell-Aquilar, F. (2017). State of the app: A taxonomy and framework for evaluating language learning mobile applications. *CALICO Journal*, *34*(2), 243–258. https://doi.org/10.1558/cj.27623

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology, 25*(1), 54-67.

Sadry, Z. (2023). *The Use of Padlet as an Educational Technology Tool in EFL Classrooms*. https://doi.org/10.13140/RG.2.2.29052.82567

Saichun Nizar, A. I. (2020). Teaching Vocabulary Using Digital Media During Covid-19 Pandemic. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, *15*(30).

Santiana, S., Silvani, D., & Ruslan, R. (2021). Optimizing LMS CANVAS for interactive online learning perceived by the students. *Journal of English Education and Teaching, 5*(4), 529-543.

Savaşçi, M., & Kaygisiz, S. (2019). One hand washes the other and both wash the face: Individuality versus collaboration in L2 writing. *Eurasian Journal of Applied Linguistics, 5*(1), 131–151. https://doi.org/10.32601/ejal.543789

Silvani, D. (2020). Learning through watching: using animation movie to improve students' writing ability. *Journal of English Language Teaching and Linguistics, 5*(2), 233-247.

Sudrajat, M. F., Ngafif, A., & Masykuri, E. S. (2021). The Correlation between Students' habit in watching western-movie and listening skill. *Scripta: English Department Journal, 7* (2), 25–34.

Tajeddin, Z., & Hosseinpur, R. (2014). The impact of deductive, inductive, and L1-based consciousness-raising tasks on EFL learners' acquisition of the request speech act. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills), 33*(1), 73-92.

Terenin, A. (2020). *Awkward Writing as the Problem of Russian Learners of English* (p. 2551). https://doi.org/10.3897/ap.2.e2533

Zainuddin, N. M. M., Azmi, N. F. M., Yusoff, R. C. M., Shariff, S. A., & Hassan, W. A. W. (2020). Enhancing classroom engagement through Padlet as a learning tool: A case study. *International Journal of Innovative Computing, 10*(1).