



Incorporating Internet-Based Application in Teaching and Assessing English for Agriculture Students

Rahmawati Upa*1, Sri Damayanti*2

*rahmawatiupa22@gmail.com

*yanthie_uncok@ymail.com

FKIP Universitas Cokroaminoto Palopo, Palopo, Indonesia

Faperta Universitas Cokroaminoto Palopo, Palopo, Indonesia

Received: 30 August 2021 Accepted: 15 December 2021

DOI: 10.24256/ideas.v9i2.2075

Abstract

Nowadays, teaching using Internet-Based Application becomes an engagement for English as a foreign language (EFL) teacher. Therefore in this research, the researchers are trying to incorporate two internet-based applications (Padlet and Wordwall) to teach English for Agriculture students to identify how these Internet-Based Applications are incorporated and how the students' responses to the implementation of these. The sample of the research is 20 Agriculture study program students from the fifth semester. The instrument used to gather the data are observation and questionnaires. The questionnaires divided into two, the first is one dealing with the use of Padlet which consisted of 14 statements which divided into three indicators, they're 1) the ease of use Padlet, 2) students' understanding material on using Padlet, and 3) Padlet display. The second one is dealing with the use of Wordwall which consist of 6 statements. The result of this research reveals that Padlet was used by the lecturer in the teaching process. It was started by designing some teaching materials and sent it to the Padlet room and gave instruction to the students on what to do dealing with the teaching material. Brainstorming in the beginning and reflection at the end of each meeting were also implemented. Meanwhile Wordwall was used to assess students' vocabulary by sending it's link to Padlet room so the students could access it. Referring to the students' response, they have very positive response on the use of Padlet as a learning media and Wordwall as formative assessment tool. In one case, it is evidently that students have different response on the use of Padlet with the reality happened during the teaching and learning process.

Keywords : English for Agriculture; Internet-Based Applications

Introduction

Throughout the outspread of COVID-19 pandemic, there has been a growing reliance on the use of technology to learn, live, and stay connected. It has been more than a year Schools and universities are order to do teaching and learning virtually and of course this situation forced them to involve technology in the teaching and learning process. The involvement of the technology brings some positive effects for EFL studies both for teachers and students. The number of researchers had conducted researches dealing with the integration of technology in teaching English as a Foreign Language. Their finding indicated that technology can support their teaching practices, make the teaching and learning process more effective, offer motivation and engagement, and fun in classroom. It was also found that the use of technology in EFL teaching can help students' achieve learning objective, develop students' performance of all four language skills, and of course improve students' learning. (Gai: 2016, Solano, at.all. 2017, Reynolds, Eric and Taylor, Benjamin. 2020).

There were many studies conducted referring to students' and teachers' problem in teaching and learning online, some of those problems are the first, even though the students are facilitated with supporting facilities, there are some of them less enthusiastic to contribute to online learning. The second, teachers' disability in acquiring technology make them difficult assessing, giving feedback, and making the students enjoy the lesson. (Elfriana, 2021; Simamora, 2020, Lestiyawanawati R., and Widyantoro A., 2020; Rahayu, P, R. and Wirza, Y., 2020). In order to minimize the problem, there are some solutions proposed by the previous researchers. As suggested by (Elfriana : 2021) that the learning material prepared by the teacher should be interesting as possible and relating to teachers' mastery on IT, further she suggested teacher to use simpler operational flat forms or applications. Referring to the students' and teachers' problems and the solutions recommended by the previous researcher, Wordwall and Padlet are the adequate internet-based application which can be used as an alternative way to solve it.

Research studies in Indonesia context also showed that internet application in teaching English in Indonesia had been being implemented from elementary school to university level. The number of research on the effectiveness of applying internet-based application into the teaching had been conducted. Asri, Irmawati, and Dewi (2020) had investigated the use of internet applications for teaching at higher educational level in the Indonesian context found that in the context of higher education level, a lot of lecturers of Brawijaya University have made use of the internet to support daily teaching practices. Out of twenty kinds of internet applications that are used, there are top five applications that are mostly used by the lecturers namely Google Classroom, Kahoot.co, Edmodo, Virtual Learning and Email. A number of functions of using the applications which have encouraged them to use the applications are noted, such as for sharing materials, sending assignments, giving feedback, posting an announcement, having online discussions and more interaction, giving tests or quizzes, as well as having fun while learning through

games.

Ulla et. al. (2020) conducted a research to identify various Internet-Based Applications integrated into English as a foreign language (EFL) classroom. They investigated the use of Kahoot, Socrative, Google Form, QR code, Facebook, YouTube, Quizzes, and Quizlet by EFL instructors in teaching English to university students in Thailand. The finding of their research found that EFL instructors responded positively to changes triggered by the integration of these applications in their classrooms. Results showed the participants' confidence in the advantages of these applications to their teaching practices. They also conclude that Integrating Internet-based applications into the classroom offers comfort, benefits, and assistance to teachers, and furthermore can increase students' active participation in their learning, improve their motivation in language learning, and foster learner independence and autonomy. Similar research also conducted by Le Tieu Thi (2021) found out that a great majority of students (90.4%) somewhat and strongly supported the model of incorporating these applications in EFL classrooms with the four major benefits of facilitating their integrated language skill practices, fostering their active learning, encouraging self-studying, and increasing students' attention span. More particularly, it is discussing the reasons for applying Internet-based applications into a language classroom.

Ulva and Asri (2017) found that the use of technology is practical, effective and efficient for both language teachers and students in terms of time and energy, and so is in ESP. It helps to engage students with the topics being discussed although in some ways it also creates problems. They further explained that the teacher should recognize the problems may encounter during the teaching and learning activity. The technology is important for ESP classroom, but it also can make the students not concentrate to the subject because they are distracted when using their laptop or phones. In line with Ulva and Asri (2017), Pham (2018), Kirovska (2020) also claims that the use of digital devices can enhance ESP learning. Due to technology, ideas and individuals can connect and collaborate anytime, anywhere. Failing to recognize that simple fact is failure on the part of the instructor and the institution. He further explained that the goal of the ESP instructor in the classroom should be to fully maximize the potential of mobile phones and teach students how to take advantage of their digital devices. These devices can be used to support the dialog between instructors and learners, thus reducing the advantage that face-to-face instruction has with having teachers present in class.

Referring to the explanation above, it is clear enough that integrating technology like Internet-based application did bring some benefit for ESP teaching. In line with this, the researcher would like to integrate Padlet and Wordwall application in teaching English for Agriculture students in Palopo Cokroaminoto University. Padlet is used in this research as a learning media meanwhile Wordwall is used as formative assessment. It is revealed by Burns (2015) that e-learning can help teachers monitor and collect data about learner's progress easily. The research questions proposed are: How are the applications of Padlet and Wordwall

incorporated into the teaching of English for agriculture? and How are the students' responses on the use of Padlet as a learning media and wordwall as a formative assessment?

Le Tieu Thi (2021) explained that Wordwall is an application designed to help teachers create lessons quickly. It provides many interactive formats available in this app, such as matching, gap-filling, quiz, anagram, grouping out, and labeling. This application is easy to be used by the learners to revise or memorize vocabularies, and so is for the teachers who are short of time or not very confident with technology because all steps are very well explained. It also provides option to set assignment activities for learners individually or groups. A created material can be shared with the whole Wordwall community and you can use other users' materials too. You can also find and edit ready-made content for a range of school subjects and levels. It can easily be accessed online, even from their phone. It can also create a dynamic way to have class competitions, either with two or more learners in direct competition at the same time. You can edit any pre-made activity. If you find an activity, but it is not suit your class, you can easily customize according to your students' needs and like.

Padlet is an online wall web-based which let teacher and students share and collaborate as an opinion forum. Wood (2016) states that through Padlet wall, teacher can add links, images, text, documents, and video files. It is similar to sticky notes which can be moved on the wall. Further Stannard (2015) explains that the use of Padlet can facilitate the teacher to have brainstorming, discussion, and project work with the students. Haris, et al (2017) state that Padlet can be used by the students anytime and anywhere as long as the devices used connected with internet.

Method

This research is a pre-experimental research. The method used is mixed method (qual-quant). The data about how the applications of wordwall and padlet incorporated into ESP classroom were analyzed qualitatively meanwhile the data about the students' responses of using Wordwall and Padlet as a learning media were analyzed quantitatively. This research was conducted at Palopo Cokroaminoto University. The sample of the research is 20 Agricultural study program students from the fifth semester academic year 2021/2022. This research was conducted virtually and the instruments used are observation, questionnaires and semi-structured interview. The researchers conducted this research by applying internet-based application. There were two application chosen; they were word wall and Padlet. The observation was used during the application of those two internet-based applications to gather the data related to the first problem statement. At the end of the course, all of the samples were asked to answer the questionnaire about their opinion on the use of Padlet and Wordwall in teaching and assessing English for agriculture. The questionnaires were designed on a 4-point Likert scale and they were divided into two, questionnaires reveal to the use of Padlet which consist three

indicators, they are Padlet conveniences, students' understanding material on using Padlet, and Padlet display, meanwhile Wordwall consist of six statement. The data gathered from the questionnaire were analyzed quantitatively, and then charts, graphs, and tables were drawn followed by a brief discussion. Next, the observation data were recorded and then described it. Eventually, a conclusion and recommendation were given based on the findings obtained from the research work.

Result and Discussion

The description about how Padlet and Wordwall used in the teaching of English for Agriculture gathered from the observation during the teaching process meanwhile the students' responses gathered from the questionnaires that was given to the students at the end of the teaching process. The data gathered from October to September 2021.

How Padlet and Wordwall Used in Teaching ESP for Agriculture Students

The examples teaching and learning activities using Padlet can be seen in the following figure.

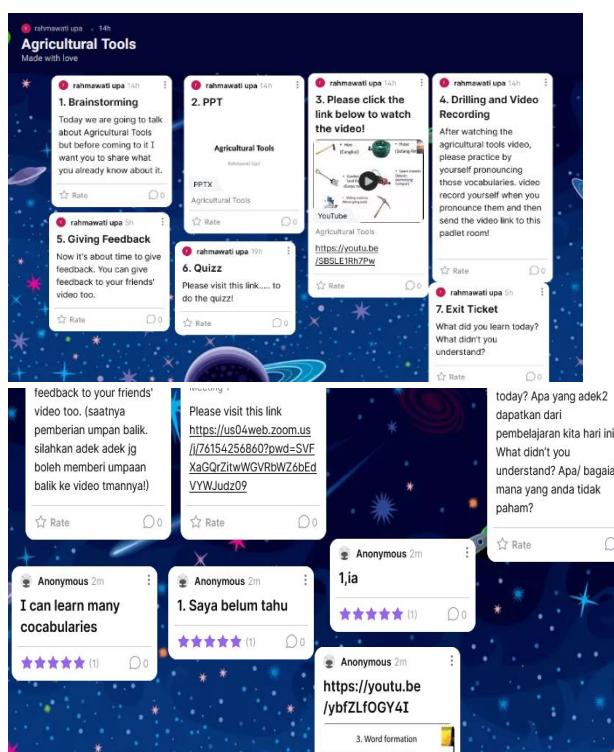


Figure 2. The examples of activities using Padlet and Wordwall

Figure 1 above shows how Padlet and Wordwall were used in the teaching of agriculture vocabulary. Firstly the lecturer asked the students about what they already know about the topic that is about to teach after that she shared the material (Agriculture vocabularies) and then asked the students to read it. After reading the material, the lecturer asked the students to watch the video on how to pronounce the given vocabularies and then the students were asked to do drilling. After drilling,

the students were asked to pronounce all the vocabularies while video recording it and sent it to the Padlet wall. The lecturer watched and listened to the students' video and gave feedback. The students were also asked to give feedback or comment to their friends' video (peer assessment). After doing those, the lecturer gave exit ticket question and asked the students to answer it. After those activities, to know the students' mastering of the teaching material, the lecturer instructed the students to do the quiz which was made using Wordwall.

In each of the meeting, the lecturer included Exit Ticket, where in this ticket the lecturer provides some reflective questions for the students such as: what did you learn today? What didn't you understand? What part of today's lesson do you find most difficult? If you had to explain today's lesson to your friends, what would you tell him/her. So students answer the given question and then sent it to the Padlet wall before leaving the Padlet. The problem happened during the teaching and learning process using Padlet in this research was few students didn't follow the arrangement of activities that have been arranged by the lecturer. For example, in the formative assessment at the second meeting, where this activity should be carried out after drilling and making video, but these students did it before it and then made a video. This case is similar to what stated by Ulva and Asri (2017) in their research. They said that the use of technology in teaching helps to engage students with the topics being discussed although in some ways it also creates problems.

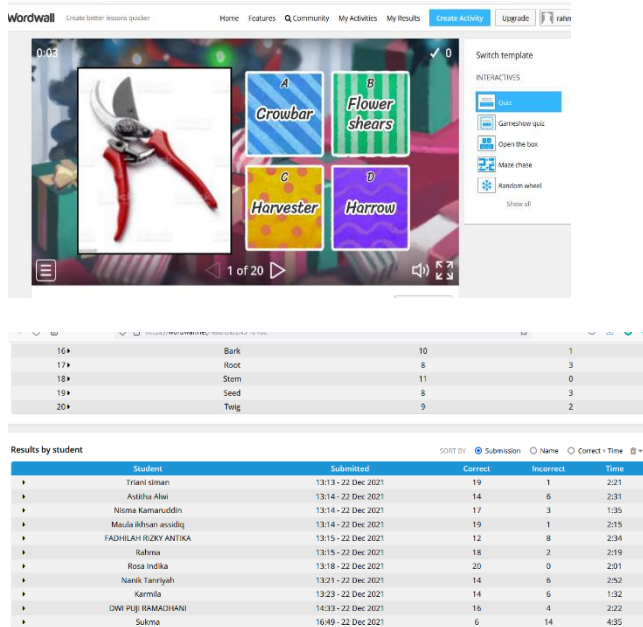


Figure 2. The examples of assessment using Wordwall

Wordwall was applied in this research as a formative assessment. This application was used in each of the meeting in this research to know the student prior knowledge about the material being studied and how well the students understand the material have been studied. During the research, the lecturer created

3 kinds of Wordwall format, they were: quizzes, matching and multiple choices. The link of the Wordwall was sent to the Padlet wall and instructed students to visit and do it.

Students Responses on the use of Padlet in Teaching English

Padlet and Wordwall were used in this research from the first meeting to the last meeting, which consisted of six meeting. To know how students respond to it, a questionnaire was given to them. The result of the data can be seen in the following tables.

Table 1. Students' Understanding Material on using Padlet

Statements	SA	A	DA	SD
The features available on the Padlet can increase student creativity	85	15	0	0
Padlet can improve student understanding in learning	75	15	10	0
Average	80%	15%	5%	0%

Table above shows how students respond to the questionnaires dealing with the students' understanding material on using Padlet. From two statements provided in the table, it is clearly enough that most of the students (75-85%) strongly agree that the use of Padlet can increase their creativity and make them understand the material. From total 20 students, there is only 15% students choose agree and 5% choose disagree.

Table 2. Padlet Conveniences

Statements	SA	A	DA	SD
Padlet is easy to be used	85	15	0	0
Using Padlet allows for faster task completion	70	30	0	0
The material on the Padlet is easy to access	95	5	0	0
Padlet allows students to get feedback from lecturers more quickly.	90	10	0	0
Padlet allows students to comment on a friend's assignment	90	5	5	0
Sending assignments on Padlet is very easy	95	0	5	0
Students enjoy using Padlet in learning	85	15	0	0
Average	87,1%	11,4%	1,1%	0%

Data in the table above show the students' response on the easy use of Padlet in learning English for agriculture. From seven statements offered in the questionnaires most of them got 85%-95% strongly agree category. It means that students strongly agree that Padlet is easy to be used in term of its simplicity, accessing, getting feedback from the lecturer and comment from the students, sending assignment and enjoyment. Only the second statement got 75% for agree category. From this table, it is clear that students feel convenient using Padlet.

Table 3. Padlet Display

Statements	SA	A	DA	SD
-------------------	-----------	----------	-----------	-----------

Padlet display is very clear and easy to understand.	95	5	0	0
Padlet has complete features	80	20	0	0
With Padlet, getting announcements, materials and submitting assignments becomes more flexible.	90	10	0	0
Padlet makes it easier for me to store important material documents and assignments	90	10	0	0
Padlets can save time and money	75	25	0	0
Average	86%	14%	0%	0%

Table 3. above illustrates the students' responses on the display of Padlet. From five categories offered in the questionnaires, there are four statements get 80-90% strongly agree. It means that they strongly agree that display of the Padlet is clear and easy to be understood, it has complete features, they can get announcements, materials and submit assignments more flexibly. Only the statement of saving time and money get 75% on agree category. None of the students choose disagree and strongly disagree.

From three themes asked in the questionnaires, 80-87,1% students respond strongly agree, and 11-15% respond agree. In the nutshell, the students, overall had positive responses on the use of Padlet in teaching English for agriculture. Almost all of them stated that the activities in Padlet assisted them in understanding the learning materials and improve their creativity. This is because Padlet allows the lecturer's creativity in designing teaching material so that the lecturer can vary teaching activities. The vocabulary pronunciation video and pictures sent to Padlet wall helped students can practice pronouncing the vocabulary and memorize those vocabularies that can improve their vocabularies. The level students' vocabulary related to agriculture improved by the words and activities in the Padlet. This is in line with the research conducted by Ulva and Asri (2017) who found that the use of technology is practical, effective and efficient for both language teachers and students. It helps to engage students with the topics being discussed although in some ways it also creates problems.

In addition, Padlet as learning media was reportedly brings some conveniences for the students, such as its ease, faster task completion, easy to access, quickly feedback from the lecturer, getting comment from friends easily, sending assignment easily, and fun way of learning. Students might have very positive responses dealing with the Padlet conveniences since they can use Padlet anywhere so their interest in learning could improve and of course it caused the students understand better the material presented by the lecturer in Padlet. This result of the Padlet convenience in line with the Simjanoska Putri (2021) who found that the students like Padlet because there are interactions with friends and lecturer, it is easy to use, helps students understand the material, and it attracts students to study. Dealing with the third statement in the first part of this questionnaire, "the

material on the Padlet is easy to access”, the researchers found differences between what the students experienced in the treatment and the result the previous related researches with the result of the questionnaire. The result proved that students response to this statement very positive but based on the observation, some students complained that it was so hard to access the material on Padlet. They had to keep accessing it many times until they could.

Moreover this research also asked students responses related to the display of Padlet. Dealing with this indicator, students also have very positive responses on it. It means that the appearance, working method and facilities provided by Padlet can be very well received by the students.

Students Responses on the use of Wordwall in Assessing Students’ English

Table 4. Students’ Responses on the use of Wordwall

Statements	SA	A	D	SD
Statements	SA	A	D	SD
Wordwall helps me get better grade on my English vocabulary	65	35	0	0
Wordwall helps me understand English vocabulary more deeply	70	25	5	0
Wordwall has interesting display	65	35	0	0
Wordwall has complete features	40	45	15	0
Wordwall is easy to use	85	15	0	0
Wordwall saves time and budget	25	40	35	0
Average	58,5%	32,5%	9,1%	0%

Table 4. illustrates the students’ responses on the use of Wordwall as an assessment tool in teaching English for agriculture. It simply proves that most of the students respond positively to the use of Wordwall in assessing students learning. Only few students disagree with it.

The result indicates that the use of Wordwall can make the students get better grade. It might be because this application directly shows incorrect sign if the students answer the question incorrectly. Besides that, the key answer of each question is also available and it appeared after the students click the option of the question especially for multiple choices. This also helps students understand deeply the vocabularies being taught to them. Dealing with the display of Wordwall, it is not wonder if the students responded if very positively since it provides many templates that can be used free and they are easy to be used. Related to the time and budgets spending by using Wordwall, they agree if it is economically and saving time and indeed it is.

Conclusion

After completing this research, the researchers conclude that Padlet was used by the lecturer in the teaching process. It was started by designing some material and sent it to the Padlet room and gave instruction to the students on what to do dealing with

the teaching material. Brainstorming in the beginning and reflection at the end of each meeting were also implemented. Meanwhile Wordwall was used to assess students vocabulary by sending it's link to Padlet room so the students can access it. Referring to the students' response, they have very positive response on the use of Padlet as a learning media and Wordwall as assessment tool for formative assessment. In one case, it is evidently that students have different response on the use of Padlet with the reality happened during the teaching and learning process.

Acknowledgement

Firstly, the researchers would like to express Alhamdulillah to the Almighty God Allah SWT that they can finish and complete the research. They realized that from the beginning until the end of writing this research, they got assistance from others. Therefore firstly the researchers would like to thank to Cokroaminoto University of Palopo for funding this research based on official contract No. 3122/R/UNCP/2021. Secondly, the researchers also thank to Rahman Haeruddin, S.P., M.Si. as Rector of Cokroaminoto Palopo University, Muhammad Naim, S.P., M.P. as the Dean of Faculty of Agriculture and Prof. Dr. Asri, M.Pd. as the Head of LPPM, and Rusli, S.Pd., M.Pd. as the Secretary of LPPM and all people who have assisted to complete this research. Finally, the researchers hope that all support, encouragement, and facility from all people that make easy in completing this research are noted as act of devotion by Allah SWT. This research may be imperfect and the researchers do not realize it. So the critical and suggestions will be highly appreciated.

References

- Asri Mega, rmawati Kurnia, and Dewi Novita. (2020). Investigating the Use of Internet Applications for Teaching at Higher Educational Level in the Indonesian Context. *Arab World English Journal (AWEJ) Volume 11. 37-48.*
- Elfriana, Leli. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA: Journal of English Language Teaching and Literature Volume 2, Number 1, February 2021, pages 38-47*
- Burns, M. (2015, December 14). Empowering teachers with tech-friendly formative assessment tools. Edutopia. Available at : <http://www.edutopia.org/blog/tech-friendly-formative-assessment>
- Lestyanawati R., and Widyantoro A. (2020). Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak *CLLiENT Journal (Journal of Culture, Literature, Linguistics and English Teaching) Vol.2, No. 1, Mei 2020.*
- Gai. Mali, 2016. Integrating Technology in Indonesian EFL Classrooms: Why Not? *Beyond Words Vol 4 No.1*
- Haris, M., Yunus, M & Badusah, J. (2017). The Effectiveness of Using Padlet in ESL Classroom. *International Journal of Advanced Research (IJAR). 5(2).783-788.* Selangor.

- Le Tieu Thi (2021) Incorporating Internet-Based Applications in Teaching Integrated Language Skills to EFL Students. *Advances in Social Science, Education and Humanities Research, volume 533*
- Masruddin, Masruddin, The Efficacy of Using Short Video Through Group Work in Teaching Speaking to Indonesian English As Foreign Language (EFL) Students (September 1, 2018). *Arab World English Journal (AWEJ)* Volume 9. Number 3. September 2018 . Available at SSRN: <https://ssrn.com/abstract=3258815> or <http://dx.doi.org/10.2139/ssrn.3258815>
- Rachmadyanti Putri (2021) Persepsi Mahasiswa PGSD tentang Penggunaan Padlet pada Pembelajaran *Microteaching*. *JP2SD (Jurnal Pemikiran dan Pengembangan Sekolah Dasar)* Vol. 9, No. 2, September 2021
- Rahayu, P, R. and Wirza, Y., (2020). Teachers' Perception of Online Learning during Pandemic Covid-19. *Jurnal Penelitian Pendidikan. Volume 20, Nomor 3, 392 - 406*
- Reynolds, Eric and Taylor, Benjamin (2020). Kahoot! EFL instructors' implementation experiences and impacts on students' vocabulary knowledge. *Computer-Assisted Language Learning Electronic Journal, 21(2), 2020, 70-92*
- Simamora, R.M. (2020). The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. *Studies in Learning and Teaching. Vol. 1, No. 2, August 2020: 86-103*
- Simjanoska, Kirovska. Teaching ESP in the Digital World – Developing a Blended Learning Environment for Computer Science Students. *BELLS90 proceedings : International Conference to Mark the 90th Anniversary of the English Department, Faculty of Philology, University of Belgrade, Belgrade English Language and Literature Studies, Vol. 1 (2020)*
- Solano, Cabrere, Ulehlova, and Espinoza. (2017). Exploring The Use Of Educational Technology In EFL Teaching: A Case Study Of Primary Education In The South Region Of Ecuador. *Teaching English with Technology, 17(2), 77-86.*
- Stannard, R. 2015. Webwatcher. *English Teaching Professional* 97:67
- T. T. N. Pham, C. K. Tan, K. W. Lee, Exploring Teaching English Using ICT in Vietnam: the Lens of Activity Theory. *International Journal of Modern Trends in Social Sciences. 1(3) (2018) 15-29.*
- Ulfa, Farida and Asri Njurul Atiqah (2017) Teacher's Perspectives in the Use of Technology in ESP Language Classroom. *Jurnal Linguistik Terapan*
- Wood, M. 2016. *Padlet a graffiti wall for today's agricultural teacher*. *Agricultural Education*