Chapter Four

Findings and Discussions

This chapter attempts to reveal the findings related to advantages and problems of using Padlet in improving writing skills from students’ perceptive. In this study, the researcher will use pseudonym to mention participants’ name in reporting the findings in order to keep their privacy. The researcher used pseudonym name for each participants such as Mega for participant 1, Maya for participant 2, Langit for participant 3, Pelangi for participant 4, Fajar for participant 5, and Cerah for participant 6. Additionally, there are nine findings related to the advantages on using Padlet in writing skills and four findings related to the problems on using Padlet in writing skills. Each finding is going to be discussed as follows:

Advantages of Using Padlet in Improving Writing Skills

Based on the data gained from six participants who were involved in this study, there five main findings found related to the first research question, namely the advantages of using Padlet in improving writing skills. Those were building students’ collaborative learning, facilitating lecturers’ feedbacks, learning through reflection, increasing students’ motivation, and increasing students’ vocabulary. The following explanations are going to be discussed as follows:

Finding 1: Building students’ collaborative learning. Three participants gave the opinion. Langit said,” We could discuss together with other students” (Langit.14). Another idea was also conveyed by Cerah who stated that Padlet could facilitate brainstorming with using a picture and arranged it later in a group
discussion (Cerah.4). This argument came out because they discussed together to solve problem of the picture on Padlet. It was also supported by Mega, who said, “It could be used as an alternative for e-learning platforms, complementing class meeting and communicating some information” (Mega.8). Three statements were related to Lawson (2001) who stated that collaboration describes a situation when two or more subjects build communication to provide solutions for problems.

By doing collaborative work, students would more understand about the subjects because they discussed together about the problem. The statement was supported by Langit, who said, “Lecturers could give comment and feedback [collaborative learning] for assignment, so we could understand what our weaknesses in writing” (Langit.11). Collaboration might help students to create a new relationship in writing classroom. Unlike learning without using technology where students only viewed one or two other students’ works and a lecturer would be dominant role in teaching and learning role, with using technology they could view many students’ works on group of Padlet. They could obtain ideas faster from various students’ works on Padlet after they saw other students’ works which had uploaded on Padlet. Collaborative process also could build students to be responsible for their works. They should have more control their own learning activity and found many ideas for supporting their writing from people. The benefit of controlling their own writing is to make students to be responsible for their own writing (Jessi, 2008). One of solutions is using technology in their learning activity. Padlet is one of solutions to facilitate students to be more responsible on their own writing. It is supported by
Jaganathan (2016), Padlet is a very useful platform to promote collaborative learning among students. It is available for students and lecturers to give opinions and arguments in discussion. Both of them might discuss about writing concepts or tips to make a great writing text. They could discuss what they should do and avoid some mistakes in writing. Their writing would increase after they discussed with students and lecturers on Padlet because students would understand which one of their writing parts had some mistakes and they would fix the mistakes after joining on Padlet in collaborative learning process.

In addition, collaborative learning is one of important activities to achieve learning target because it has an important concept. The concept of collaborative learning refers to an instruction method which students with various performance levels work together in small group. They had responsibility for their own and other works, so they helped other students to be successful in learning activity. In writing improvement, collaborative learning assisted students to enhance writing through project work like giving a picture for students in learning activity. This process helped different formal aspects of language and supported to be critical thinking. Critical thinking offered students’ view about a topic which was discussed. They gained some ideas for making an essay after they shared and discussed together with their friends. Students gave an argument of agreement and disagreement focusing on connector, ideas, and how to organize a text. They might obtain ideas faster for their writing after joining collaborative learning.
**Finding 2: Facilitating lecturers’ feedbacks.** Two participants explained the advantages of using Padlet in terms of facilitating feedback. Feedback helps students to maximize their potential at different stages of training, increase the awareness of strength for improvement. It also assists to increase performance students in writing. Two participants, Maya and Fajar had the same statement that Padlet facilitates feedback. Maya argued that note feature facilitated students to give comments and feedbacks from lecturers (Maya.9). It is supported by Fajar who said, “When we uploaded, lecturer could give a feedback for our writing” (Fajar.12).

Two statements based on Bijami, Kashef and Nejad (2013) revealed that students can learn more about feedback by reading their writing draft and they are aware what makes writing successful and effective. The statement means that gaining feedback made students evaluated and revised their own writing and their writing ability would be increased directly after getting feedback. For example, in Interpretative Reading and Argumentative Writing class, the lecturer gave an instruction for students to make an argumentative text and the lecturer found some grammatical mistakes from students’ progress. The lecturer gave a feedback from some points and students understood the feedback. Finally, students sent the progress after they revised it.

The feedback on Padlet is usually from lecturer than peer feedback. Ravan and Rasekh (2011) stated that lecturer’s feedback is more effective to evaluate students’ writing than peer feedback. The feedback assisted students in their progress in writing because it also provided various ways of giving various written feedback to
students’ writing. The lecturers gave a symbol of circling or underlining mistakes as using the symbol indicated type of error in students’ writing. The symbol made students understood some mistakes in their own writing. It was one of ways that the feedback could help students’ writing to improve because of the symbol. It could make students easier to remember and understand. On the other hand, Cook (2013) stated that sometimes feedback is not effective to build students’ writing because some students do not understand what lecturers say in written feedback. They did not know how to fix their writing because lecturers did not explain in detail what they should do. However, the researcher found the data that Padlet could facilitate lecturers’ feedback for revising and increasing students’ writing.

Finding 3: Learning through reflection. Based on the data gathered the two participants had the same views about the advantages of using Padlet in improving writing skills in terms of learning through reflection. Reflection is a way to allow students to step back from their learning to develop critical thinking from their learning experience and increase for their next performance by analyzing their experience. This was conveyed by Mega who said, ”I could create a sentence easier because I usually read comments which must use English” (Mega.16). One of the main benefits for reading in English if you are learning the language is that there is absolutely excessive material to decide to. Students could choose topic that they were interested in reading and they used topic for their writing. In this way, students will gain knowledge to decide structure, to make a concept of writing and also they would get some points from reading content to support in writing. Swineey (2014) argued
that reflection encourages the students to seek out deeper information what they have learned, observed, and analyzed. Students also could more understand directly after they did a reflection for themselves. Not only reading and giving comment to reflect writing, but also evaluating grammar and structure. The statement related to Pelangi’s opinion. She argued,” we could evaluate our writing especially about grammar and structure rule” (Pelangi.14). The statement explained that by using Padlet, students gained reflection for their writing through feedback and resources.

In addition, Duijnhouwer, Prins, Stokking (2012) revealed that reflection builds students to increase understanding about grammar and structure. Through writing practice, students could do a reflection after looking other students’ works. They could compare their writing with other students who had good grammar and structure. They would learn and more understand about grammar and structure through the reflection. The two participants argued that Padlet could provide reflection for students’ writing. Reflection improves basic academic skills and encourages deeper understanding at course subject. According to Bennet and Power (2016), reflection can be described as a bridge between theory and practice. The statement explains that reflection has an important role for learning activity. In using reflection, students could increase understanding of theory and practice. For example, in previous explanation, students could increase their writing with sharing and gathering that the idea was usually in an assignment form, so students obtained new knowledge from the feedback.
Finding 4: Increasing students’ motivation. Based on the data obtained, two of the participants gave similar statement about the advantages of using Padlet in improving writing skills in terms of increasing motivation. The statement was expressed by Pelangi who argued, “The lecturer gave motivation for me on Padlet to increase my writing ability with practicing writing on Padlet” (Pelangi.23). It is supported by Fajar who said, “I got a motivation when lecturer gave positive comment” (Fajar. 17). The statement explained that the lecturer appreciated students to practice writing and gave positive suggestion for students to motivate them to practice writing more often. Four participants did not explain that Padlet could increase motivation for student in writing improvement, so the researcher did not use their statement for this point.

The researcher found three points about Padlet that could increase students’ motivation in writing improvement. There were increasing motivation with group interaction, gaining motivation from positive comment, and overcoming negative feeling towards writing. First, students perceived that Padlet in writing improvement could increase writing motivation with group interaction. After learning activity on Padlet, students might share and speak about their works in the classroom. Students might discuss which one of parts their writing had grammatical and structure mistake. Second, the researcher found some points from the participant’s statement which expressed to gain positive comment from the lecturer. Students obtained motivation to practice writing more. Third, the researcher demonstrated that Padlet had a significant role to overcome negative feeling towards writing. To deal with Padlet
could avoid negative feeling for students, she some participant who revealed that Padlet was interesting to use and students enjoyed learning writing with using the platform.

In conclusion, those statements support that motivation is one of important aspects for successful learning writing. Rajae (2015) argued that motivation to learn is one of main principles for efficient education. Lecturers can increase students’ motivation with giving comments and feedbacks. After gaining comments and feedback, students can practice writing more often. The finding of this research stated that Padlet can enrich students’ motivation in writing.

**Finding 5: Increasing students’ vocabulary.** The using Padlet could give several advantages in terms of increasing vocabulary. The statement was explained by two of six participants. There were Mega and Cerah. They admitted that Padlet can improve students’ vocabulary that they never heard before. Mega said, “if we usually read English comments, we gained some vocabularies that we did not know the meaning at first” (Mega. 17). Another participant, Cerah, who stated that students could enrich vocab and writing from lecturer’s feedback and other resources (Cerah.22).

Based on those statements which support to Padlet, the platform can facilitate students to enrich writing skills. In previous explanation, the researcher explained Padlet can increase vocabulary. The statement has a related to improve writing skills. There is strong link between vocabulary and writing. Salehi (2015) argued that vocabulary is a key element of English proficiency serving as building for
writing. Vocabulary can be described as input and writing is output. The statement means that writing product will depend on students’ comprehension about vocabulary.

In conclusion, those statements related to Rezaei and Neo (2013) stated that using technology is one of solutions for increasing students’ vocabularies, because it can facilitate users to share interesting pictures or graphics with texts which can make students to remember a vocabulary. Based on the fact, Padlet also facilitated a sharing from

Problems of Using Padlet in Improving Writing Skills

Beside of investigating the advantages of using Padlet in improving writing skills, the researcher also attempted to reveal problems of using Padlet in improving writing skills. At this point, there are several points to reveal the problems. Based on the data gained from six participants who were involved in this study, there were three main findings found related to the second research question, namely the problems of using Padlet in improving writing skills. First, no folder for controlling comment. Second, monotonous activity. Third, cheating in online learning. The following explanations are going to be discussed as follows:

Finding 1: No folder for controlling comment. Based on the data collection the two participants gave similar opinion related to disorganized comment. The researcher found the reason why Padlet has disorganized comment because it has no folder. Mega and Cerah revealed that Padlet has disorganized comment. Mega said,”It [Padlet] is disorganized because there is no folder that students and lecturer’s
comments are blended on the same dashboard” (Mega.19). The statement revealed that sometimes they felt uninterested in looking setting of Padlet because its design is untidy. They felt unmotivated to practice more when using the platform. Because of no folder, Padlet did not provide separated folder to divide between comment folders and upload folder. The effect was that students were reluctant to share opinions on Padlet. They were afraid to share the opinions because they did not want to make Padlet group looking disorganized design. Their practice writing would be limited because they were afraid to express what they felt while using Padlet. Because of this reason, students did not explore their feeling on Padlet and they seldom practiced to write comments. They only uploaded files and left Padlet group after uploading the files. It is related to Tuan (2012), who revealed that limited practice writing makes students will lack in writing skills. It makes Padlet cannot diagnose writing improvement for students. It is supported by another statement from Cerah, who said, ” I did not know that I had uploaded my articles, I uploaded so many times, and it made my friends feel uncomfortable in many spam files (Cerah.23). In conclusion, it is usual that Padlet has no folder to control input. Because of this reason, Ibsen (2016) argued that no folder is one of reasons why some students feel uninterested in using Padlet because of difficulty to organize input. The platform does not provide special comment folder and share folder into separated folder. Based on the fact, the platform makes students look so many spam file on the same dashboard with other students and the lecturer. It is supported by Deni and Zainal (2015) stated that students feel confused to differentiate comments between lecturers and students on
the same wall. Its effect is that students will seldom practice writing on Padlet and they only upload or download file on Padlet group without using for giving comments or other activities which support to improve writing skills.

**Finding 2: Monotonous activity.** Based on the data obtained, the researchers discovered two participants had similar statement about the problem of using Padlet in improving writing in terms of monotonous activity. Cerah said, "It did not have a challenge for writing activity because we just wrote and obtained feedback, wrote and obtained feedback (Cerah.24). Students felt bored because of the activity. This problem made students uninterested in joining on Padlet group activity. Padlet had limitation to make students more creative because the learning activity just shared uploaded and downloaded file from Padlet. The researcher did not find other activities of learning writing. The activities were uploading, downloading, brainstorming, and facilitating a feedback. Although Padlet facilitated lecturers’ feedbacks, sometimes students did not understand the feedbacks and they preferred to face-to-face feedback than online feedback. Its effect is that students seldom practice writing on Padlet because it had monotonous activity. It is supported by Mega who said, ”It has no challenge for practicing English writing” (Mega.26)

Finally, Padlet did not have a challenge. Using less accurate teaching and learning practice in online learning made students feel bored, misunderstood, and monotonous in learning activity (Andrini, 2016). They had less motivation when joining the class because they just learned in monotonous activity. It might have an activity only uploading and getting feedback. Students and lecturers had lack of
communication for discussion about the learning activity. In conclusion, Padlet only facilitated sharing, uploading, and obtaining feedback but no challenge for other activities.

Monotonous activity made students felt bored because Padlet did not provide more features for supporting other concepts than downloading and uploading. Padlet did not provide have a creative feature like other platforms. For example, Padlet could not facilitate to students and lecturers a live performance or directly communicate among them on Padlet group. In using a feature live performances in online sometimes students could ask and discussed about a topic with lecturers directly by using technology in virtual environment. They might discuss about writing if they did not understand some parts in written context. They could directly ask lecturers about writing while live performance. It made students did not feel bored because a new concept of teaching and learning activity. Boredom might influence students’ behavior to be disruptive (Mora, 2011). They rejected to gain some knowledge to increase their understanding about a lesson because they felt bored. For example, students who felt bored because of monotonous activity in learning writing activity. They did not like the activity and they would not collect their works because they did not make the works. It could affect their writing improvement because they rejected to practice more writing, so they would lack of writing ability for students. The students could see and diagnose students who had high motivation would more understand about a lesson. In writing practice, they also more comprehended vocabulary and structure in writing content. On the other hand,
students who had low motivation because of monotonous activity, they would not know what their mistakes in their own writing because they seldom practiced writing which could be used as an evaluation for their progress. In addition, boredom made students uninterested to join. Consequently, they would have lack of ability in writing.

**Finding 3: Cheating in online learning.** Cheating is one of the most majorities in online environment in terms of cheating. Only one participant gave opinion about cheating. Langit said, ”our files can be seen and cheated by friends” (Langit.18). Students implemented Padlet to facilitate writing practice. They obtained an instruction to make an essay with references which support to the essay. The lecturer gave the instruction to avoid students who could cheat other references without cited it in their essay. They might do a plagiarism. If students did a cheating, they would become a bad writer because they did not respect other people’s works.

Padlet did not provide students or member cheating each other on Padlet group, so the lecturers could not diagnose who students did a cheating on the dashboard. Sometimes students did plagiarism because the lecturers did not find the mistake and students could do this activity again and again. Their creativity also could be limited because they only did copy-paste other people’s works. They did not gain a new knowledge for supporting their writing because they depended on seeing others’ writing topic. Because of this problem, cheating could prevent students’ writing improvement because they felt difficult to explore their new ideas when they usually did a cheating from other students.
According to Raines and Brown (2011) revealed that a clear majority of students in online learning want to be dishonesty. Students may have motivation to increase their scores through seeing other students’ work. Students cannot recognize other students’ cheating and Padlet cannot identify who person is cheating. In conclusion, this is the reason why students feel afraid their ideas will be stolen by other students on Padlet.