

Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings based on the data analysis. Findings and discussion are supported by the experts' statement. In this research, the researcher will use pseudonyms to mention participants' name to keep their privacy. The researcher used pseudonym name for each participant such as Mawar for participant 1, Melati for participant 2, Tulip for participant 3, Kamboja for participant 4, Anggrek for Participant 5, and Dahlia for participant 6. The research findings show the data obtained from data analysis to see students' perception of the use of Padlet in English Language Learning. The results include the benefits of using Padlet and the challenges of using Padlet.

Benefits of Using Padlet In English Language Learning

Based on the data obtained from six participants, the participants provide their perceptions of the benefits of Padlet in English language learning. Those were Padlet facilitate students to learn writing skill, reading skill, and listening skill. Padlet also enables students and teachers to give feedback, and Padlet makes students more active in discussion forum.

Padlet facilitate students to learn writing skill. The first finding is that Padlet facilitate students to learn writing. The use of Padlet gave several benefits in terms of increasing language skills especially writing skill. The statement was explained by Mawar, Melati, and Tulip. They admitted that Padlet can increase

students' writing skill when applying it. Mawar said, "when using Padlet, students can more increase their writing skills". Another participant, Melati, stated that Padlet can influence students' writing skills. Padlet can have a positive influence on students such as grammar, spelling and vocabulary. The same opinion comes from Tulip who agree that Padlet increase skills in writing. As Mawar said "Padlet's advantage is to provide us to write. Students can learn to write and Padlet becomes a tool for writing " .

Writing assignments on Padlet provide opportunities for students to practice their writing skills. As already mentioned by Melati, Padlet can improve writing skills in terms of grammar, spelling, and vocabulary. Grammar is related to tenses such as present simple tenses and past simple tenses. Students also became very careful in writing, students will always check grammar and spelling whether it is correct or not. Students also get a new vocabulary on Padlet by looking at other students' work and students can find more vocabularies.

Based on those statements, Padlet can facilitate students to increase writing skill. Padlet improve writing skills better than other skills. When the teacher gives a task on Padlet, they will be careful to answer and pay more attention to their language use. That is why the use of Padlet helps students get a better writing experience. This is supported by Sangeetha (2016), stated that Padlet helps students to get more experience of writing. There are some things that need to be considered by students so that the writing produced is good and can be read clearly. According to Harmer (2002) as cited in Alfiyani (2013) stated that there are some important aspects for students to

learn such as language use (grammar, vocabulary, and linkers), punctuation, spelling, and others. Padlet helps students in knowing aspects that students need to know in writing.

Padlet facilitate students to learn reading skill. The second finding is Padlet facilitating students to learn reading skill. Two participants have same perception on Padlet could facilitate in reading skills. Kamboja said that "Padlet affects my reading skills". Another participant, Melati, stated that, she felt that Padlet facilitate her reading so that her skill could improve. They admitted that Padlet can increase students' reading skill. Kamboja said, "Padlet has a basic text so from there, students read, so reading skill and writing skills sharpen and improve". Moreover, both of participants agreed that Padlet could improve Reading skill of students.

Padlet gave positive influence on students' reading skills. Kamboja said thing that improved her reading skills was vocabulary, because with writing, students could pick up new vocabularies in other students' assignments. So, students add new vocabulary and make them write with a variety of sentences because they have got a new vocab. Kamboja stated, she felt increased was skimming. This helps her in reading quickly and article or journal precisely. Students can also quickly understand some of the article.

Based on the explanation above, it can be concluded that Padlet proven to be improve students' reading skills. Reading skill improves because students get new vocabularies and practice their reading comprehension through skimming. Students

get new vocabulary by reading posts from other students or reading the feedback given by other students or teachers and can practice their reading comprehension when the teacher gives a document in English to students and required to read it. Reading other students' posts are useful because students got new vocab and learn grammar.

According to Akmar, Rafidah and Huda (2017) stated that students can learn and improve grammar and they also acquired new vocabulary when reading their friends' posts. Reading comprehension is important for English Language Education Department students because students can read English articles quickly and can save time in essay writing. Reading also helps students to come up with ideas in writing. Futhermore, Habibi, Salleh, and Singh (2015) said that "Reading sources used tend to help students gain ideas about the topic".

Padlet facilitate students to learn listening skill. The third finding is that Padlet facilitate students to learn listening skill. Teachers are able to attach video or audio in Padlet. Tulip said "Padlet can increase my listening skill". Students learn about listening skills when the teacher uploads video accompanied by assignments. Melati, also stated Padlet can also improve listening skills. It is also found that students get new vocabulary from listening to audio or video given by teacher. Moreover, both of participants agreed that Padlet facilitate students in improve listening skill.

Pronunciation is very necessary in speaking, because when students can speak English with a good pronunciation, people can understand what they say about.

Students' listening skills are improved because during video or audio assignments, students are able to listen and get new vocabularies. As mentioned by Anggrek that "by listening to audio, students can add vocab that they did not know before and how to pronounce it". This is, of course, useful for students in learning English, they can say new and correct vocabularies in its correct pronunciation. Yudanika (2013) said that pronunciation is an important aspect that people need to be able to communicate well, especially in oral communication. Anwar, et al (2019) stated that "Padlet can improve linguistic skills such as speaking skills, listening, writing, and reading". Padlet helps students practice listening skills. Padlet provides many benefits for language skills and one of them is listening skill.

Padlet enables teacher and student to give feedback. Teachers and students are able to give comment each other in Padlet, it is called padlet box. It is not only a palce for students write the assessment but also a palce to give comment section. As Melati said "Padlet provides a place for teachers and students to give feedback". Feedback is important for students in learning because with feedbacks students can correct mistakes in doing assignments. Tulip and Kamboja agreed that students can give comments in other students' posts and the teacher can give suggest in other students' posts. Moreover, both of participants agreed that Padlet enables student and teacher to give feedback.

The benefit of Padlet is to provide feedback for students. Students and teachers can provide feedback through the comments section. For example, when a student

posts on an assignment, other students can directly comment on that post. As with teachers, they can provide feedback quickly by writing it on the comments section. Feedback is an important that can make students develop more knowledge. It is supported by Anggrek's statement that said "with feedback, students can find errors in assignments given by lecturers, so they can correct them". Students can also write about their idea on the assignment. Another advantage of feedback is to make students understand what the purpose of the topic is, provide useful information in learning, and provide positive inspiration for learning (Bashir, Kabir, Rahman, 2016) and more benefits from feedback.

Based on the findings, it can be concluded that Padlet provides a place for students and teachers to be able to give feedback. According to participants' perception, students can take all feedback from other students and teachers, because there could be differences of opinion. Therefore, students can see and correct their mistakes in doing their assignments. Wulandari (2018) stated that Padlet could provide a place for teachers to provide feedback for revising and improving writing skills. The researchers found that Padlet enables teachers and students to give feedback.

Padlet makes students actively participate in discussion forum. The fifth finding is Padlet makes students participate in discussion forum. Based on the data obtained from the participants, one of the participants gave a statement that Padlet could make students active in learning process. Tulip said "Padlet makes students more actively participating". The reason why students more active in class is students do not feel ashamed to express their opinions through writing. Sometimes in the offline class, students still feel ashamed to give their opinions in front of other students, therefore Padlet is a tool to make passive students more active in Padlet. Teachers give assignments for students to comment on two other student posts. Because it is online, they are brave to give comments or feedback on these posts. Students can actively work together in preparing work. As mentioned by Tulip, Padlet also trains student teamwork.

Based on the explanation above, it can be concluded that Padlet could make more students active in the classroom. Casey and Evans (2011) explained that the use of web based application learning in the classroom enable students to participate, think, contribute and be active in learning. This is because, in using Padlet, students can participate in class without worrying about being seen by other friends. They can ask questions and discuss with the teacher or with other students. Also, students can share their knowledge by commenting or giving feedback in other students' posts to correct if there are errors. According to Deni and Zainal (2017), Padlet creates students have an important role in class participation.

Challenges of Using Padlet in English Language Learning

There are many benefits which students get from using Padlet in the English Language. However, some challenges were also found in this research. Based on the data gained from six participants who were involved in this research, there were three main findings found related to the second research question, namely the challenges of using Padlet in English Language Learning. First, Padlet triggers students to cheat. Second, written feedbacks are not clear than oral feedback. Third, sometimes students do not understand the topic of discussion. The following explanations are going to be discussed as follows:

Padlet triggers student to cheat. The first challenge is that Padlet makes students cheat. In the use of online applications for learning, a common problem is cheating. As describe by Kamboja, "Students want an easy one so see people's answers first and develop their answer". She explained that some students still see the answers of others' answer and then they develop their answer, but sometimes some students only change a few words. This causes students to stick with the opinions of others and make students less in critical thinking. This is based on students who still feel embarrassed and afraid if the answers are seen and commented on by other students. As explained by Melati, "How if my friends judge my writing skills, it turns out its still ugly, I'm shy". Therefore, students choose to duplicate the answers from other students' answer.

Padlet can be accessed by all students. Therefore students can see all of the answers submitted by the students. Wulandari (2018) said that the disadvantages of Padlet are cheating in online learning. Wulandari also found that sometimes students also plagiarize other students' work. Teacher may not be able to detect the plagiarism. Therefore, students do it again simultaneously. This causes students to be less creative because students prefer to plagiarize people's work. Students get new knowledge from the answers of other students but when they cheat, the knowledge they get is limited. Plagiarism makes it difficult for students to explore new ideas because they are used to cheating. Students have motivation to increase their score, so they see other students' assignment. Many students are dishonest while using online media (Raines, Ricci, Brown, Eggenberger, Hindle, & Schiff, 2011)

Written feedbacks are less clear than oral feedback. The second challenge it is more difficult to understand written feedback than oral feedback. From the findings, there are three participants who mentioned the challenges of Padlet in terms of feedback. Feedback is given by the teacher and is used by students to develop what they have learned because students learn from mistakes. Mawar said, "students get less feedback from teachers." Melati also mentioned, "in Padlet, teacher feedback is still limited and not detailed so sometimes make me confused". This shows the existence of activities that are less done by the teacher in terms of giving feedback to students. Tulip also agreed, she said that in some tasks that were given, usually directly assessed

without being given feedback. Yet the reality is that students need feedback to improve their work.

The use of feedback Padlet is still felt less by the teacher. This can be caused by the teacher's busy schedule so that giving feedback is only done improperly and is less profound. This is felt less by Tulip who said "this is very unfortunate because with feedback students can get more knowledge". Sometimes some students also do not understand what is written in Padlet, so students cannot improve their writing because the teacher doesn't give sufficient feedback or the feedback is not clear.

Based on the explanation above, it can be concluded that feedback is needed by students but the provision of feedback through Padlet is very limited and not clear. Feedback is one of the factors that influence a person's success in learning a foreign language. Positive feedback can also make students more motivated to do assignments. Based on Sprouls (2011), the use of positive feedback has an effect in the long lasting time. Students can also gain new knowledge and correct their mistakes using the feedback given. According to Wulandari (2018), "feedback allows students to evaluate and improve their writing and it can improve after being given feedback". It is so unfortunate if there is a limitation in providing feedback through Padlet and it obstructs students' performance in revising their assignments.

Sometimes students do not understand the topic of discussion forum. The third challenge is sometimes students do not understand the topic of discussion in Padlet. Based on the interviews, there are two participants who explained the

discussion activities in Padlet. Dahlia said that "sometimes when I am having discussion, I am still confused about what to answer." The mean of this statement is students do not understand what is discussed in the forum. Anggrek said, "The lack of question and answer sessions or discussions conducted in Padlet". Those statements explain that when teachers use Padlet as discussion forum, students are confused to answer it, they are late to answer or see other's answer and Padlet rarely to use as a discussion forum even though they provide a place for discussion between students or teachers.

Discussion forums are one of the activities in classes. Padlet is a web-based application that supports this activity. Pollock, Hamann, and Wilson (2014) explained the benefit of discussion is to train students to think critically, as well as help students understand material better and develop new ideas. Klein (2013) as cited in Lestari and Kurniawan (2018) stated that Padlet provides a platform to make a live discussion between teachers and students or between students. But unfortunately, the use of Padlet for discussion has not been done to the fullest.

From this research, the researcher found many benefits from Padlet. There were Padlet facilitate students to learn writing skill, reading skill, and listening skill, also Padlet enables students and teachers to give feedback, and the last is Padlet makes students actively in discussion forum. It is showed that Padlet can be a teaching media which can be used at any time by teacher in practicing students' language skill,

besides Padlet showed ways to collaborative learning through discussion forum, and Padlet gave students confidence in participating in discussion forum.

Besides having the benefits, Padlet also have the challenges. There were Padlet triggers students to cheat, written feedback not clear than oral feedback, and sometimes students do not understand the topic of discussion. But behind the challenges felt by students, they chose if the Padlet is a web based learning application that is easy to use and they felt satisfied if used it to practice students' language skill.