

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains the research findings and discussion. The researcher provides the research findings, which include the outcome of using Padlet Wall to teach vocabulary and the benefits of using Padlet Wall in SMPN 2 Kuripan. The collected data as a result of the use of Padlet Wall is gathered by observing the English class while the teacher teaches in SMPN 2 Kuripan, particularly among 9th grade students. In addition, data on the benefits of using Padlet Wall was gathered by interviewing the teacher who teaches English using Padlet Wall and the 9th grade students who had thought about the use of Padlet Wall, the findings and discussions are written systematically, as shown:

A. Finding

1. How to Apply the Padlet Wall to Teach Vocabulary

The researcher used data from an observation with an English teacher to learn how the teacher used the Padlet Wall to teach vocabulary. The observation was conducted in class 9, SMPN 2 Kuripan, on January 25, 2023.

Based on the observation, the researcher determined that the teacher needed to take several steps before using Padlet Wall to teach vocabulary. In addition, the researcher requested files that the teacher

had used while teaching with the Padlet Wall. The steps involved were: preparing the material and ICT, developing a strategy for teaching vocabulary, and teaching in the classroom. In using the Padlet Wall to teach vocabulary in the classroom, there were general steps. Those general parts described in the following paragraphs, as shown below:

a. Preparing the Material and ICT

When using ICT for teaching, distractions frequently happen. This could take the shape of errors made during teaching or harm to the ICT being utilized. Teacher must check the ICT to make sure that the teaching and learning processes do not be disturbed. The learning and teaching process would be affected if the teacher does not thoroughly check the ICT before class if there is damage to the equipment. Furthermore, there are several plans and preparations made by the teacher, such as:

- 1) Before using ICT in teaching, the teacher determines the right material so that the learning and teaching process can be better. After determining the appropriate material, the teacher designs and creates the appearance of the material to be conveyed in learning. In this case, the teacher uses the Padlet application with the Padlet Wall format to make the material to be taught more interesting. However, the purpose of using ICT in teaching is to assist teachers in conveying learning so

that students can understand the material well. In this case, the teacher selects the subject matter to be covered in class in this step. Chapter 7 of the English textbook "Think Globally, Act Locally" for grade nine is used by the teacher. The subject matter being taught is about narrative texts using "Sangkuriang" folklore. After deciding on the material to teach, the teacher develops it utilizing the Padlet Wall format. In this instance, the teacher creates three Padlet Walls with the headings Narrative Text, Chapter VII, and List of Vocabulary that used during teaching in class.

- 2) The teacher prepares and checks all equipment and tools that will be used when teaching in class. The equipment or tools used by teachers, such as projectors, LCDs, and laptops. In addition, the teacher prepares media, such as printed sheets, if unexpected events happen during teaching process.
- 3) Before using ICT in teaching and learning, the teacher needs to understand how the it is performs in the classroom. The teacher learn the feature that contained in the application and tools.
- 4) The teacher estimates the length of time that will be used when the teaching process takes place. In this case, the teacher said that management time in teaching is important.

So, the teacher plans the time needed to teach the material in the classroom.

- 5) In using ICT for teaching, unexpected possibilities can occur at any time. It is possible that ICT equipment will not function properly during teaching or that there will be a power outage. In this case, the teacher argues that alternative plans must be prepared before learning. In addition, the teacher suggests that if the use of the padlet application cannot be carried out during teaching, then learning will use a printed sheet that has been prepared by the teacher.

b. Strategy for Teaching Vocabulary

After using Padlet Wall to organize the material, the teacher develops a plan for teaching vocabulary. This is intended to manage the flow of vocabulary instruction for students using the Padlet Wall. In this case, the teacher was teach vocabulary using three Padlet Walls: story text, Chapter VII, and a list of words. Each padlet wall that the teacher makes has different materials. Definitions, general structures, and illustrations of narrative texts are all covered in the section titled "Narrative Text." The teacher used this Padlet Wall to provide topics that the students will learn. Next, Chapter VII has learning resources and Sangkuriang videos that students can view and hear. The teacher used this Padlet Wall to demonstrate narrative text using

examples from Sangkuriang folklore. When students have listened to the story, it is also utilized to present exercises to them. Last, the List of Vocabulary includes material about the vocabulary used in the Sangkuriang story. After students have heard Sangkuriang's story, the teacher used this Padlet Wall.

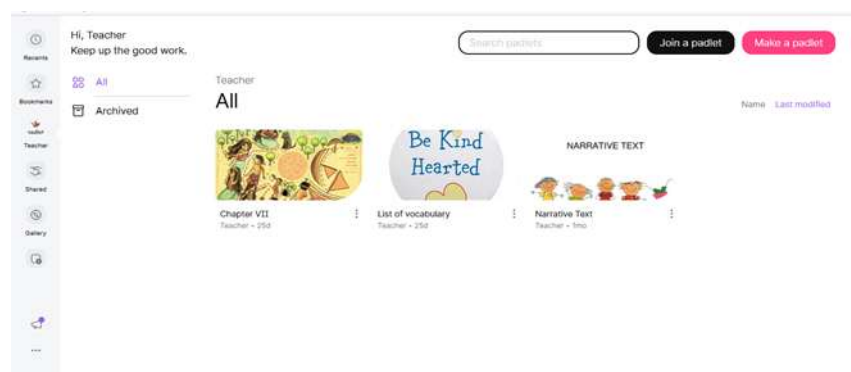
The teacher thinks that providing examples of sentences that use to teach vocabulary is a good strategy for teaching. In other words, learning vocabulary from the context of the sentence is easier for students. So, the teacher used the Padlet Wall's "List of Vocabulary" to teach students vocabulary after explaining the material from the Narrative Text and Chapter VII. The vocabulary was presented by the teacher first, and the students then have to guess what it means. Also, the "List of Vocabulary" on the Padlet Wall provides interesting images to describe the vocabulary. The teacher presented examples of sentences that use the vocabulary after students have learned what each word means. Students are expected to comprehend both the meaning of the vocabulary and how to use it in a sentence context.

Also, the teacher thinks that spending a brief amount of time throughout the session teaching vocabulary will help students remember it. The teacher intends to apply this kind of vocabulary strategy instruction. In addition, repeating the word while students are guessing its meaning is also great for teaching

vocabulary. However, the teacher thinks that this strategy will help students remember new vocabulary.

c. Teaching in the Classroom

The teacher was used ICT in teaching and learning process. In this case, the teacher was going to use a laptop, an LCD or projector, and software called Padlet.



Padlet is an application that can help teacher to display pictures, text, audio, video, and documents. To make the content more engaging, the teacher used Padlet application, especially Padlet Wall format in teaching and learning process. When the teacher explains the material in class, the laptop is utilized as a tool to run the Padlet software. While the LCD or projector was used to display the laptop's display, employing one of these devices will give all students to see the lesson material and make it easier for the teacher to explain what will be taught. Because students can directly view the writing and images of the offered information, the teacher says that using an LCD or projector will make it easier for them to teach vocabulary.

When the researcher observed the class, the teacher spend approximately 70 minutes teaching the material and offering the students exercises. Throughout the teaching process, the teacher takes a number of steps, such as:

1) Greeting

The first step is to greet the students before the teacher begins the session. All of the students are greeted by the teacher and asked, "How are you today?," to which the students respond, "I'm Fine. Thank you." The teacher then asked everyone to pray together before beginning the class. Everyone in the class offers a silent prayer. The teacher then checks the students' attendance by calling their names one by one. Three students were found to be absent from class due to illness after a check.

2) Brainstorming

In this step, before explaining the material to be learned, the teacher does some brainstorming. The teacher asks students about an example of an Indonesian folk tale, "Sangkuriang," with "Does anyone know the story about Sangkuriang?" As the teacher asked a question, some students responded "yes," while others said "no." The teacher then provides some detailed information on the Sangkuriang storyline so that the students can understand it. Next, the

teacher asks the students, "Does anyone know what type of text is in the story of Sangkuriang?" Because most of them were unaware of that, the teacher explained to the students that Sangkuriang was a form of narrative text.

3) Explaining the Material



The teacher uses the "Narrative Text" Padlet Wall to begin explaining the material after brainstorming. In this case, the teacher displays the material to the students on the whiteboard wall using an LCD or projector. It is applied to make it easier for the teacher to present the lesson and to make sure that every student can see what is being taught. At this point, the teacher spends around 25 minutes explaining the content. The definition, general structure, and examples of narrative texts are then covered by the teacher. After going over the subject, the teacher shows a video that tells Sangkuriang's story. The duration of this video is approximately ten minutes. The video was then played in front of the class, and every student watched and listened to it

with enthusiasm. Next, the teacher discusses the contents of Sangkuriang's story and concludes the moral value that contained in the video. The teacher also explained that Sangkuriang's tale contains two different tales between the tales in the book and the tales in the movie. Despite not using English, the teacher's chosen video contains English subtitles.

4) Practice

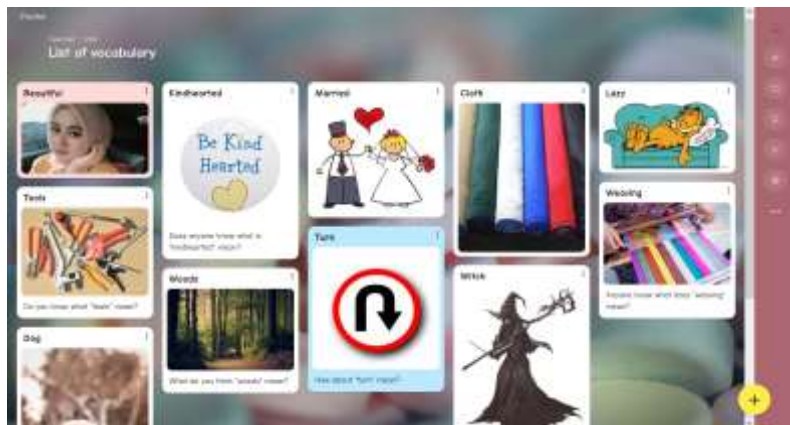


After explaining the material, the teacher opens the Padlet Wall, "Chapter VII," which contains exercises. However, before students do the exercises, the teacher divides the students into three groups for this section. There are six to five students in each group.

The teacher distributed one sheet of paper to each group after the students had gathered with their assigned groups. Each piece of paper in the set is a section taken from the English book "Think Globally, Act Locally," which tells the Sangkuriang story. The story, however, is presented with a gap, and the missing sentence's fulfillment is provided

below the text. In order to choose the right answers to fill the sentences, students must discuss with their partners after listening to the teacher's reading. The teacher read each section of the Sangkuriang story in turn because it is divided into three parts based on the group. So, students have to listen carefully when the teacher reads a part of the text to their group.

5) Discussion



Once the students had completed all of the blank sentences and the teacher had finished reading Sangkuriang's story, the discussion session was begun. The teacher in this lesson asked members from each group to write the results of their group discussion on the whiteboard. Each member took turns writing the results of their discussion. After the students wrote their results, the teacher starts opening the Padlet Wall "List of Vocabulary" and displays it in front of the class using the LCD/Projector. Before checking the results of student

discussions, the teacher gives some vocabulary related to the stories they have heard.

When the teacher opens the "List of Vocabulary" section of the Padlet Wall, the pictures that have been uploaded by the teacher are not visible. Then, the teacher starts opening the Padlet Wall "List of Vocabulary" and displays it in front of the class using the LCD/Projector. Before checking the results of student discussions, the teacher gives some vocabulary related to the stories they have heard. When the teacher opens the "List of Vocabulary" section of the Padlet Wall, the pictures that have been uploaded by the teacher are not visible. Only the vocabulary writing is shown, however when the teacher opens the image, the entire picture will be viewable. Still, the students can see the images on the Padlet Wall's "List of Vocabulary" after the teacher refreshes the page.

After that, the students repeat the vocabulary as the teacher reads it. The teacher then asked the class to figure out the meaning of the vocabulary. Students enthusiastically react to definitions of new vocabulary. They sometimes make jokes about the vocabulary's definition with the teacher. The teacher gives an example of how to use the vocabulary in a sentence once the students have learned its meaning. The

teacher provides examples of frequently used phrases for the word "beautiful," such as "you are beautiful." The teacher further explains that this word is only used in reference to women or things that appeal to their sense of beauty. Finally, the teacher checks the discussion results of each group of students in turn.

6) Repeat the Vocabulary

After assessing all of the answers, the teacher then goes through the previously taught vocabulary. The teacher spends about 5 minutes repeating the vocabulary that has been introduced in this step. The teacher alternately tests the students on the vocabulary's meanings in Indonesian and English. The most of them can remember the meanings of the words they have studied in class. Also, the vocabulary that has been taught was read aloud by the teacher, and the students will repeat it.

7) Closing and Summary

The final step is to end class after covering the material and providing discussions and exercises. The teacher asks the students to see if there are any aspects of the lesson material that they are unclear about. Some students responded by saying they had already understood, while others kept silent. The teacher also asked about what they had learned

that day. Students gave a variety of answers, including those based on narrative texts, the Sangkuriang tale, and others. After that, the lecturer concludes the material that has been covered, and the students pay close attention. The teacher then provides a sneak peek at what the students will learn over the course of the next week. The teacher finally ended class today after asking and drawing conclusions.

When the lesson was over, the researcher helped the teacher return the tools that had been used. Also, some students assist the teacher in giving back the equipment that has been used. Even though there were a few problems with the "List of Vocabulary" Padlet Wall, the teacher was able to overcome them, and the teaching and learning situation went properly.

2. The Benefits of Using Padlet Wall to Teach Vocabulary

The researcher conducted interviews with the teacher and 10 ninth-grade students. It aims to dig deeper into their opinions after using the Padlet application during the learning and teaching process. However, interviews with the participants were conducted after the learning and teaching process was finished.

The teacher does not use the Padlet application too often while teaching English because not all materials or exercises can be done in Padlet during the learning and teaching process. Also, according to the

English teacher, students can understand and remember vocabulary based on the material taught by the teacher in class. However, the students' vocabulary mastery was not very significant because the students' interest in English lessons was still lacking. Only a few students who have a high interest in English can master English vocabulary quite well.

According to the English teacher, the use of the Padlet application in learning English is quite helpful for teachers in making the material more interesting. Teachers can easily get additional material from various references on the internet. Also, teachers can insert various media that can make learning materials better, such as photos, videos, audio, and text. The use of media such as photos can be interesting in teaching vocabulary to students. In addition, the features contained in the Padlet application can enable teachers to present material in the form of images, videos, audio, and text. This will be very useful for teachers in presenting interesting material for students.

The researcher also conducted interviews with SMPN 2 Kuripan students regarding their responses after learning to use the Padlet application, especially the Padlet Wall. According to some students, the use of the Padlet application during learning is more interesting than the usual learning process because they can see some of the pictures that the teacher uses when learning takes place. In

addition, the teacher also displays a video during the learning and teaching process, so that they can enjoy learning more in class. Also, some students said that they were a little interested in learning English using the Padlet application with the Padlet Wall format. But some students felt less interested because the material displayed in class was arranged randomly. When using Padlet Wall format for learning, they also obtain new vocabulary. Moreover, because the teacher uses interacting images to explain the material, it is simpler for them to remember new vocabulary.

The researcher also asked students what made them interested in the Padlet Wall format during the teaching process in class. Some of them thought that the use of photos displayed during learning was what they liked. The use of photos when learning takes place makes it easier for them to understand what the words mean in the subject matter. Besides, they also think that the wallpaper or background contained in the Padlet Wall format is a bit interesting because it can contain a variety of photos.

In addition, during the learning process, students did not encounter any major obstacles. The teacher makes the learning and teaching process go quite well with the material that has been delivered using the Padlet, especially using the Padlet Wall. But students only think that the layout of the material displayed in class is not well structured, so they are confused about the order in which the

material delivered. However, the teacher can overcome this problem by developing lessons during class.

However, the interactions between teachers and students during the learning process were great. Some of the students responded to the teacher's questions when the teacher asked them. Additionally, some students frequently have questions about the subject matter covered in class. There are some students who do not interact with teachers in class while learning, but overall, the interaction between teachers and students is quite good.

B. Discussion

1. How to apply the Padlet Wall to teach vocabulary

As it is known, Padlet is an application that has several features and formats, and it can be used in the teaching and learning process. The features contained in Padlet can help teachers make the material more interesting (Sehuddin et al., 2021). However, this research focused on discussing one of the format contained on Padlet application, namely the Padlet Wall format, and how it is applied in teaching vocabulary.

In general, there are three steps in implementing Padlet Wall, such as preparing the material and ICT, strategy for teaching vocabulary, and teaching in the classroom. These steps will be discussed further, as shown:

a. Preparing the Material and ICT

Before using ICT to teach in class, there are several preparations that are needed. Preparation in using ICT before it is used during learning is very important. This is to avoid damage to the ICT used, especially in using Padlet Wall format. The steps taken by the teacher before using ICT when teaching in class, such as:

- 1) The teacher determines the material that is in accordance with ICT to be used. The use of ICT in teaching must adapt to the right material because there are some materials that cannot use ICT. In addition, the teacher created the lesson using Padlet Wall format after chose the material and using several pictures. Rank et al. (2011), the visual media such as flip chart, posters and others can be use in ICT. It is supported by McCarten (2007), who believes that using pictures in teaching can help teachers convey material. In addition, students become more interested because the material presented with pictures becomes more interesting. However, the use of ICT, such as the Padlet application, can make it easier for teachers to teach in class.
- 2) Before using ICT in teaching, the teacher must preparing and checking the tools. It is really important to avoid unexpected events, such as a power outage or malfunctioning equipment,

occur during the learning and teaching process. So, the teacher can overcome unexpected things when the learning and teaching process takes place.

- 3) The teacher have to know and understand the tools before using the it for learning. This will have an impact on the quality of teaching in the classroom. Also, a teacher must understand how to use the ICT that will be used when teaching in order for learning to run smoothly (Cakici, 2007). However, it is really important for the teacher to know how to use and operate the ICT features.
- 4) The teacher must present the material to be taught within a certain period of time, such as how long it takes to explain the material, discuss it, and practice it. If the teacher conveys too much material using ICT without managing the time properly, students will get bored with learning. However, management time in teaching is very important if teachers use ICT to teach in class.
- 5) When using ICT in teaching, an alternative plan is one of the things that needs to be prepared by the teacher. If there are problems when teaching using ICT, the teacher can continue the teaching process with an alternative plan.

The preparations above are very important before using ICT in the classroom. Also, the steps above relate to Kennewell's (2007)

opinion about thirteen things that need to be done before using ICT in teaching. It is intended that the learning and teaching process can run smoothly even though there are some unexpected problems. Also, the use of ICT can help the students increase their vocabulary (Khiyabani et al., 2014). However, the preparations made before using ICT can have an impact on the continuity of the teaching process in the classroom.

b. Strategy for Teaching Vocabulary

In this case, the teacher has two strategies that was used to teach vocabulary, such as:

1) Teach vocabulary based on the context.

It means that the teacher teaches vocabulary based on example sentences related to the material. So, the teacher teaches vocabulary based on the context of the sentences contained in the lesson.

2) Teach vocabulary for a few minutes.

In this case, the teacher gives some vocabulary related to the material being taught for a few minutes. It is intended for students to acquire new vocabulary. Also, the teacher can teach vocabulary at any time during the lesson.

McCarten (2007) believes that using strategy in teaching can help the teacher in classroom activities. The two strategies above are related to the theory of Brown and Lee (2015), which

says that teaching vocabulary in context is more effective than just focusing on the definitions found in the dictionary. Also, spending several minutes teaching vocabulary can help students remember it. However, these two strategies can help teachers teach vocabulary more effectively using Padlet Wall.

c. Teaching in the Classroom

After the preparations have been made, teaching and learning are ready to be carried out. In using Padlet Wall to teach vocabulary, there are several steps that the teacher takes, such as:

1) Greeting

The teacher greeted all the students and asked how they were doing. Teachers usually use greetings such as "How are you today?" and students answered, "I am fine. Thank you." After that, the teacher can order all students to pray before starting learning.

2) Brainstorming

Following the greeting, the teacher provides hints about the subject matter to be covered. As a result of this step, students may be better able to predict the subject matter that will be covered. Additionally, prior to studying, brainstorming can help them sharpen their focus.

3) Explaining the material

Teachers use ICT, such as LCDs or projectors, laptops, and Padlet applications, when explaining material. At this stage, the teacher was used the the Padlet Wall to provide an explanation of the material. Also, the teacher can displays some videos related to the material being taught.

4) Practice

Then, the teacher gives exercises to be done in groups. Students start to form their own groups. In this case, the teacher used the Padlet Wall to display the exercises they will be working on in front of the class. Harmer (2013), practicing can is one of the steps in teaching vocabulary. It is important to make sure the students understand the material that has been taught.

5) Discussion

At this point, the teacher checks the answers to the exercises the students completed in groups. While discussing the answers with the students and explaining on the lists a number, the teacher verifies the answers. Additionally, the teacher teaches some vocabulary associated with the subject material using the Padlet Wall. It is related to the McCarten (2007), that the teacher should offer variety of vocabulary in teaching. Students may find it easier to remember new vocabulary this way.

6) Repeat the vocabulary

The teacher repeats the vocabulary that has been taught. The teacher can ask several students about the meaning of the vocabulary they have learned. This can help students to remember the vocabulary they have acquired during learning (McCarten, 2007).

7) Closing and summary

At this stage, the teacher concludes the material that has been studied. Teachers can also ask students about the materials they have studied. Teachers can also ask students about the materials they have. Finally, the teacher can close the lesson.

Following the steps above, there are six steps in teaching vocabulary: explain, restate, show, discuss, refine, reflect, and apply in learning games (Marzono, 2020). Besides, the use of ICT in the learning process can help the teacher explain the material. So, students can be more interested in the material presented in front of the class.

2. The Benefits of Using Padlet Wall to Teach Vocabulary

After the researcher conducted interviews with the English teacher and ten ninth grade students, there were several benefits to

using Padlet Wall to teach vocabulary. The following are some of the benefits of using a Padlet Wall to teach vocabulary:

- a. Teachers can add different media files, including text, audio, video, and photos, to make the learning material more engaging. It is related to Lestari (2017), that the lesson and assignment can be more interesting if the teacher used the Padlet application in teaching.
- b. By using the Padlet Wall, teacher can quickly find a variety of references to support the lesson. As Yon (2021) said, the features in Padlet can provides text, images, video, audio, and links. Also, the search engine in this application can help the teacher to get more material and deliver the lesson to be more entertaining (Jong et al., 2021).
- c. The Padlet Wall display is quite interesting because the teacher can change the background by adding a picture they want or one that is already on the Padlet Wall.
- d. Using a Padlet Wall increases students' interest in the learning process. The use of this application can be a good way to do the teaching activity (Taufikurohman, 2018).

On top of that, there are some disadvantages to using the Padlet Wall to teach vocabulary, like how randomly the layout is organized. Students may become confused about the order of the material to be learned as a result. Furthermore, a strong internet connection is

required. Wulandari (2021) said that Padlet needs a good internet connection. If the internet connection is not good, some of the images or files contained in the Padlet Wall cannot be loaded.