

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

Regarding to the research question, the data were gained from the observations and questionnaire. For observation result the data from the observation was recorded by using the observation sheets and field notes in every meetings on observation section. The field notes would be displayed in an extended text to describe steps in extensive reading learning through padlet application, while the result of observation, based research question number one about explication of extensive reading through padlet application based theory Day and Bamford (Day & Bamford, 2004) mention there are ten principles in extensive reading as implementation of extensive reading, the data show that the students are excited during the extensive reading processes by using the application in their smart phones. It can be seen from the point number four is the purpose of reading is usually for getting pleasure, finding information and understanding the text, it has purpose to decrease bored feeling when students read. So they will feel enjoy in reading development of students' reading ability in recalling during the extensive reading processes even the researcher still help them to read it, such as the better achievement in composing the recall in correct generic structure and linguistic features of the texts they read it's related to the number eight, the teacher orient and guide their students. It is in line with the (Haris, Yunus, & Badusah, 2017)

that the use of Padlet is effective in enhancing students' performance in language learning. their study indicated that the result from observation also showed high preference and participants' positive attitude towards using Padlet as a means for learning reading, In the processes of the extensive reading, the students had to read an online reading material everyday out of classroom with easy material and they were allowed to select the reading material as their wish, it's related to the point number one, two and three, those are the reading material is easy, it should be easy and suitable for the students and also learners choose what they want to read. so they will comprehend the content of text easily In this case. Having reading, they had to practice recalling based on the text they read. Their recall were written on Padlet application. The reading material and their recalls were discussed in reading sessions in the classroom In the beginning, most students did the extensive reading to fullfil the reading subject only. However, day by day during the extensive reading processes the got the advantages of the extensive reading. Having implementing the extensive reading through Padlet, they feel that extensive reading has made them accustomed to reading everyday subconsciously. The findings is relevant to the findings of Richards (Pigada & Schmitt, 2006) that the extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage a liking for reading. Moreover, they are able to comprehend the reading material more

easily. In addition, they are active and creative readers. They practiced being critical readers.

For questionnaire result presentation in presenting the data, the researcher used codes as follow, Q stands for Question and AQ stands for answer of question. For Scoring open ended questionnaire the researcher uses scoring rubric in assessing students responses to open-ended question is on scale of 4 (0-3 points) as applied New Jersey Assesment of knowledge and skill ( Davy, Corzine, Peters, Dama, & Doolan, 2008) *in assessing open ended questions?*. The following is an explanation of each point :

1. Response 1 – point. Response show that mostly have difficult in access the application in the teaching learning.
2. Response 2 – point. Response shows that responder has not motivation to study with application used in teaching extensive reading.
3. Response 3 – point. Reponse shows that responder does not has any difficulties in accessing application in teaching learning
4. Response 0 – point. Response shows that there are no hits in each answer or unrelated to the question.

The findings for questionnaire showed that some students got troubles during the extensive reading processes through padlet application, such as lack capablity of digital literacy and lack of motivation as well. Regarding the lack of digital literacy, the students have less capability in operating digital devices and implementing Padlet application when conducting

extensive reading and recalling. When they got trouble in accessing the application, they made it as excuse not to do the extensive reading by using the Padlet application. Moreover, the data also revealed that the students have low motivation to do extensive reading processes by using padlet. In this case, they read simple reading material only, they did not read the reading material everyday, and they did not want to change their mindset concerning the extensive reading. They focused on the trouble of extensive reading only, it's related to the teory supported Awaludin, Karim & Saad that students have low motivation to do extensive reading processes by using padlet.

## **B. Discussion**

The following are the discussion about how the application is used in extensive reading learning had been taken from the analysed on observation sheet about performance or implementation extensive reading through padlet application during the observation were marked Activities in the observation sheets. There were some explore the implementation extensive reading through padlet application, the observation sheet is revealed below.

### **1. Observation sheet**

- a) The first observation was conducted on 29 of November 2021. In this meeting, the teacher did not implement extensive reading. He explained the details of descriptive text through padlet as media. He gave a descriptive text about writer holiday Station as an example.

The teacher guided the students to make a summary about the text that they read. After that, the teacher told the students to open the Application and make a summary of the descriptive text and write it on the book and discuss it in front of the class. In the end of the class, the students submitted their work to the teacher. The teacher ended the class by reviewing what they had learnt. After that, the teacher closed the meeting.

- b) The second observation was conducted on 30 of November 2021. In this meeting, the teacher implemented extensive reading activity. According to Harmer (2002), there are three components to set up extensive reading. The first component is setting up the library. In this study, the teacher prepared three descriptive texts; they are about jelly fish, Sembilang National Park, and Tanjung Setia Beach. Then, the teacher told the students to choose one of descriptive texts and work in pairs. The teacher told the student to make a summary based on the text that they read. The teacher also provided some comprehension questions related to the text to help the student make a summary. After the students discussed the text with their groups, they presented the results of group discussion in front of the class. Then, the teacher corrected the students' mistakes. In the end of the class, the teacher gave a homework which was to find one descriptive text and to read the text at home.

c) The third observation was conducted on 1 of Desember 2021. In this meeting, the teacher also implemented extensive reading activity. The teacher did not prepare a descriptive text because he already told the student to find a descriptive text in the previous meeting. Each student had their own descriptive text in their phone. Then, the teacher gave some comprehension questions related to the introduction and the characteristics of the objects in the text. It was used to know the students' understanding of the materials they had read and also to help them to make summary. After, the students finished their summaries, they submitted their works. Then, the teacher checked the students' answers and also gave comment to the students' summaries. In the last hours, the teacher reviewed the lessons.

d) Field notes 1 First Meeting- 29 of November 2021

(1) The students asked by the teacher about their opinion toward reading English. Most students stated that reading English text was difficult; especially to understand the meaning, thus they did not like to read English text.

(2) After asking the students about their opinion, the teacher wrote title on the whiteboard about descriptive text about the writer holiday as an example.

(3) The teacher explained about how to complete the reading it. The students paid attention to the teacher's explanation.

- (4) the teacher told the students to open the Application and make a summary of the descriptive text and write it on the book.
- (5) The teacher make a group discussion for doing summary and share what they got from their discussion.
- (6) The teacher give them homework for their read at home
- (7) The teacher asked if there was any question about their homework, and some students asked about whether they needed to memorize the text or not. The teacher answered that they just needed to read and understand the text.
- (8) In the end of the class, the students submitted their work to the teacher.
- (9) The teacher ended the class by reviewing what they had learnt.
- After that, the teacher closed the meeting.

### Observation sheet 1

Categories		Activities	Yes	no	Attitudes +/-	Evidences
Classwork	Exploration	Students were involved in the class discussion about their	√		+	The students told enthusiastically about their experience in reading the

		experience in reading text				text.  They told the time which was needed to read the text. They also told about how they overcame the difficulties in reading the text.
	Elaboration	The students participate d actively in group discussion	√		+	Some students seemed unmotivated to have group discussion.  They tended to do other activities while their groups were having discussion.



		The students were able to attend to group discussions for a reasonable amount of time	√		+	The students kept staying at the class without permission during group discussion time.
		The students were able to share what they got from their group discussion with using Padlet	√		+	The students were able to share what they got from their discussion. They answered and shared it enthusiastically.

		application				
		The students were able to read aloud the favorite part from the text	√		+	The students read aloud their favorite part and added the reasons why they liked that part.
	Confirmati on	The students were able to know the aim of the text.	√		+	The students told their opinions about the aim of the text. The aim of the text was about the writer holiday experience.

e. Field notes 2 Second Meeting- 30 of November 2021

(1) The teacher implemented extensive reading activity.

- (2) The teacher prepared three descriptive texts again ; they are about jelly fish, Sembilang National Park, and Tanjung Setia Beach. Then, the teacher told the students to choose one of descriptive texts and work in pairs.
- (3) The teacher asked to the students to read the text, and asked their opinion about the text there is difficult or not, they said it was more difficult than the first text and asked them about where the difficulties is.
- (4) The teacher told the student to make a summary based on the text that they read. The teacher also provided some comprehension questions related to the text to help the student make a summary.
- (5) After the students discussed the text with their groups, they presented the results of group discussion in front of the class about their summary and aims of the text.
- (6) The teacher corrected the students' mistakes. In the end of the class, the teacher gave a homework which was to find one descriptive text and to read the text at home.

### Observation sheet 2

Categories		Activities	Yes	No	Attitudes +/-	Evidences
Classwork	Exploration	Students were	√		+	The students told about the

		involved in the class discussion about their experience in reading text				time they needed to read the text. They said that this text was more difficult than the first text.
	Elaboration	The students participate d actively in group discussion	√		+	The students participated actively in group discussion. Some students asked about some parts which they did not understand to the teacher.
		The students	√		+	The students participated

		were able to attend to group discussions for a reasonable amount of time				actively in group discussion. Some students asked about some parts which they did not understand to the teacher.
		The students were able to share what they got from their group discussion with using padlet application	√		+	The students were able to share what they got from their group discussion. The students answered and shared what they got from the text enthusiastically

						y because they were scores for each group that could answer the questions. Almost all students raised their hands.
		The students were able to read aloud the favorite part from the text	√		+	The students read aloud their favorite part and added the reasons why they liked that part.
	Confirmati on	The students	√		+	The students told their

		were able to know the aim of the text.				opinion about the aim of the text.
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f. Field notes 3 Third Meeting- 1 of Desember 2021

(1) the teacher also implemented extensive reading activity.

The teacher did not prepare a descriptive text because he already told the student to find a descriptive text in the previous meeting.

(2) Each student had their own descriptive text in their phone.

Then, the teacher gave some comprehension questions related to the introduction and the characteristics of the objects in the text.

(3) The teacher asked the students about their experiences in reading the text. The students shared their experience enthusiastically. They told about the time they needed to read the text and the difficulties. They said that the text was more difficult than the first text. To overcome the difficulty, they used dictionary

(4) The teacher divided class into some groups. One group consists of six students. The students were asked to count from one to six; the students who got the same number

- would be in one group. After that, they were explained what they needed to do in the group discussions. The students paid attention to the explanation. The teacher gave.
- (5) The teacher gave the students 15 minutes to have group discussion.
  - (6) The teacher monitored the students in doing group discussion. Some students asked the teacher about the part of the text which they did not understand.
  - (7) The students participated actively in group discussion. Most students enjoyed the group discussion. the list of questions to be discussed to each group.
  - (8) The teacher asked the students to stop the discussion.
  - (9) The teacher said to the students that there would be a competition among the grups which could answer the most questions would be the winner.
  - (10) The studentsneeded to raise their hand as fast as possible.
  - (11) The students were eager to answer the question. The class became hectic.
  - (12) The teacherasked for help to a student to look who was the fastest among them. When the representative from a group answered incorrectly, the other groups raised their hands eagerly to share the correct answer.
  - (13) The students were able to answer the questions correctly.



- (14) The group that obtained the higher score was group one.
- (15) The teacher gave feedback about the text and the students' answers.
- (16) The teacher asked some students to read their favorite part and the reason why they like that part. The students who had read their favorite part in the last meeting wanted to read their favorite part again. But the teacher gave the chance to students who had not read it first. Three students read their favorite part.
- (17) The students were asked whether they had the same experience as the text or not. One of the students said yes. She explained a little bit about her experience.
- (18) The teacher asked whether there was any question about the text and the students answered no.
- (19) The students were informed that they would have the same homework: reading a text and completing the reading journal. Then, they were asked to choose one of the texts to be read at home. As in the previous meetings, the students chose the text happily. The students chose the text entitled "Unforgettable Experience". And The teacher closed the lesson.

### Observation sheet 3

Categories	Activities	yes	no	Attitudes	Evidences
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					+/-	
Classwork	Exploration	Students were involved in the class discussion about their experience in reading text	√		+	The students said that they did not need much time to read the text. They said that this text was easier compared with the texts before. Some students said that they wanted to have the same experience as the writer.
	Elaboration	The students participated actively in group	√		+	The students participated actively in group discussion.

		discussion				They completed the crosswords related to the text Enthusiastically
		The students were able to attend to group discussions for a reasonable amount of time	√		+	The students kept staying at the class without permission during group discussion time. Each groups focused on their discussion
		The students were able to share what they got	√		+	The students were able to share what they got from their group discussion: the

		from their group discussion.				aim of the text.
		The students were able to read aloud the favorite part from the text.	√		+	The students read aloud their favorite part and added the reasons why they liked that part. Some students enthusiastically to read aloud their favorite part of the text because the text was about their idol.
	Confirmation	The students were able to know the aim of	√		+	The students were able to know the aim of the text. They said that

		the text.				the aim of the text was to tell about the writer's unforgettable experience.
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The data show that the students are excited during the extensive reading processes by using the application in their smart phones. It can be seen from the development of students' reading ability in recalling during the extensive reading processes even the researcher still help them to read it, such as the better achievement in composing the recall in correct generic structure and linguistic features of the texts they read. It is in line with the (Haris, Yunus, & Badusah, 2017) that the use of Padlet is effective in enhancing students' performance in language learning. their study indicated that the result from observation also showed high preference and participants' positive attitude towards using Padlet as a means for learning reading

In the processes of the extensive reading, the students had to read an online reading material everyday out of classroom. In this case, they were allowed to select the reading material as their wish. The reading materials they read were inserted in Padlet application. Having reading, they had to practice recalling based on the text they read. Their recall were written on Padlet application. The reading material and their recalls

were discussed in reading sessions in the classroom. In the beginning, most students did the extensive reading to fulfill the reading subject only. However, day by day during the extensive reading processes they got the advantages of the extensive reading. Having implemented the extensive reading through Padlet, they feel that extensive reading has made them accustomed to reading everyday subconsciously. The findings are relevant to the findings of Richards (Pigada & Schmitt, 2006) that the extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and encourage a liking for reading. Moreover, they are able to comprehend the reading material more easily. In addition, they are active and creative readers. They practiced being critical readers.

### **1. Implementing**

In the first, the researcher asked the student's opinion toward padlet application.

(Q.1) *Bagaimana Tanggapan kamu terhadap Aplikasi ini ?* (what's your opinion about this Application ?)

AQ.1 BM : Aplikasinya menyenangkan

*(the application so funny)*

HN : Aplikasinya keren

*( cool application)*

CL : Menyenangkan tidak membosankan

*( it was fun not bored)*

JK : aplikasinya bagus dan sangat bermanfaat

*(the application is good and very helpful)*

NM : aplikasinya bagus

*(good application)*

JC : unik, karena baru pertama kali memakai aplikasi ini

*(Unique, because the first time to use this application)*

MK : menyenangkan

*( it was fun)*

In the third, the researcher asked the student's about how the researcher teach swith this application

*(Q.2) Bagaimana kaka mengajar dengan aplikasi ini ? ( how I teach with this application?)*

AQ. 2 BM : sangat seru ka

*(it's so fun)*

HN : seru juga belajar dengan padlet

*( it's also fun to learn with padlet application)*

CL : seru membaca dengan aplikasi ini

*(i'ts fun reading with this application)*

JK : seru!

*(i'ts fun!)*

NM : seru ada game nya

*(it's fun, there's a game)*

JC : lebih ke asik ka, karena setiap pagi ada kegiatan membaca

menggunakan aplikasi ini jadi tidak bosan.

*(it's more fun, because every day there is a reading activity  
using this application so it's not get bored)*

MK : seru

*(it's fun)*

In the fourth, the researcher asked the student's about the effectiveness learning through padlet application.

*(Q3) Pembelajaran extensive melalui aplikasi ini efektif selama pandemi Covid-19?( extensive reading through this application was effective during the covid-19?)*

AQ. 3 BM : sepertinya sulit mengaplikasikannya ka

*(seems hard to implement the application)*

HN : lebih ke buku sih untuk membaca

*(prefer book for reading)*

CL : kalo dirumah jarang buka aplikasi nya

*(if at home rare to open the application)*

JK :kayanya tidak sih ka

*(seems not )*

NM : masih kurang

*(still lacking)*

JC : lebih memilih buku untuk membaca

*(prefer books for reading)*

MK : masih belum efektif dalam membaca



*(still not effective for reading)*

## **2. Students difficulties**

In the second, the researcher asked the student's about this application, that's is not easy or not.

( Q.4) *Apakah Aplikasi ini Mudah di gunakan ?* (whether this Application easy to use?)

AQ.4 BM : Lumayan

*(not bad)*

HN : lumayan lah ka

*(not bad)*

CL : sedikit sulit

*(little bit hard)*

JK : lumayan

*(not bad)*

NM : sedikit sulit karena masih bingung, apa apa yang harus di klik

*(little bit difficult because still confused what button should be click)*

JC : lumayan la ka

*( not bad )*

MK : ummm kurang mengerti yang mana harus di klik ka

*( umm do not completely understand what should I clicked )*

In the fifth, the researcher asked the student's about the difficulties to use this application.

(Q.5) *Apakah kamu mendapatkan kendala atau kesulitan dalam menggunakan Aplikasi ini* ( Do you have any trouble or difficulties to use this application)

AQ. 5 BM : kalonya mau padletnya online, harus tunggu jaringan dulu  
(*if want to use padlet online, still wait the network*)

HN : iya lebih ke pemahaman ke aplikasinya  
(*yes more to understanding the application*)

CL : kurang bisa menggunakan  
(*can't use*)

JK : lebih mudah jika dipandu kaka )  
(*it's easier if you guard me more*)

NM : kurang lebih sama kaya kawan kawan, kalo bisa dipandu, tetapi aplikasinya unik sih  
(*I'am more or less like my friends if can be guided, but the application is unique*)

JC : kalo saya bingung lebih tidak membuka aplikasinya  
(*if I confused, it's better not open the application*)

MK : sedikit sulit karena masih bingung dengan tombol tombol.  
(*a little difficult because it's still confused with the buttons* )

Figure 1.2

Scoring Open-ended questionnaire

**(Score 1).** Responses from HN, JK, and JC said that mostly they answer that question “Not bad it’s mean that they do not really have any difficulties in used this application, meanwhile BM, Cl,NM, And MK said that little difficulties for use this application it’s mean response for this question shows that mostly have difficult in access or use the application in the teaching learning

**(Score1)** Responses from BM said that if want to use padlet online, still wait the network for using the application

**(Score 2)** HN said that more to understanding the application

**(Score 1)** CL said that she can’t use it’s totally have difficult in access it.

**(Score 3)** JK said that it’s easier if you guard me more, there is mean he does not

has any difficulties in accessing application in teaching learning

**(Score 2)** JC said that if I confused,it’s better not open the application  
Response shows that responder has not motivation to study with application used in teaching extensive reading

**(Score 1)** MK said that a little difficult because it’s still confused with the buttons, it shows he has difficult in using the application in teaching learning.

**(Score 0)** NM said that he has uncomfortable with this appliction

The findings showed that some students got troubles during the extensive reading processes through padlet application, such as lack capablity of digital literacy and lack of motivation as we can see there are many 1points , 2 points and then for 3, just one point. Regarding the lack of digital literacy, the students have less capability in operating digital devices and implementing Padlet

application when conducting extensive reading and recalling. When they got trouble in accessing the application, they made it as excuse not to do the extensive reading by using the Padlet application. Moreover, the data also revealed that the students have low motivation to do extensive reading processes by using padlet. In this case, they read simple reading material only, they did not read the reading material everyday, and they did not want to change their mindset concerning the extensive reading. They focused on the trouble of extensive reading only.