

## **Implementing Padlet and Vocaroo Applications to Teach Reading-Speaking Skill**

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### **Abstract**

This classroom action research focused on determining how the Padlet and Vocaroo applications teach reading-speaking skills. Along with the development of technology, more applications are widely used in teaching English are the Padlet and Vocaroo applications. This study aims to describe the implementation, problems, and solutions to the use of Padlet and Vocaroo Applications in classes for second-semester students of the Psychology Study Program at Mercu Buana University, Yogyakarta, Academic Year 2022/2023 as a general basic course (MKDU) which is still being online learning. Data were collected through observation, interviews, and documentation of the lecturer and student using Padlet and Vocaroo. Data analysis was carried out through the process of data collection, data reduction, data presentation, and drawing conclusions and verification. The results showed that the use of Padlet and Vocaroo applications in teaching reading-speaking skills showed positive results, especially in the brainstorming process. The main problems that occur during the implementation of the Padlet and vocaroo Applications are more technical problems where students are not familiar with / understand the features of Padlet and Vocaroo themselves. Through a well-planned technical guidance method, students are seen to be able to create, design, and apply the Padlet and Vocaroo platform as a learning media that is reliable to be a solution to existing problems.

**Keywords:** *Reading-speaking skills; Padlet-vocaroo Application; Teaching English for general basic subjects (MKDU).*

### **Introduction**

At Mercu Buana University Yogyakarta, especially in the second-semester of psychology majors, they still apply online learning where all learning axis is carried out using online media. As we know, since 2020, during the Covid-19 pandemic, all learning is done online or distance learning is carried out. Teachers teach from home and students learn from home. This is following the Circular of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19), the Minister of Education and Culture recommends that all learning activities be carried out in distance learning and all material delivery is carried out in each other's house.

Seeing the problems, teachers and students must use media that can help create the online learning process. Teachers and students must be able to master appropriate technology that can be used for the online learning process, it requires creativity in the use of technology and applications that are following the conditions of the learning process so that learning becomes interesting and effective. Effective learning during distance learning must be supported by supporting technology such as computers, laptops, and mobile phones along with their internet network to connect teachers and students. In addition, supporting applications are needed to be

used in learning where teachers and students can connect and interact with one another. The use of digital technology in online learning certainly requires every student to have digital literacy skills and technological literacy. Digital literacy is related to the ability to read, analyze and make thinking conclusions based on the data and information obtained. Technological literacy is related to the ability to understand how machines work, technology applications, and work based on technology products to get maximum results. This literacy ability is capital for teachers to be able to present learning that is more varied, not monotonous, and only relies on one learning method. By using a variety of media, students will be interested and enthusiastic about participating in learning. Fun learning will generate student motivation so that it can affect student learning outcomes (Susanto, 2012).

Therefore, during this pandemic, teachers must be selective and creative in choosing learning media that can be used online, especially in learning English. Interactive media are needed that can facilitate student interaction in online classes to practice language skills. By utilizing technology, the learning process can run well where students can still participate in learning even though they are limited. Media that can be used in learning English in campus to develop student's skills in reading and speaking English are using Padlet and Vocaroo application media. These platforms and applications can be applied to students who are learning English to improve the quality of learning. Lavoe (2014) said that when he applied the platform application in English class, the majority of students were motivated and interested in learning to use internet-based media. One of the reasons was the ease of accessing lessons from their mobile phones because they could be done anywhere and anytime. anytime, both at campus and outside of campus.

I suggest that the students Mercu Buana Yogyakarta university, especially those in the second-semester of psychology majors, always be active in using padlet and vocaroo technology in every online meeting, especially in the general basic English course (MKDU). General Basic English course (MKDU) is a compulsory subject for every faculty department at Mercu Buana University, Yogyakarta. This English course that is taught is only basic English with the aim that all graduate students from Mercu Buana University can have English language skills in reading, speaking, listening, and writing.

Hussin (2018) in the article find the implementation of platform applications such as Padlet and Vocaroo to implement Education 4.0 trends in the language classrooms and students' feedback on their experience in learning in the Education 4.0 classroom and provides assumptions if Padlet and Vocaroo can be used as a reading list provided for students to prepare before they come to class. One of the activities requires students to discuss certain issues and post their opinions on the platform on padlet and vocaroo with the class instructor summarizing the discussion after all responses are discussed.

Based on the background of the problems faced by students, I conducted pre-experimental research focusing on "Implementing Padlet and Vocaroo Applications to teach Reading-Speaking in the second-semester of psychology at Mercu Buana University, Yogyakarta 2022/2023"

## **Theoretical Review**

### *Media Padlet and Vocaroo in Learning*

Padlet is an application created by Nitesh Goel in 2008 in the United States. Applications can save, and copy files and documents which can then be sent by the teacher to students or vice versa. Padlet application is used to collaborate and communicate learning objectives by teachers to students. Through e-learning-based media, it can make it easier for students to express their ideas or ideas in each lesson (Qulub, 2020). Padlet is one of the internet-based learning media that functions as a place to share information in the form of text, photos, links, and videos called “walls”. Padlet application is an alternative media created on a digital basis for teachers and students to store the results of the learning process in the classroom. In addition, two other things are the advantages of the padlet application, namely its easy use and free of charge (Sari, 2019). Meanwhile, Vocaroo is also a free online device used for voice recording. It is constructive and meaningful to support and improve speaking ability. Its features are straightforward and most accessible, allowing users to record their voice online or accessible without installing, registering, and logging in previously. Likewise, introduced as an online application that can orally use students' speaking proficiency. Vocaroo also adds that it is also practical to encourage learners' self-evaluation in speaking skills. Both of these applications are very influential in encouraging technology-based online learning that is easy to access in the learning activity.

### *Reading-Speaking Skills*

Reading is the most effective skill that must be mastered to facilitate the learning process. Reading is simply the interpretation of a written message. Walter R. Hill (1979, p.4) briefly defines reading as what the reader does to get the meaning he needs from contextual sources. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, p.68). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe, Stoller, 2001, p.187). Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell (1989, p.131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence. Based on the descriptions, Grabe in Melkamu (2002,11) viewed reading as a kind of dialogue between the reader and the text. This interactive process of reading reflects that a reader should toil hard to draw meaning out of a text employing different reading strategies such as skimming, scanning, predicting, etc. Hence, in this process of reading, there is active interpretive interaction between the reader, the writer and the text.

Meanwhile, Speaking is categorized as productive skills. As stated by Spratt, et al. (2005: 32), that means that they focus on producing language rather than receiving it. Producing language means learners should be able to construct verbal and written language. Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez Flor, 006, 139).

In brief, learners need to know how to use the language in context. Finnochiaro and Brumfit (1983, 400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive the person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses.

### *Online Distance Learning*

Distance learning which is now more popular with online learning is a learning system that utilizes electronic media in the delivery of learning materials. During the Covid-19 pandemic, learning this model becomes an obligation that must be carried out by teachers and students. Teachers and students must use the internet network with the laptop and/or cellphone media so that they are in an online line that connects them to a class where learning is carried out. With this technological media, teachers and students can connect wherever they are as long as the internet network is served. (see Nurdyansyah, (2016), Darmawan, (2016) in Handini, et al (2020).

With online learning, teachers can use various applications that are suitable for online learning, such as Edpuzzle, Kahoot, Wordwall, Edmodo, Quiz Bot, Zoom meeting, Google meet, Canvas, WhatsApp, and so on. The existence of the LMS provides various advantages including the delivery of varied learning materials, interactive media, and providing flexible time, especially for students to study according to their needs (Cavus, 2015).

Therefore, this learning requires teachers to be technology literate or digital literate. The ability in digital literacy and technology allows today's teachers to be creative in designing interesting learning and of course effective learning. In addition, according to Handini et al. (2020), online learning can be used to overcome the limitations of time, space, conditions, and circumstances where students and instructors are in different spaces and times. So online learning is an effective alternative, as in the current conditions during the Covid-19 pandemic where teachers and students are not allowed to study in classrooms at the same time and they have to study from their respective homes. Technology has helped a lot in the teaching and learning process which limits the space and time of teachers and students being in the same place and time. The distance learning process (online) will be easier to use in conditions where Covid-19 is still endemic and has provided restrictions for us to study in the same place and time. Internet-based media and applications certainly have a significant impact on distance learning. The success of distance learning also depends on the teacher's ability to use the available technologies. Teachers can be creative and innovate in designing online classes to create fun classes within the limitations of space and time, but students are still happy to learn and hone their ability to think more critically.

### **Methodology**

This research is a descriptive qualitative study. Known as a descriptive study in the process, researchers search for data, collect data, classify it, analyze it, and finally draw conclusions about the data (Surakhmad, 1994, 147). One of the important components for the success of this program for lecturers of general basic English course (MKDU) is an appropriate but also effective implementation method. Therefore, the activities designed to create learning materials use the application of Padlet and Vocaroo modes as learning media for second-semester psychology students at Mercu Buana University, Yogyakarta.

The activity carried out on June 22, 2022, was the delivery of training materials in making Padlet and Vocaroo Application Modes delivered via zoom media. The training was given to 80 second-semester psychology students at Mercu Buana University, Yogyakarta. The content of this activity is the provision of material on the Use of Padlet and Vocaroo Application Modes in English Learning. The material presented includes the content of this activity is the provision of material on the Use of Padlet and Vocaroo Application Modes in English Learning. The material presented included the implementation that I did in teaching using the Padlet and Vocaroo application, which was actively followed by students of general basic English course (MKDU) with technical guidance methods which included the delivery of tutorial material on making Padlet and Vocaroo Application Modes, Definition of Padlet and Vocaroo Applications, Benefits using Padlet and Vocaroo App Mode and how to use Padlet and Vocaroo App Mode. After the presentation of the material, it was followed by a question-and-answer session regarding various obstacles to using the Padlet and Vocaroo Application Mode. In addition, participants were given examples of using Padlet Application Mode and Vocaroo in learning to reading and speaking skills.

In the initial stage when starting the class, I delivered learning materials using a zoom meeting to be able to record the learning activities that were carried out so that students had a recording handle and could see the recording again when the class was over. It doesn't stop there, to continue the fun learning system, of course, I also ask students to open the link that I shared so they can access Padlet and Vocaroo at the same time. After students can access the learning link, they will automatically actively ask questions in operating the use of Padlet and Vocaroo applications. It didn't take long for all of the students to be active in accessing learning using Padlet and Vocaroo by responding to the questions I gave. All participants seemed to be motivated in making reading texts and speaking assignments that would be used in learning English.

## **Results and Discussion**

In learning English, reading and speaking skills reinforce and support an important role in learning so that it can be used by students to express thoughts, opinions, feelings, and ideas. Therefore, good and effective learning will provide optimal results towards improving students' reading and speaking skills. On the one hand, literacy skills in reading and speaking skills are a demand in the present and future era, but on the other hand, mastering these two skills in English requires hard work for students. This is because reading and speaking skills in English require good mastery of English and require continuous time. The both of applications cannot be separated because speaking well requires fairly good knowledge, especially mastery of English vocabulary which can be obtained through good reading skills as well. Therefore, the focus of the article description focuses on how to make English learning interesting and innovative through Padlet and Vocaroo technology.

As mentioned earlier, Padlet and Vocaroo have several advantages as learning media for reading and speaking skills in English. Several studies have proven the effectiveness of Padlet media, including that conducted by Kharis (2020). They explain that one of the significant advantages of Padlet is its form of microblogging. This has even become one of the most successful innovations as a learning medium because it offers fun learning practices for students outside the classroom so that learning becomes flexible (Kharis et al., 2020). Meanwhile, the advantage of using Vocaroo as a means of learning English with features that are able to provide voice recordings, and more interestingly, the feature of this Vocaroo is that it can be placed and pasted on the wall of the Padlet application page so that students already get a series of technologies that are flexible and easy to access.

Reading and speaking skills are a space for collaboration between teachers and students in the learning process. Padlet and vocaroo offer interactive learning tools that motivate students to actively participate in reading and speaking in English. With an open concept, fellow students can give each other feedback on reading and are able to listen to each other's recordings, and in this case, the role of students becomes optimal as a facilitator of learning English skills.

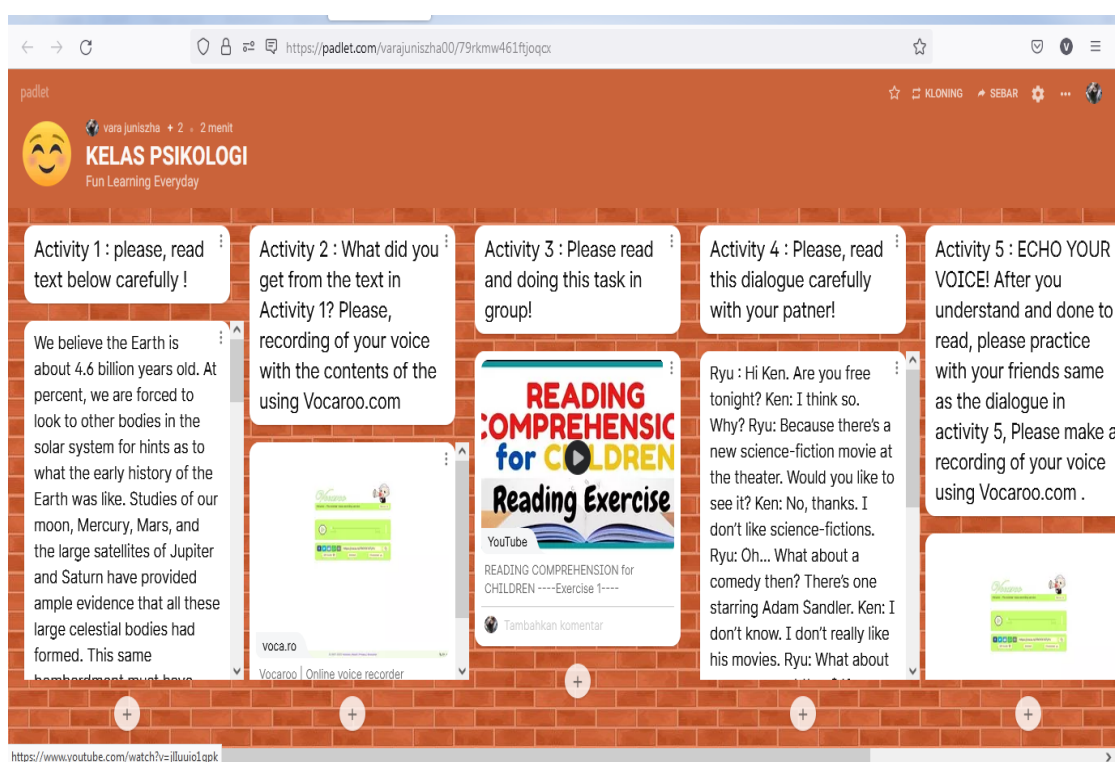


Figure 1. delivering the material using Padlet and Vocaroo

pictures. 1 is an example of material on a Padlet wall by adding a Vocaroo that I made. With the learning media and also the material that I presented for the second-semester psychology student at Mercu Buana University, Yogyakarta, it has a reference on how to use Padlet and Vocaroo simultaneously in learning English. The topics I give are always varied and I present them in a way that is easy to understand and of course follows the learning plan of each department. As with the characteristics of online and distance learning, students can access the material flexibly so that they can adjust the space and time to study and learn more. After

making the material on the padlet wall, the next few steps need to be taken to achieve optimal learning targets. Among them is by activating the material feature where I give messages to students to provide feedback about the material I was given. For example, about reading carefully in activity 1 and also following up by conveying an analysis of what they read to be conveyed using Vocaroo orally. Furthermore, all students are very enthusiastic and play a very active role in being able to activate discussions through virtual classes which are very fun by discussing with groups and I can directly monitor the activities students are doing in them and can be programmed by providing three discussion options, namely discussions between teachers with students or discussions between students and collaborative discussions that involve all. Then the teacher facilitates the speaking feature which opens space for questions posed by students related to the topic of discussion. With these diverse activities, Padlet can be said to give more value to the learning process carried out online and remotely.

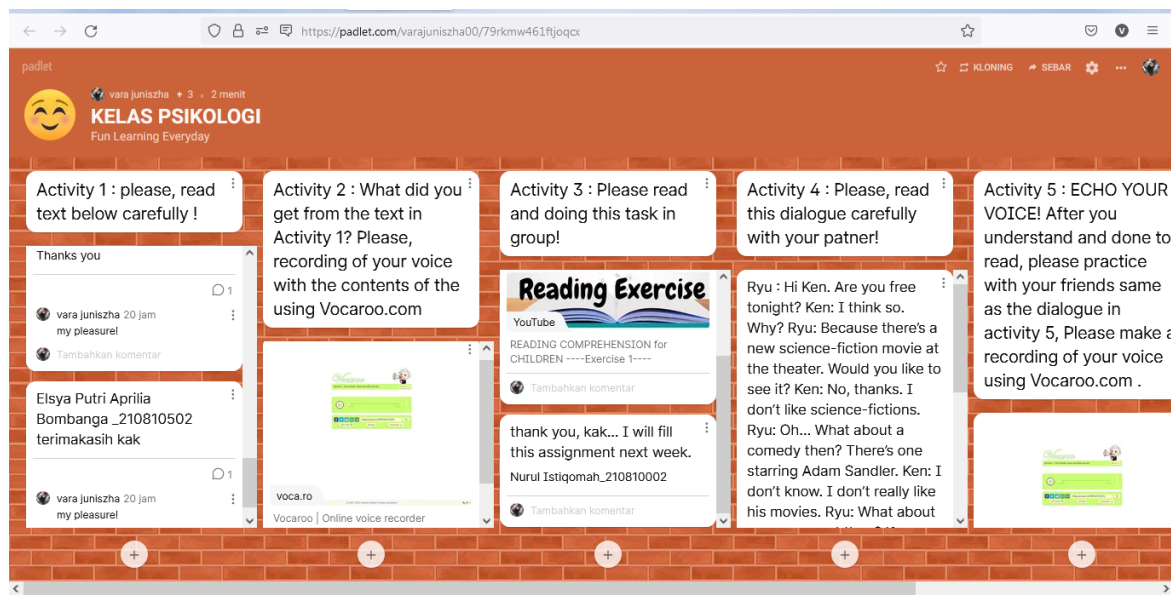


Figure 2. Padlet and Vocaroo learning outcomes

Figure.2 Based on the material that I made, it can be said that students can understand the material given and can even apply it directly by providing feedback in the column for each learning activity that I provide. Through the Padlet application and also the Vocaroo, this second-semester psychology student looks very interactive with an interesting learning pattern and does not bore every student. Some notes can also be given, that students are getting better at mastering technology as a learning medium and it doesn't take a long time for students to operate Padlet and Vocaroo applications to improve reading and speaking skills in English.

## Conclusion

The use of Padlet and Vocaroo applications as learning media for reading and speaking skills in English subjects have proven to provide great benefits for second-semester psychology students at Mercu Buana University, Yogyakarta 2022/2023. One of the most significant advantages of using Padlet and Vocaroo is being able to create interactive and easy to access English lessons for both teachers and students to be able to give each other questions and feedback on learning materials and topics directly. In addition, the existence of Padlet and Vocaroo also enriches online learning media so that teachers have many choices of platforms as innovative, interactive, interesting, and effective learning tools.

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