Teaching English Through Edmodo Application to Improving The Vocabulary Mastery of The Second Years Students of English Department of Universits Muhammadiyah Parepare

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ABSTRACT

This study aimed to investigate whether applied Edmodo application can improve vocabulary mastery or not. Based on the observation at second years students of English Department of Universitas Muhammadiyah Parepare there were students less knowledge vocabulary mastery. It caused most students did not exploited the technology like android to study English. Beside, some of students just focus on social media and playing game. Those become some considerations of the researcher to conduct this research when doing an observation at English Department of Universitas Muhammadiyah Parepare, since the students shows less knowledge, one of media to solved the problem this research to find out whether or not used Edmodo application can improve vocabulary mastery. This research used quasi experimental method, with two group pre-test and post-test design. The population was the second years students of English Department of Universitas Muhammadiyah Parepare. The sample were drawn by using Edmodo application as experimental class and E-mail as control class that consisted 42 students which were B class as experimental and A class as control class. The data were acquired by using vocabulary mastery test. The vocabulary mastery test was applied by pre-test and post-test. The data required from vocabulary test was analyzed by using t-test and percentage technique. The result of the data analyzed shows that Edmodo application can improve vocabulary mastery of the second years students of English Department of Universitas Muhammadiyah Parepare significantly. It was proved by the mean score of the pre-test was (66.19) and the post-test (89.77). It showed that used of Edmodo application can improve vocabulary Mastery of the second years students of English Department of Universitas Muhammadiyah Parepare significantly. After analyzing the

data by the the t-test formula, the result of t-test value in post-test was (2.42) and t-table value was (2.02108). Those indicated that H_1 was accepted and H_0 was rejected. The students who were taught through Edmodo application were better than the students who were taught through E-mail.

Keywords: *Mastery, Vocabulary, Edmodo Application*

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki apakah aplikasi Edmodo yang diterapkan dapat meningkatkan penguasaan koskata atau tidak. Berdasarkan pengamatan di mahasiswa tahun kedua Jurusan Bahasa Inggris Universitas Muhammadiyah Parepare terdapat mahasiswa yang memiliki sedikit pengetahuan penguasaan kosakata. Hal ini disebabkan mahasiswa tidak memanfaatkan teknologi seperti android untuk belajar bahasa inggris. Selain itu, sebagian besar mahasiswa hanya fokus pada media sosial dan bermain game. Itulah yang menjadi pertimbangan peneliti untuk melakukan penelitian ini ketika melakukan pengamatan di Jurusan Bahasa Inggris Universitas Muhammadiyah Parepare, sejak mahasiswa menunjukkan kurangnya pengetahuan. Salah satu dari media untuk menyelesaikan masalah penelitian ini untuk mengetahui apakah menggunakan aplikasi Edmodo dapat meningkatkan penguasaan kosakata.

Penelitian ini menggunakan metode eksperimen semu, dengan dua kelompok pre-test dan post-test desain. Populasi adalah mahasiswa tahunkedua jurusan bhasa inggris Universitas Muhammadiyah Parepare. Sampel diambil dengan menggunakan aplikasi edmodo sebgai kelas eskperimen dan E-mail sebagai kelas control yang terdiri dari 42 mahasiswa yang kelas B sebagai kelas eksperimen dan Kelas A sebagai kelas control. Data diperoleh dengan menggunakan tes penguasaan kosakata. Tes Penguasaan kosakata diterpkan dalam pre-test dan post-test. Data yang dibutuhkn dari tes penguasaan kosakata dianalisis dengan menggunakan uji-t dan teknik persentase.

Hasil analisis data menunjukkan bahwa aplikasi Edmodo dapat meningkatkan penguasaan kosakata mahasiswa tahun kedua jurusan bahasa inggris Universitas Muhammadiyah Parepare secara signifikan. Itu dibuktikan dengan skor rata-rata dari pre-test adalah (66.19) dan post-test (89.77). Hal ini menunjukkan bahwa penggunaan

aplikasi Edmodo dapat meningkatkan penguasaan kosakata mahasiswa tahun kedua jurusan bahasa Inggris Universitas Muhammadiyah Parepare secara signifikan. Setelah mengnalisis data dengan rumus t-test, hasil nilai t-test pada post-test adalah (2.42) dan nilai t-table adalah (2.02108). Itu menunjukkan bahwa H_1 diterima dan H0 ditolak. Mahasiswa yang diajar melalui Edmodo lebih baik daripada mahasiswa yang diajari melalui E-mail.

Kata Kunci: *Penguasaan, Kosakata, Aplikasi Edmodo*

INTRODUCTION

The difficulty of learning English is not only at junior high school but also at the senior high school and even at the university. Because the process of learning English as foreign language is the same with the process how children learn to talk for the first time. Every school in Indonesia has to give the best service for students with quality teacher/professional teacher to teach the students, facilities etc. Many people recognize the need for change in schools. It solely to improve or to increase students' ability in many fields especially in English language because English language always needed to fulfill work field, for example: as tourism, a trading, a teacher, businessman, writer, interpreter etc.

Vocabulary is the important thing. Proficiency in other aspect is not enough to guarantee that someone can mastering the English language with limited of vocabulary, for example, because grammar can make sentence grammatically right. Even, we can say the sentences are right grammatically and another is wrong grammatically. But limited of vocabularies are mastered, we just can make simple sentence and limited sentence. And then, in using the language, we use thousands of words to communicate every day. Besides limited several of sentences, less of vocabularies hamper comprehension in communication. Do you ever read a book and you didn't understand the sentence?

Well, in learning English students should know about vocabularies. Because by knowing the words, students will try how to use it to express idea and communication. In fact, the vocabulary cannot be separated from other language aspect. So, by knowing vocabularies, the children will be able to develop the language skill such as: listening, speaking, reading, and writing in order that process of communication will be easier.

Now has appeared several application that specifically use in the field of education. One of the application that can be use in learning process is Edmodo application. Edmodo application is an application that provide an online meeting point for teachers and students, where they can connect and collaborate. There are so many advantages of Edmodo application that to be gained by teachers, students and even parents. For teachers, it can be used as a medium that give many option to share useful link and attract students' attention by giving interesting task. For the students, it can make them contact each other easily related to subjects and assignment. Edmodo application also enable to build confidence for students who have difficulty in expressing ideas or though in the classroom by involving in learning process on Edmodo application and participate more. Parents can also view this website. It allows parents to see the tasks and the value of their children. Teachers can also send a warning to parents about school events, missed assignments, and other important messages through Edmodo application.

The purpose of Edmodo application and similar services is to integrate output from other sources into one whole and provide them with a background of communication and assessment (Peter Murar, 2016: 1). By creating space for teachers and students to be tied up in cyberspace learning where topics can be presented, discussed, found, analyzed, and evaluated by teachers and students. In addition, parents can also monitor the progress of their children's learning process using Edmodo application.

With the used of Edmodo application in teaching process, the English teacher can be motivated to use Edmodo application in teaching process especially to make the students interest in learn vocabulary in English lesson. Universitas Muhammadiyah Parepare is one of the university in the city of Parepare. Based on observations in the field, about media learning in Universitas Muhammadiyah Parepare, there is no teachers use Edmodo application in teaching process. Student often find difficulty in vocabulary and how to different among verb, adjective, adverb, and noun. At Universitas Muhammadiyah Parepare less knowledge of vocabulary. When people could master grammar and pronunciation better than vocabulary, they will be difficult to communicate but if their master vocabulary is better than grammar and pronunciation they will be easy to communicate (Widya, 1997:53). So researcher interested to learn the use of learning media Edmodo application in teaching and learning process of Vocabulary Mastery, especially in second years students of English Department of Universitas Muhammadiyah Parepare.

THE CONCEPT OF TEACHING

Definition of Teaching

Teaching is a process of arranging condition under which the learner changes his way consciously in the direction of his goal (Battle and Shannon, 1968:19). Based on those statement, the main task of teacher is arranging and giving the knowledge for the students consciously and pointed to the goal, that is make students more understand about the science or knowledge. Teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning (Brown, 2000:7). The definition above give explanation that to teach means to guide or help the learners providing knowledge, so that they know and understand.

From the definition, we know that the process of teaching is a process of helping, facilitating, and guiding the students with the main goal that is making them more understand about the knowledge.

The procedure of teaching Derewianka, (1990:6) there are four cycles of teaching learning process, they are:

1) Building knowledge of field (BKOF)

   This is step in which teacher has duty to accompany the students and gives explanation about the material that will be studied to activate their background knowledge.

2) Modelling of text (MOT)

   This is a step in which teacher gives some examples of models related to the material being discussed.

3) Joint construction of text (JCOT)

   This is a step in which teacher must emphasize on schematic structure linguistic features, knowledge of field, and learning in group, collaboration and rerlection. Students start to construct the text within group.

4) Independent construction of text (ICOT)

   This is a step in which the student must create a perform their knowledge individually, in this step, teacher emphasize on schematic structure linguistic features, knowledge of field, and learning group, collaboredon and reflection.

THE CONCEPT OF VOCABULARY

Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words.

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses. Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

The Types of Vocabulary

Lubis, Rahmadani Ika (2017), There are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary. Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to

expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:

1. The meaning of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behaviour of the word
5. The collocations of the word
6. The register of the word
7. The associations of the word
8. The frequency of the word

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.

The Problem of Vocabulary

There are several strong reason for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication. Term used to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function. In English, the functional categories include pronouns and interjections.

Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities. Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things. Adjective is a word used to qualify a noun or pronoun. Adverb is a word which modifies a verb, adjective or another adverb.

From the explanation definition of vocabulary the researcher concludes that vocabulary mastery was a complex process made up of several interlocking skill and process. It involves many interactions between students and teacher what they read to the text.

THE CONCEPT DEALING WITH EDMODO APPLICATION

Definition of Edmodo

Edmodo is described as a social learning platform for teachers and students using a micro blogging format (Steven, 2014:377) it is free service with the aim of facilitating learning and teacing and helping educators use social media to create a customizable learning environment. Edmodo provide extensive functionally, including the incorporation and use of other social tools. to bring learning communities together in a secure and protected educational platform that connects students and teachers online. In the field of language education, it can become a powerful social networking tool to promote collaborative learning through meaningful interactions for language learners. Edmodo support the use of multiple simultaneous discussions, were the instructor can create collaborative groups.

Edmodo is a free of charge social learning platform, which provides learners with access to course content presented by teachers (Bita dkk, 2015:3). It helps students interact with each other and teachers through instant message, thus enabling learners to cooperate and collaborate in virtual classroom environment. Teacher can easily assign students and set a deadline for homework. It is a secure platform since students can only login with the special code provided by teachers. Parents can also monitor and check their homework with another special code created only for them. An educational website that takes the ideas of a social network, refines them, and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo, students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. In addition, parents can join the class to bring a level of transparency that is difficult to achieve without technology.

Edmodo is a great companion to just about any class. Edmodo is a social platform used for teachers, students and also for parents. To facilitate learning online. Edmodo at first glance looks like Facebook because the colors like Facebook but in terms of Edmodo

and Facebook functions are obviously very different. Edmodo is very helpful in learning, Edmodo provides a safe and easy way in a virtual classroom. Design owned Edmodo almost same with Facebook but with Edmodo teacher can send assignment and quiz to student. In Edmodo there is a special code to join for student. If the student wants to join the Edmodo class, the student knows the code from the teacher

METHOD

Research Design

The implementation strategy in this research is quasi-experimental method, which is apply two-groups structure design. The researcher took sample of two classes; they are experimental class and control class (Gay,at.al.2006:255)

Population And Sample

Population

The population of this research are the students of English department of Universitas Muhammadiyah Parepare in academic year 2018/2019, which consist of 7 classes. First year consist of 30 students, second year A class consist of 21 students, second year B class consist of 21 students, third year A class consist of 28 students, third year B class consist of 26 students, fourth year A class consist of 23 students, fourth year B class consist of 19 students. The total population is 168 students.

Sample

Sample of the research take by using cluster random sampling. First researcher put seven of papers with the name of classes of the population. Then the researcher will papers and wait until two name of class appear. The researcher got the second grade A class as the experimental class and second grade b class as the control class with the total number of sample are 42 students.

Instrument of The Research

In this research, the researcher will be use a narrative text in accordance with the Edmodo application in the pre-test and post test. Based on the Edmodo application , the researcher will be give the students narrative text with multiple choice and true or false questions. There will be ten numbers of multiple choice and ten numbers true or false questions. Then, the students will answer the question. And then, the students vocabulary enriched, connectors, and summarizer because in every meeting of the task given to each students will be randomized.

The test was applied as a pre-test and post test. The pre-test used to find out the comprehend of the students before giving treatment, and post test used to find out the vocabulary after giving treatment.

Technique of Data Analysis

The researcher collected the data by used data analysis, the percentage technique used to know the speaking ability through narrative text. The quantitative analysis employed statistical calculation to tested the hypothesis. The researcher tested the hypothesis with use t-test with $\alpha= 0.05$ level of significance for independent sample, the formula degreed of freedom was df= (N_1+N_2)-2 with formula two-tail. (H$_o$: $\mu_1=\mu_2$) (H$_1$: $\mu_1\neq\mu_2$)

FINDINGS

The findings were obtained through the vocabulary mastery test at the second years students of English Department of Universitas Muhammadiyah Parepare in academic year 2019/2020. The researcher had been applying Edmodo application as Experimental class and E-mail as control class. Furthermore, the researcher had been gave to the students' pre test on experimental class and control class and after that, gave the treatment and the last gave post test both of classes. It purposed to find out the significant difference of the students from both classes. After analyzing the data, the researcher found the student's score and tabulated in the following parts. The follow is the explanation of research findings:

The rate percentage score of Pre-test and Post-Test of Exprimental and Control Class.

Pre-test

Table 2.1: Students' classification in Experimental class for Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very Good	86-100	-	-	16	76%
2	Good	71-85	4	20%	5	23%
3	Fair	56-70	17	80%	-	-
4	Poor	41-55	-	-	-	-
5	Very Poor	<40	-	-	-	-
Total			21	100%	21	100%

Table 2.1 showed, in pre-test for experimental class, we can see on the table, before the students gave treatment from researcher, he tried to know the ability students before so he gave the pre test and found that from pre test only two students got good classification score so it means only four students from twenty one students was pass about the standard of good achievement based classification score of (Department Pendidikan Nasional Republik Indonesia, 2005:1) then the researcher apply his treatment and after that he gave post test to the student to know the comprehension or achievement of the students so the table showed after the researcher gave the treatment for students on experimental class showed good improvement of English vocabulary mastery and pass about the standard of DEPDIKNAS and the searcher conclude that vocabulary mastery on experimental had improved or after administering the treatment, the students' ability in vocabulary were increased.

Control Class

Before administering the treatment in Control class, the researcher gave pre-test to determine the students' vocabulary mastery. After that, the researcher applied E-mail in for four meetings. In every meeting, the students were taught by through E-mail on the topic which had decided.

After administering the treatment, the researcher gave post-test to determine the comparison between students' score before and after administering the treatment through E-mail. The results are presented as follow:

Table 2.2: Students' classification in Control class for Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very Good	86-100	-	-	5	24%
2	Good	71-85	-	-	16	76%
3	Fair	56-70	17	80%	-	-
4	Poor	41-55	4	20%	-	-
5	Very Poor	<40	-	-	-	-
Total			21	100%	21	100%

Table 2.2 showed, in pre-test for control class, we can see on the table, before the students gave treatment from researcher, he tried to know the ability students before so he gave the pre test and found that from pre test only 17 students got fair classification score so it means only three students was pass about the standard of good achievement based

classification score of (Department Pendidikan Nasional Republik Indonesia, 2005:1) then the researcher apply his treatment and after that he gave post test to the student to know the comprehension or achievement of the students so the table showed after the researcher gave the treatment for students on control class showed not enough got good improvement of English vocabulary mastery than experimental class and not enough many of students pass about the standard of DEPDIKNAS and the searcher conclude that vocabulary mastery on control class had improved but not enough improving or after administering the treatment, the students' ability in vocabularymastery were not good increased.

The mean score and standard deviation in experimental class and control class
The result of the students pre-test and post-test, after calculating the mean score and standard deviation are presented in the following table:

Table 2.3: The mean score in pre-test and post test

Mean score			
Class	Pre-test	Post-test	Differences of MS
Experimental class	66.19	91.19	25
Control class	63.33	84.04	20.71

Table 2.3 showed that the mean scores in experimental class was higher than the control class. It means that the mean scores of the pre-test and post test in experimental class and control class were different.

Table 2.4 The standard deviation of pre-test and post-test

Standard Deviation (SD)			
Class	Pre-test	Post-test	Differenes of SD
Experimental Class	5.68	12.14	6.46
Contol Class	3.65	6.83	3.18

Table 2.4 shows that the standard deviation of pre-test and post-test obtained by the students after giving treatment in both class was improving. However, the improvement was different. When the mean score in experimental class improved significantly, besides, standard deviation of pre-test and post-test in experimental class showed that the students was less and in control class also while, still greater. It means that the vocabulary mastery of the students in control class was less various

The result of computing of t-test and t-table in experimental class and control class for pre test and post-test.

In order to know whether or not the mean difference of experimental and control class were statically significant at the level of significant 0.05, degree of freedom (N1 + N2-2) 60, the result of the calculation is shown as follow:

Table 2.5: The result of computation of t-test and t-table value for pre test

Level of Significant	t-test value	T-table value
0.05	2.00	2.02108

Table 2.5 showed that the t-table (2.02108) was higher than t-test value of the students pre-test (2.00). based on this analysis it was conluded that there was not significant different between two means scores of pretest but still same lower achievement both of the class and also not to huge different by the result of mean score.

In order to know whether or not the means difference of experimental and the control class was statically significant at the level of significant 0.05, degree of freedom (N1 + N2 – 2) 60, the result of the calculation was shown as follow:

Table 2.6: The result of computation of t-test and t-table value for post test

Level of Significant	t-test value	T-table value
0.05	2.42	2.02108

Table 2.6 showed that the table that t-table (2.02108) was lower than t-test value of the students in post-test (2.42). based on this result, it was concluded that there was significant difference of the students who were taught Edmodo application and who were taught through E-mail.

HYPOTHESIS TESTING

After applying t-test independent sample in calculating the difference of the student'vocabulary mastery between the experimental and control class, it was found that the t-test value (2.42) was higher than t-table value (2.02108). It means that the null hypothesis was rejected and alternavtive hypothesis was accepted. Therefore, the researcher concluded that the students' vocabulary mastery who were taught through Edmodo application were better than the students who were taught through E-mail. It was indicates, the used of Edmodo application was able to improve significantly the students' vocabulary mastery of the second years students of English Department of Universitas

Muhammadiyah Parepare. Finally, the researcher conclude that through Edmodo application was one of the good and better Strategy to improve the students' vocabulary mastery.

DISCUSSION

Before giving treatment to the students, their ability in vocabulary mastery was still low, which was proven by the percentage of total score of pre-test for the two groups (experimental and control class) and the students' mean score from the pre-test obtained by the students in the experimental class was 66.19, than the result of the students in the control class was 63.33, It means that the achievement of the students in the experimental class and the control class were not different significantly. It can be concluded that the ability of both groups in vocabulary mastery was still low. It became a big problem for the English teacher. The students were not interested to learn English, difficult to get information and knowledge, and may be caused, they did not get a good Strategy or method in vocabulary mastery, so their motivation was still low to improve their vocabulary mastery.

After giving treatment, the students' ability in reading comprehension was categorized better for both classes, its proved by the percentage of the total score of post-test's score for two classes (experimental and control class) and the students' mean score from the post-test. Although, the mean score of the experimental class which taught through Fix up strategy was 91.19, categories as good classification score, and it also better than control class which taught through E-mail was only 84.04. It showed that the achievement of the students who were taught through Edmodo application was better than the students who were taught through E-mail.

The significant difference in the students' vocabulary mastery between students learning who taught through Edmodo application E-mail has had any difference. Teaching English through Edmodo application was showed more improvement than students who taught E-mail. It proved by the t-test value was 2.42 which higher score than the t-table value (2.02108).

The test results show that most of the poor and very poor students' classification scores in the pre-test. That shows that researchers 'observations show that students' vocabulary mastery were low before giving treatment. But in the post-test, most of them got good and also very good classification scores. This shows that the students' achievement in the post-test increased because during the treatment they were taught

through Edmodo application to improve vocabulary mastery of the second years students of English Department of Universitas Muhammadiyah Parepare.

It means that the null hypothesis (H_0) was rejected and alternavtive hypothesis (H_1) was accepted. Therefore, the researcher concluded that the students' vocabulary mastery who were taught through Edmodo application were better than the students who were taught E-mail. It was indicates that Edmodo application was able to improve significantly the students' vocabulary mastery of the second years students of English Department of Universitas Muhammadiyah Parepare.

CONCLUSION

Considering the result of the data analysis and the discussion of the result in the previous chapter, the researcher concluded that Edmodo application can improve vocabulary mastery of the second years student of English Department of Universitas Muhammadiyah Parepare significantly. It was proved by the difference beteenpre-test and post-test result in experimental and both of control class. While the result of the t-test in post-test was (2.42) to (2.02108). It showed that the t-test value was greater than t-table value. By correlating this result with the testing hypothesis , it indicated that null hypothesis (H0) was rejected and the anternative hypothesis (H1) was accepted. In additional, the mean score of post-test in experimental class (91.19) was higher than the standard scoring Department Pendidikan Nasional Republik Indonesia (70.00). It totally showed that the vocabulary mastery of the second years students of English Department of Universitas Muhammadiyah Parepare can improve significantly through Edmodo application.

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