The Student Perception on The Use of Edmodo Based Learning in Writing Instruction

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ABSTRACT

This research was conducted to determine the students' perception of using Edmodo in writing subjects by students of the English Department, Muhammadiyah University of Parepare. This study was also conducted to find out the importance of knowing how the students write properly and correctly according to the writing instructions applied to the Writing Subject of the Department of English, University of Muhammadiyah Parepare based on student perceptions. This study uses a mix methode with a design carried out with students. The population in this study is the students of Department of English, Muhammadiyah University of Parepare. The respondents of this study consisted of eight respondents. In addition, researchers conducted interviews and questionnaires to obtain data. The results of this study indicate that the use of edmodo in distance learning is very effective because edmodo is supported by features that are already in it and is also effective in keeping the class running. However, this application does not support synchronous or face-to-face learning so that there are still shortcomings so students and teachers still have to use other applications to complete the technical learning.

Keyword: Edmodo, Writing, Student's Perception.

Introduction

Language is a communication tool between community members in the form of sound symbols produced by human speech tools language is also a means of self-expression as well as a tool to show self-expression. Through language we can show our point of view, our understanding of something, the origin of our country. Our educations even our nature. Without language a person will not be able to express his opinion so that is why we need to learn languages.

The English center teaching inspectorate in the education department declared English as the first foreign language that must be taught in secondary schools. Consecutively English is taught in the curriculum from 1953 until now with the simple goal of equipping students with skills. English has 4 skills namely reading, writing, listening and speaking - each has a different purpose. Writing is a basic skill that more concentration to do can be developed through practice and application.

Rindawarawudhi (2017) has conducted research result with this research purposed to see if Edmodo can be used in the same way as university Moodle can be used. In the academic year 2014, the sample consisted of 54 undergraduate students studying Reading in Business English. For their group presentations and various online quizzes, they were divided into 11 sub-groups. Students' attitudes toward using Edmodo as a learning aid in reading class were discovered through online observation and close-finished and open-finished polls questionnaires sent at the end of the class.

In a blended learning setting, Edmodo can be used to teach writing. Pupung Purnawarman (2015) From Indonesia University of Education. The goal of this study was to see how Edmodo works as a learning platform. In a blended learning setting, how edmodo fostered student involvement and how students evaluated the use of edmodo in teaching and learning activities were adopted in teaching writing in conjunction with a genre-based approach.
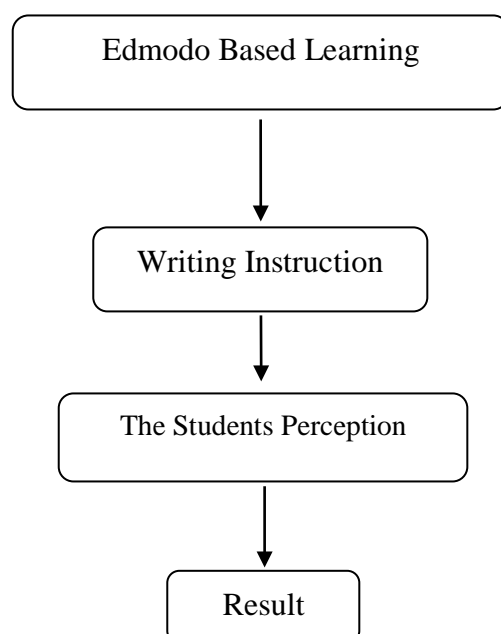

Figure 1. Conceptual framework

The lack of interest in EFL students is a crucial problem that must be faced by teachers in the process of learning to write. Most of them, lack of grammar or words as a common problem that still exists in Interview (Data Collection). Therefore, teachers must find interesting learning tools that can make students actively involved in the learning process. In addition, some EFL students do not recognize their shortcomings as weaknesses in written performance. Besides, writing is the same as talking to express feelings or thoughts. Meanwhile, not only teachers, friends have a major role to face the anxiety involved in the learning process. Since the integration of the internet has been many years ago, Edmodo's existence is quite applied in the current Covid-19 pandemic conditions.

The purpose of this study was to determine how the perceptions of EFL students to the correlation of edmodo-based digital learning with EFL writing instruction which common problems come from there. This research will also conduct interviews and data analysis to get the results of EFL students' perceptions of the correlation of Edmodo-based digital learning with their writing EFL.

Method

Design of this research was a mix methods. The aims of mix methods are to describe the result of this research. As Anne Burns states," The aim of mix methods approaches is to offer description, interpretation and classifications of naturalistic social contexts." There are some reasons why mix methods method is the most appropriate method of this research. They are among others:

a. This research is basically conducted in natural. The data gathered are taken from the student's daily activity.

b. This research uses interview as means in primary data collection.

This research intends to reveal data and information as much as possible about the significance of the use of technology in learning writing. In library research, the writer has read and analyzed some reference books that are suitable for his research. The participants in this research are students'of English education study program at Universitas Muhammadiyah of Parepare. The participants would be chosen by purposive sampling, after that the selected samples would be interviewing to get deep information about implementation of E-Learning in teaching writing. The instrument that would be used in this research is interview, The research would selective toward the samples by

observing them through to set deep information about E-learning. There were ten questionnaires that would be given to the students to get the students data.

In descriptive mix methods research, the researcher will use three steps of collecting data, those are:

a. Observation. The researcher would used non participant observation this technique is the opposite of participant Observation technique, in which the researcher does not participate directly in the activities or processes that are being observed.

b. Interview. In order to get deep information about students' perception toward speaking problems. The researcherinterviewed the samples by using structure interview. In this case, students have to answer several questions related to speaking problem. Furthermore, the researcher used bilingual during the interview in order to get more information from the participant easily and deeply.

c. Documentation. While the process of research, all of the activity would be recording as audio file. The aims of this activities, in order to help the researcher when missing the information or forgotten something in a step of the record.

In this research, the research conducted the Miles and Huberman data analysis method. According to Kawulich (2004) in her research, Miles and Huberman suggested the research use a variety of the following tactics for generating meaning from the data; Noting patterns and themes; seeing plausibility; making contrasts/comparison; noting relation between variables; building a logical chain of evidence; and making conceptual/theoretical coherence. They also suggested the following tactics for testing or confirming findings; Checking for representative, checking the researcher effect; triangulating; weighting evidence and ETC. Miles and Huberman Technique of Data Analysis models describe in the diagram below:

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

Table 3.1 Scala Likers

Various kinds of rating scales have been developed to measure attitudes directly (i.e. the person knows their attitude is being studied). The most widely used is the Likert scale (1932).

In its final form, the Likert scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement.

Likert scale (typically) provides five possible answers to a statement or question that allows respondents to indicate their positive-to-negative strength of agreement or strength of feeling regarding the question or statement.
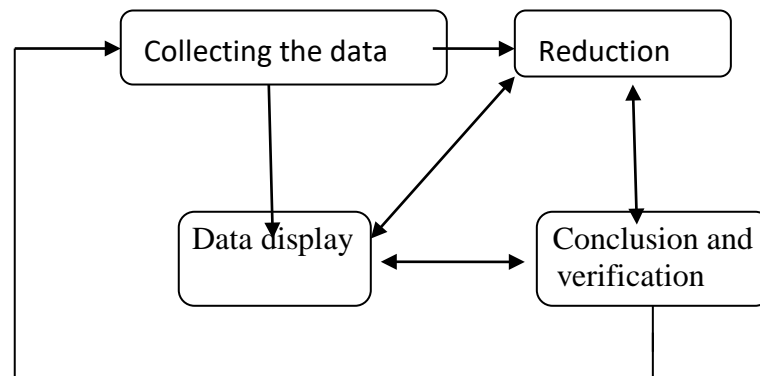

Figure 2. Data analysis according Miles and Huberman

1. Data Reduction In this stage, it is the process of sorting, simplifying, reducing the raw data. It will be reduced based on the importance of the data. Moreover, all of the data will be elaborated one by one and considered to eliminate based on the importance of the data.

2. Data Display In this stage, the continuity steps is categorized the reduced data based on the type of the samples. The presentation of the data will be shown by a form of table, graphic, pictogram or by the narrative test. It is aim to make researcher easy to analysis the data.

3. Drawing Conclusion and Verifying The last stage is data analysis In this stage, the research conduct to drawing conclusion and verification. The researcher will review the description in data display and reach some conclude the relationship between the data and the problem statement. The aim of this verification is to make sure that the conclusion drawn in this research still in line with the research objective.

4. Data Validity Reliability and validity of the data analysis will be tested by using Triangulation. This technique aims to gain good understanding from different perspective of an investigated phenomenon and also to check the truth of the data

based on different perspective as much as possible in order to reducing the bias that occurs during data collection and data analysis.

Results

This section presents the process of collecting the data. Based on the previous chapter, there were three phase to collect the data that was observation, interview and documentation. the researcher took some students in English Department of University Muhammadiyah of Parepare as sample to get a data about the student perception of e-learning in writing edmodo. The researcher conducted the observation phase, the researcher continued in interviewing phase with the samples. There are was some questionnaires became an instrument to collected the data of the students. Each of the findings was detail described as follows:

1. Observation Data

Observation methods are useful to researchers in a variety of ways. Observation was used to know what kind of learning style that applied by the students when learning process of writing subjects. Observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena. Observation is the way of collecting data by observing the phenomena being researched. There are several kinds of observation which are complete participant, complete observer, observer as participant, and participant as observer. In this research, the writer will choose the kind of observation namely observer as participant. In this role, researcher attends to observe things without take part in the specific group; although the researcher is not a member of group, his/ her identity is still revealed by all. The researcher is mainly an interviewer in this role, because there is much observation but very little participation involved in it (Bryman and Bell,2003). The role is also called "observer as participant", which means researcher only observes the activity and others know researcher's objective (Saunders et al, 2008).

2. Interview Result

The interview is the process to get an explanation for purpose of the study by using question and answer face to face between interviewer and interviewee or it can be using online discussion. There are several types of interview which are used to gather data in qualitative research such as structured interviews, semi-structured interviews, and

unstructured interviews. The researcher focused on semi-structured interviews. Semistructured interviews are a combination of both structured and unstructured interviews such as, a researcher will come up with a list of questions to be asked in the interview, but the researcher can also ask follow-up questions to get deeper detail or explanation from the respondent on the basis of the response. Questions in qualitative research should be openended (i.e., they should allow you to answer more than Yes or No), intelligible, and sensitive. The researcher conducts an interview in which the respondent is asked questions orally, and the researcher writes down and tape records the responses to learn about students' perceptions of the value of recognizing learning strategies that are used in spoken subjects.

a. The Result of Interview from Students'

In this research, researcher tried to know students perception on the use of elearning edmodo in Universitas Muhammadiyah Parepare. Based on the result of interview to the students, it is found that:

1. The first question on interview is "What do you know about edmodo?". The result of interview can be seen in the following:
    1st student:*Edmodo is an internet-based learning media platform usedby teachers or lecturers to give assignments, quizzes and assessments to students.(Winda).*
    2nd student:*I think edmodo application something like online class, and I think edmodo is one of important study in this pandemic era(Indra).*

2. The second on interview is "Have you ever learned using Edmodo?" The students perception on this question are:
    1st student*: Yes, i have.(Winda)*

    2nd student*:yes, I use edmodo.(Indra)*

3. The third question on interview is "How to use edmodo as a e-learning media?". The result of interview can be seen in the following:
    1st student:*if u are a student, u can find in playstore and make ur own account and join with the code given by ur lecturer.(Winda)* 2nd student:*I think we can used.(Indra)*

4. The fourth question on interview is "What do students think about edmodo? When do they use edmodo as a e-lerning medium?" The students perception on this question are: 1st student :*I think Edmodo is very practical in the learning process.(Winda)*

2nd student *:I think very important think and maybe student will think like application zoom or google meet to that's will application very important we can study pandemic era.(Indra)*

Discussion

Edmodo as a useful tool for writing classes, it can be seen that 87,55% of participants agreed that activities delivered via Edmodo helped the learners comprehend the teaching course and 12,5% of the participants disagreed that online activities helped them to understand the course. It means that the majority of participants perceived Edmodo as an effective tool to help them in their learning and help them to understand the course. However, 12,5 percent of participants disagreed with statement 1. This could be because the student still believes that the activities involving eye to eye connectionare significantly have positive result than those involving online engagement, but the participant cannot argue because internet activities helped them learn as well as traditional instruction. When it came to the Edmodo reference resources, 75% of members concurred that the materials given by the speaker on their Edmodo account assisted them with better getting a handle on the course. Theparticipans percentage that disagree with this assertion is relatively low, at only 25%. Participants responded positively to Statement 3 as well. Edmodo most creativeand unique supplementary teaching approaches that can utilized to assist face-toface classroom engagement, according to most of the members (87.5%). Students can use Edmodo on their mobile devices everywhere there is an internet access. lecturers have extra time in the classroom to discuss certain subjects or courses using Edmodo, an online learning tool. According to Robertson (2008), Edmodo gives understudies an English webbased open climate in which they can rehearse language abilities and work on their etymological capability.

On the subject of whether feedback obtained from Edmodo helped participants improve their work, 100% said that it did, while 0% disagreed. Statement 5 attempted to determine whether Edmodo can assist participants in practice English outside the classroom. Because English is a foreign language in Indonesia, the majority of respondents said Edmodo was very useful for practicing English after class. English is utilized and scholarly at school, rather than in day to day existence. In an EFL setting where English isn't used in standard discussion, having Edmodo as a learning instrument is incredibly helpful for conveying by means of the web. Even if they are not at a school

or campus, teachers can converse with students using English on Edmodo (Kodriyah, 2015).

Edmodo is a useful tool in writing class, according to the discussion above. Furthermore, Ali (2015) explored numerous aspects of Edmodo in his research. Users can add profile images , papers, links, and videos to Edmodo, according to him. These files can be saved in the Library and shared with others. Furthermore, it is free of the most distracting commercials and games that can detract from a student's ability to learn (Mills & Chandra as cited in Shams-Abadi et al., 2015). This application tool can assist lecturers in delivering curriculum and sharing soft files with pupils. Teachers contribute not just documents and data, but also file videos that might support course material.

Furthermore, Jones (2010) noted several advantages of Edmodo, which include: To start with, by giving a private space to educators and learners to communicate thoughts and ideas. Edmodo is a computer-based service that allows students to access content outside of the classroom. Second, teachers have chance to publish helpful and good resources in the library option that they discover. It proves pupils with additional source of academic material and makes it easy to import and export it without wasting time. Third, it allows students to quickly access assignments, polls, calendars, and other online resources.Fourth, students' parents can log on to their account with their class code and view what their children are learning or doing in the classroom. Parents can use Edmodo from anywhere at any time. Fifth, students will keep track of when assignments are due as well as a detailed description of what is expected. Students can go on to the following task if they finish an assignment early. Sixth, teachers can collaborate with other teachers on files, ideas, and other things. It gives them the freedom to create their teaching methods and own library.

Besides, pupils do not need to learn Edmodo further since its plan is like that of Facebook and it is less difficult to utilize (Wadman,2013). Shams-abadi et al. (2015) evaluated the Edmodo's influence on EFL students' writing and came to the same conclusion. The findings revealed that using Edmodo in writing improved the writing performance of EFL students who took part in the study. Al-Khatiri (2015) looked studied the possibility of incorporating Edmodo into Saudi female optional school EFL preparing.It focused on learners' impressions also issues with Edmodo apply, as well as the impact it had on thestudents' attitudes toward EFL studying. The results of the post-test demonstrate that participants' attitudes toward Edmodo were overwhelmingly good, despite significant integration issues. Specifically, some research concentrating on

applying Edmodo in teaching writing (see, Lara, 2013; Shamsabadi et al., 2015) demonstrated that this applicationfor learning is an effective medium for developing writing of the students. In this example, the goal of the study is to find out how teachers and students feel about using Edmodo with ICT in writing class.

Upsides of involving Edmodo as a beneficial apparatus recorded as a hard copy class, 25% of participants disagreed with the 6th articulation, which expressed that Edmodo permits them to effortlessly communicate with schoolmates and educators about course by means of on the web, and 75% agreed. Although 25% of participants disagreed, the majority of students indicated that Edmodo allows them to readily connect with peers and teachers regarding their classes via the internet. According to Jarc (2010), sending messages to the students available for teachers and alerts, as well as deliver assignments and quizzes, receive completed tasks, and conduct polls. Students can also collaborate on projects, submit homework, assignments, and quizzes, receive comments, notes, and warnings from their teachers, and vote in polls. Similar to the sixth statement, the seventh statement result revealed that 25% of participants disagreed and 75% agreed. It signifies that the majority of participants believe Edmodo easy to use because participant can completetasks online, quizzes,and assignments. Students enjoy using it since it is simple to use and supports their study. Edmodo has become a popular virtual M learning platform, according to Said (2015), since it is secure, easy to use, and available through internet browser and a free Smartphone application for Windows telephone, iOS, Android, and different stages.It is online area where teachers and educators sharing and discussing topic as files form (text, photos, audio, and video) via mobile devices. The student asked to argue whether Edmodo helps students to get references and more information about the content delivered via teacher in the eighth statement. A quarter of the participants chose to disagree. Despite the fact that the majority of participants disagreed, the most of participants claimed that platform Edmodo helps them to have references and get new information about the course delivered by educator, with 75% agreeing.In line with Hedge (2003), who identified two key challenges that teachers have while teaching process writing: a less of 70 time and a meaningful audience for participants' papers. lecturers frequently lament the lack of time available to guide students through all stages of the process writing process, as well as the time required for students to write and provide comments. Using social media platforms like Edmodo allows contact between professors, students, and their parents, which can provide teachers

more time to build on their teachings online while also giving their students a real-world audience.

Planning and arranging ideas are part of the prewriting step of process writing. The teacher might start planning by giving a stimulus to brainstorm ideas of the students, cluster related ideasinto the writing topic, and use new tactics (Seow, 2002). Applying Edmodo in this level gives the teacher a lot of options for assisting students with their thinking. For example, the teacher might be post questions to discuss for students to consider or relevant photos of writing subjects for all of the member to comment. Edmodo marketed as a useful for student exposure, interaction and use the target language (Hariri &Bahanshal, 2015).The teacher, other cases, assist students in organizing their thoughts by publishing links to model papers. Teachers might use examples to assist their pupils organize their thoughts according to specific guidelines.On the final question, if Edmodo's online activities motivated students to enjoy the learning process, 87,5 percent agreed with Edmodo process pushed them to learn. According to the survey results, most of members concurred that Edmodo is an extraordinary stage for learning due to its highlights and advantages, which remember dynamic cooperation for online class exercises, straightforward elements for submitting on the web errands, simple admittance to reference materials, and expanded understudy inspiration because of online exercises and conversations. Understudies were urged to write in English, in spite of making periodic mistakes.Wallace (2014), Batsila et al. (2014), and Thongmak (2013) that's what all presumed Edmodo might be a teaching approach that helps to encourage students since it is regarded as beneficial and interesting by students while also making the teacher's job easier and the task more powerful and coordinated. Manowong (2016) looked into how student felt about using Edmodo. Her study discovered Edmodo is seen as beneficial and valuable learning tool to augment offline classroom settings since it offers a assortment of elements that help understudies in their learning. Also regarded as a useful learning tool since it improved motivation of the students, adaptability, furthermore, commitment to internet learning exercises advised that more research be done in applying Edmodo by students with various levels of cultural backgrounds, education and learning styles. The researcher findings could be utilized to design and construct a blended learning environment.

The students impressions of the drawbacks of using Edmodo as a supplemental tool for learning, 37,5 percent student same perception with this statement that online activities such as discussion, quizzes, and assignments are times consuming, while 62,5

percent disagreed. When it came to the eleventh statement, 62.5 percent of participants agreed that who can not access the internet may be left behind, while only 37.5% disagreed, the researcher conclude that the students who do not have access to the internet may be left behind. Other disadvantage is the students can replicate their classmates' work because it is easily accessible through the application. Researcher findings in interview process revealed that students indeed appreciate using Edmodo to learn. The issue stemmed from the fact that some sections of Banjarmasin had weak internet connections. Jones (2010) claimed that pupils may utilize technology as a social networking site rather than an instructional tool as a drawback. Furthermore, controlling what students write on each other's walls is tough. On a student's main page, inappropriate and nonacademic stuff can simply be written. Furthermore, students can not access to the internet will face challenges when using Edmodo or submitting assignments through Edmodo.

In general, the students said: (a) Quizzes, Explanation and other task in Edmodo given by lecturer help students develop learning and students' understanding about the course; (b) materials sources from the internet such as links video, materials, articles and pictures posted by lecturer (e) Edmodo enables me to practice English outside of the classes; (f) Edmodo enables students to readily meeting with teacher and classmates regarding their classes via the internet; (g) Edmodo simple and unique to apply because students may complete assignments, quizzes, and tasks completely online; (h) Edmodo provides students with access to references and additional information on the course offered by the educator; (I) Edmodo's online conversations and exercises students to increase their English writing skills. (j) Time-consuming online process which are discussion, quizzes, and tasks or assignments ; (k) Students without internet connection may be left behind; (l) Edmodo's approach is not particularly difficult for pupils to comprehend and follow; (m) Edmodo need a good connection wit the internet, which not all of the students have.

Conclusion

Based on the findings and discussion in the previous chapter the result explored that the majority of the participants said: (a) Lecturers use Edmodo to provide explanations, quizzes, and other online tasks to help students improve their learning and comprehension of the English writing course; (b) Reference materials from the internet, such as links to materials, videos, pictures, and articles posted by lecturer, are helpful in understanding the course; (c) Edmodo is an innovative and creative supplementary teaching method that

can be used to support face-to-face classroom interaction. The effectiveness of using Edmodo media as a learning medium is demonstrated by students' positive responses to learning using Edmodo media, which meet very high requirements. Student participation has risen in each lesson, indicating this. So Edmodo media can be considered a successful learning tool.

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