EDMODO: IMPROVING STUDENTS' WRITING SKILL

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Abstract: Edmodo promotes students' learning opportunities in the three following ways: creating a practical learning experience, allowing students to exchange positive feedbacks, and motivating students in the teaching-learning process. This research is a classroom action research that investigates the improvement of students' writing skill taught by using Edmodo at STKIP PGRI Bandar Lampung. There are two cycles that the first cycle consisted of four sessions, and the second cycle consisted of three sessions. The population of this study was the second semester students in the academic year of 2018/2019. Both quantitative and qualitative data were employed to analyze the data. Writing test was conducted for obtaining quantitative data. On the other hand, qualitative data were in the form of an observation sheet, questionnaire sheet, and documentation. The treatments signified improvements of students' writing skill in each cycle which is represented by the mean score. The mean score of pre-test was 56.76. It improved to 68.53 in the first cycle, and became 76.67 in the last cycle. The observation sheet, questionnaire sheets and documents proved that students performed active participation and engagement during the instructional process that fostered better skill in writing text.
Keywords: classroom action research, Edmodo, writing skill

INTRODUCTION

In this modern era of education, many students who still learn and practice English as a foreign language still use conventional media that cannot promote their ability in this 21st century. English education practitioners should move from using conventional media into modern media that can be best implemented how to encourage the students to foster their ability for their future. Furthermore, the mainstream of instructional media has recently suggested in many article journals of English education to a significant extent. Teachers should adopt the new technology where modern teaching media can facilitate students to explore their ability in teaching-learning process.

Necessarily, the modern media will bring positive influence to classroom activity. One of them is in selecting recent teaching media as one of the fundamentals in achieving successful instructional practice. Teaching media chosen should be based on facilitating students to innovation, creativity, and problem-solving. Moreover, a right teaching media should be able used to answer challenges in the globalization era.

Obstacles particularly happen to students in writing class as Tillema (2012)

states that writing is one of the most important skills for educational success, but also one of the most complex skills to be mastered. Some explanations need to concern with, such as students' lack of vocabulary, students' grammatical mastery, and students' low creativity. The time allocation supports these for mastering writing skill is limited to facilitate students to explore their writing ability in the classroom.

Those challenges also occurred to the second semester students of Economic Education of STKIP PGRI Bandar Lampung. Most of the students have low writing ability that can be investigated by checking the lecture's score documentation. Furthermore, the lecture exposed that the difficulty mostly happening to the students are (1) they have lack of vocabulary while writing essay or text; (2) they still make grammar mistakes in writing; (3) they are not creative in expressing the idea for developing English text writing. These three problems inhibit them from exploring and developing their ability in writing. In contrast, the chosen teaching media has an impact on students' writing ability too. The lecture revealed that teaching-learning activity is reinforced by task-based syllables. It inspires them to write better while accomplishing the task given. Nevertheless, it is found that those who have difficulty in writing remains unable to write well.

Consequently, it is important to solve the previous problems and to provide current learning direction where students are required to develop social cognitive advance such as having good skills of leadership, being supportive and truthful, enjoying the world development,

and others. Nevertheless, most of instructional material and process are motionless and far from innovative teaching media. It grounds a question on what if our future generation of students cannot compete and survive in the modern era. This has been a contentious question in the age of industry 4.0; how to improve students' cognitive skill such as effective writing, problem-solving, critical thinking, competitiveness, and so on. This problem is the reason why this research is substantial to do.

One of the media suited to the needs of the students is Edmodo. Haygood, Garner, and Johnson (2012) state Edmodo is a private micro-blogging service which provides a free and secure platform. Either teachers or students are kindly saluted in this educational platform.

Furthermore, Looi and Yusop (2011) state some advantages of using Edmodo in the classroom. First, the students could post positive feedback based on the assignments. Second, students could get a reward badge that could improve their learning motivation in learning English. Third, Edmodo provides students to increase their cooperativeness by allowing them to discuss the problems with the assignments. Consequently, there was a seriousness to conduct research that aims to investigate whether the implementation of Edmodo improved students' writing ability.

Practically, the application of Edmodo as an educational platform for teaching writing has been growing fast since the needs of students relates to the era of industry 4.0. Enriquez (2014) states a substantial number of benefits for using Edmodo in EFL classes such as it can

improve students' ability through an active learning process in online discussions and tasks. Edmodo is designed initially for digital students who are familiar with online discussion, overcoming technology development issues, and independent study.

Accordingly, the activities in Edmodo are mostly to have active participants by writing. This statement is strongly supported by Purnawarman, Susilawati and Sundayana (2016) revealed that Edmodo facilitates both teacher and students to give positive feedback on students' writing as considerations in revising and editing their writing. It provides students to concern on their writing task. From the text posted, the students are eager to revise their work by receiving students and teachers' feedback, showing the discussion participation and work participation took place.

One of a case study from Mabruri (2016) entitled "A Case Study Toward the Implementation of Edmodo in English Teaching and Learning Process" showed that the implementation Edmodo for teaching English is practicable confirmed by students' enthusiasm. It was also found that all steps for using Edmodo could run well. However, the teacher and students challenged some problems, such as the difficulty of operating this program, minimum utilization of infrastructure, and inadequate availability of media needed.

Al-Naibi, Maryem, and Iman (2018) in their "Promoting Students' Paragraph Writing Using Edmodo: An Action Research" state the implementation of Edmodo is also able to improve students' writing ability for English learning activity. By implementing it, it is found

that Edmodo played a significant impact on enhancing students' writing ability. Students' interaction using Edmodo provides a strong foundation to enhance their skills to write and establish the well-structured text. However, there is an issue worth to consider based on the features on Edmodo that can automatically correct capitalization and spelling of students' writing. And it impacted the results of writing were better than expected.

Duwila and Khusaini (2019) explored the effectiveness of Edmodo for improving writing ability and the problems encountered in teaching-learning process. They found that implementing Edmodo gives positive effects to the five aspects of writing rubric proposed by Brown (2004). Most of elements were classified into a good score. The writing activity relates to the task associated with writing text, such as prewriting, drafting, revising, editing and publishing the text.

METHODS

Taking place at STKIP PGRI Bandar Lampung, this study was conducted from September to November 2018. The population of this study was the second semester students of Economic Education in the academic year of 2018/2019, and the subjects of the study were the first semester students who undertook writing as one of the semester's subjects. The data were in the form of both qualitative and quantitative. This study is a classroom action research that focused on enhancing students' writing ability by using Edmodo. Harmer (2002) stated CAR is a series of procedures of teaching that can improve aspects of their teaching, evaluate the success, and

properness of specific activities and processes.

Kemmis and Mc. Taggar in Nunan (1993) proposed the steps of implementation CAR: (1) planning: identify the problem and develop a strategy to solve the problem.; (2) implement the strategy.; (3) observe the impact of the strategy and collect data needed in resolving the problem; (4) reflect the last step to analyze, evaluate, and describe the effect of implementing the strategy. In this study, the researcher employed descriptive analysis for analyzing the data of performance test. To investigate the mean, median, and mode score of students' writing ability can be seen in table 1.

Table 1.
Formula of Mean Score and Percentage of Beyond Minimum Score

Mean	Score (%)
$\overline{x} = \dfrac{\sum x X100\%}{N}$	$P = \dfrac{R\ X\ 100\%}{T}$

Mean score was calculated from dividing the total score by a number of students, and the score percentage (P) was to categorize students who obtained above 75 classified as good in writing class. It was obtained by dividing the number of students who got 75 (R) multiplied by 100% then divided by the number of students who took the test.

RESULT AND DISCUSSION

This research was conducted based on the implementation of Edmodo for teaching writing. There are two consecutive cycles, which the first cycle consists of four sessions, and the second cycle consists of two sessions. The findings were found and described in table 2.

Table 2.
Students' Mean Scores

Pre-Cycle	Cycle 1	Cycle 2
56.76	68.53	76.67

The first cycle showed the students' mean score of writing ability was still below standard (75). They only reached 68.53, as shown in table 2. Qualitative data also proposed that many students were still confused about Edmodo. The second cycle showed enhancement in many aspects. Quantitative data represented students' means score was already above average where most of them passed the minimum score. They got 76.67. Furthermore, qualitative data also portrayed real assignation and participation from the students while using Edmodo.

In cycle 1, there are some reasons why many students felt confused with Edmodo, which influenced their low score were: First, incompatibility of their smartphone applications. Edmodo requires a lot of space on their smartphones, and it makes their smartphones works slowly. Second, confusion in Edmodo features. Some students did not post the text on the provided column, but they posted it in the comment section. Third, unsupported face to face interaction. By using Edmodo, students were not allowed to express their feeling using their body language where teaching-learning activity happened.

Accordingly, some evaluations were planned and then implemented in the next cycle. Some evaluations were (1) to ask

the students uninstall their unused applications on their smartphone in order to be able to access and run Edmodo smoothly; (2) to reintroduce about the procedures how to answer and submit the assignment given to the students and re-explain about the features used in Edmodo; (3) to facilitate the students about benefits of using Edmodo that they can make discussion and respond the feedback online without face to face interaction.

After conducting the implementation of Edmodo in the second cycle, most of the students achieve many benefits for using this application. It was also found that their writing scores improve significantly. There are some explanations why it could be achieved; (1) in terms of vocabulary, the teacher already provided the material and vocabulary list enrichment online which would be studied by students and they could learn and use the new vocabulary in making English text. (2) Edmodo is effective in influencing students' grammar and mechanics aspects. They received positive feedback by giving comment and suggestion on Edmodo about their mistake and revised before publishing the final draft on assignment feature. (3) Edmodo created an opportunity for students to explore and develop content aspect. By using Edmodo, the students can access the library feature which provides the material being taught and they can list the topic to research and develop the text. (4) Edmodo concerned with students' comprehension and flexibility. They could access and submitted the assignment online without face to face

meeting so that they could manage the time effectively.

CONCLUSION

This study summarized a positive assessment of the implementation of Edmodo in enhancing students' writing ability. Quantitative and qualitative data proved the result evidently and empirically. Quantitative data showed improvement from pre-test to evaluation in cycle 1 for 11.77, and that from assessment in cycle 1 to an assessment in cycle 2 for 8.14. In conclusion, implementing Edmodo could improve the students' writing ability

The finding of observation showed that students were involved in every procedure of using Edmodo and achieved improved active-participation from one cycle to the second cycle. The questionnaire presented that students dealt with, revealing that Edmodo boosted their confidence, critical thinking, and exposure to broader knowledge.

Some suggestions are addressed to Writing lecture and researchers who concern with the implementation of Edmodo for teaching writing. First, the application of Edmodo in teaching writing was only conducted for three months. Therefore, the further research must be conducted in a longer time to get more reliable data. Second, the effectiveness of using Edmodo for teaching writing has not been investigated regularly in Bandar Lampung, specifically in remote areas in which have terrible internet connection. For that reason, further research can be conducted to measure whether or not Edmodo can enhance students' writing ability in remote areas. Third, another field of involvement, behavioural or

passionate, is also worth doing research to see how students fully involve themselves in using Edmodo as educational media for teaching-learning activity.

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