THE APPLICATION OF EDMODO TO IMPROVE WRITING SKILL

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Abstract

The purpose of this experimental study is to investigate the effect of using Edmodo to improve English writing skill by using Edmodo and Traditional method. This experiment was implemented to the senior high school students with two classes, two hours per week, over 3 meetings. Seventy two students participated in this study, with 36 students in the experimental class and 36 others in the control class. The researcher applied pretest and posttest in writing skill with quasi-experimental design. The experimental class was treated learning used Emodo method, whereas the control class received learning used traditional method. The data was analyzed by means, standard deviations, and man u Whitney. Statistical results revealed that the experimental group did much better than the control class. But, in using Edmodo on learning English language there is no significant effect to the class which was treated using Edmodo on improving writing skill at the tenth grade students of SMAN 13 Kabupaten Tangerang.

Keywords: application, Edmodo, writing skill

1. Introduction

Writing skill is included in English learning. Writing has a unique position in English language teaching because it is involved of practice and knowledge of other three language skills, such as listening, reading and speaking (Klimova, 2014). Writing enables students to express the ideas and to communicate with teacher or other people. Writing skill is taught to make them communicating in English correctly. In writing, students can express their feelings, thought, wishes, and schemes in black and white (Akkaya & Kirmizi, 2010). It also can help students to express their self easily within language skills (Balci, 2013).

In English learning, writing is one of the four important basic skills. It is also generally considered one of the most difficult of other skills for foreign language students (Azidah Abu Ziden & Muhammad Faizal Abdul Rahman, 2013). More students cannot understand how to write correctly because they are confused using the rules of writing such as grammatical, and they also lack of vocabulary, so, for them it is very difficult to improve their writing skill. According to Yusuf et al., (2018) the problem of the students, they are also

struggling with the writing aspect, they also had many grammar errors were identified into their writing. And then in the classroom, the students were also seen to be passive in learning process, most of them were silent in class and rarely asked for help from teacher or other classmates.

For the example, the researcher had an observation in SMAN 13 Kabupaten Tangerang on 22nd of April 2019 and gained information from one of the English teachers there (Mrs. N) and found the problem in writing skill at the tenth grade of X MIPA 2 and X IPS 2. There were many students who still have difficulties in mastering grammar and applying it into their writing text, especially in writing the Recount text. First, the students often used incorrect grammar in their writing task, especially Recount text. There are many grammatical features such as action verb, past tense, adverb, etc. Grammatical rule is one of the important components in writing activity and it must be mastered by the students in their writing. So, they felt that writing is a difficult lesson to be learned in their class. Second, the students have low motivation in joining the English lesson especially in writing activity.

It is very challenging for the English teachers to make their students interested in writing and stimulate them to personally engage themselves in the process of writing. Therefore, teachers are finding out suitable learning methods by looking for any possible assistance to provide English more

interesting for their students, effective teaching and learning (Purnawarman et al., 2016). Such as teaching language with modern method. According to Behrens et al., (2016) "We believe that now is a perfect time for a linguistic exploration of that technology, especially of programs related to language. We can harness students' comfort level with technology and simultaneously explore how Standard English is represented, all from a metalinguistic view, with the aim of more informed teaching and learning."

Technology, especially learning using computers, can play an integral part in providing students with valuable language experiences as they learn a new language. Computers can help to provide additional language learning opportunities for students that take place beyond normal classroom instruction. Combining these opportunities with activities that can be done at home with family members provides students with language learning experience (Green, 2005). As a platform teaching using technology, Edmodo can help teachers in teaching about language learning to their students. As stated by Salubsri Charoenwet & Ami Christense (2016) the purpose of Edmodo is about teaching and learning amongst students and teacher. Besides, it can share the ideas in teaching methodology, and for encouraging students to collaborate as well. Edmodo also focused on helping teacher and educators along with learners to manage their own strategies in working online regarding the task.

Moreover, different versions of Edmodo application are also available to be downloaded for smartphone. That makes the possibility of accessing virtual classroom even greater and so, it positively affects the learning outcomes of students in the learning network.

In Edmodo, teachers can provide some features for English learning processes, such as give a quiz, grade book/progress, assignment benefit of this digital media into English learning process, have a positive impact to learners (Sumarno, 2019). Edmodo can give the teachers to communicate with their students, share the materials and monitor students' progress (Ma'azi & Janfeshan, 2018). In this case, Edmodo had positive impact to help teachers and students in language learning process.

The objective of the research is to know whether there is an effect on The Application of Edmodo to Improve Writing Skill at the Tenth Grade of SMAN 13 Kabupaten Tangerang in academic year 2019/2020.

Writing is including to learning English language. According to Salma Schola (2015) "Writing skill is an important part of communication." In writing, students can express their thought and feelings to make them write creatively (Sharafi Nejad et al., 2016). As stated by Anugrah & Joko (2013) "Writing requires some skills. In producing a good piece of writing someone must have a good skill in spelling, punctuation, and grammar."

Meanwhile, according to Fareed et al., (2017) "Writing is the most challenging area in learning second language." Writing is recognizing as one of the most difficult skills to be acquired by learner (Ariyanti, 2016). In writing skill many students have difficulty starting to write even after the teacher assist prewriting activities (Sylvester & Greenidge, 2009). To make students understanding and motivated about how to write correctly, teacher must encourage students to plan, draft, and revise their writing (Graham & Sandmel, 2011).

Edmodo is a web based on platform that provides safe and easy way for students and teachers to connect, collaborate, share content, access the assignment, grades, and school. According to Wahyuni et al., (2019) "Edmodo is a social networking media that is safe for student and teacher who refer to Facebook social networks, so this system has features similar to Facebook." Then Fauzi (2017) defined that Edmodo is capable of assisting teacher to make content understandable, check students' understanding, elicit students' responses and encourage interpersonal communication. Then, in Edmodo, teachers can give feedback to students to make their students respond and understand about the materials given.

Hastomo (2016) argued that, "Via Edmodo teacher can send out quizzes and assignment, give feedback, receive completed assignment, store and share content in the form of both files and links, maintain a class calendar, conduct pools, as well as send notes and text (SMS) alerts to individual students or to entire class." According to Nuha Saleh

Al-Essa (2018), "Edmodo also provides parental accounts through which parents can view their children's assignment and due date as well as receive updates on class and school occasion."

2. Research Method

The researcher conducted the research at SMAN 13 Kabupaten Tangerang which is located in Jl. Raya Pasar Kemis – Rajeg KM.03, Sindang Jaya, Kabupaten Tangerang.

This research used quasi-experimental research. Quasi-experimental used different groups then applied a treatment (Frankel, R. Jackl et al., 2011). This research design consisted of experimental and control class. In an experimental class, the researcher taught students at the tenth grade in SMAN 13 Kabupaten Tangerang to write a text by using Edmodo. While in a control class, the researcher taught the students to write a text by using conventional method. This experimental research was known as quantitative research, because the data of the research result should be statistically calculated.

For this purpose, in this research, the researcher used quasi-experiment with nonequivalent design. Nonequivalent design is similarly with pre-test and post-test control group design. But, in this design selected through a group not in random (Sugiyono, 2016).

The pre-test and post-test which could be analyzed by using Mann U Whitney to investigate whether there were any differences or not between the students who were getting treatment by using Edmodo and Traditional method in students' writing skill.

The population of this research was taken from the tenth grade students of SMAN 13 Kabupaten Tangerang in academic year 2019/2020. The population of this research consisted of 324 students which are divided into 9 classes of the tenth grade.

Then in this research the researcher took 2 classes as the sample. The sampling technique of this research was purposive sampling. The sample was taken from the population of tenth grade of SMAN 13 Kabupaten Tangerang based on the suggestion of the English teacher there. She told the researcher that the students' writing skill of those classes were relative homogenous. And the sample of this research were 72 students there are the students of X MIPA 1 (36 students) and X IPS 2 (36 students). The students of X MIPA 2 were for control class and the students of X IPS 2 for experimental class. The experimental class was taught by using Edmodo method and the control class was taught without Edmodo.

3. Findings and Discussions

The research was conducted at SMAN 13 Kabupaten Tangerang. The researcher took two classes of tenth grade students as the research sample, they are X MIPA 1 and X IPS 2. The X MIPA 1 class as the experimental class

and the X IPS 2 class as the control class. Both of the classes were given the different treatment in learning process. In the experimental class the researcher used Edmodo method, while in control class used Traditional method. However, the researcher gave the same test to both classes.

The researcher gave pre-test and post-test in experimental and control classes, the researcher analyzed the

result for getting the students' scores. The result of the test would be processed by using statistical calculation SPSS version 22. In analyzing the data, the researcher used the real score of the students. It was obtained to looking for the difference between the pre-test and post-test score of each classes.

The result score of students' writing skill can be seen in statistic descriptive in table 5.

Table 5 Descriptive Statistic Pre-test and Post-test

	N	Min	Max	Mean	Std. Deviation	Variance
Pretest	36	24	66	46.33	8.572	73.486
Posttest	36	64	86	77.28	4.412	19.463
Valid N (listwise)	36					

Source: statistical result SPSS 22

The table above showed the pretest and posttest in the experimental class. Based on the result of students' writing skill in pretest, the highest was 66 and the lowest score was 24 with mean 46.33, standard deviation 8.572 and variance 73.486. Therefore, the Minimum Mastery Criteria (KKM) in English language at tenth grade of SMAN 13 Kabupaten Tangerang is 70. On the other hand, the result of pretest showed

that their improvement in writing skill was poor. While for the posttest result which are held with treatment, the highest score on this test was 86 and the lowest score is 64 with mean 77.28, standard deviation 4.412 and variance 19.463.

The result score of the students' writing skill in control class can be seen in statistic descriptive in table 6.

Table 6 Descriptive Statistic Pre-test and Post-test Control Class

	N	Min	Max	Mean	Std. Deviation	Variance
Pretest	36	24	48	37.167	6.439	41.457
Posttest	36	60	74	66.25	3.981	15.850
Valid N (listwise)	36					

Source: Statistical result SPSS 22

Table 6 shows the pre-test and post-test in the Control Class. Based on the

result of students' writing skill in pre-test, the highest was 48 and the lowest

score was 24 with mean 37.167, standard deviation 6.439 and variance 41.457. Therefore, the Minimum Mastery Criteria (KKM) in English Language at tenth grade of SMAN 13 Kabupaten Tangerang is 70. On the other hand, the result of their improvement in writing skill was poor. While in post test result, the highest score on this test was 74 and the lowest score was 60 with mean 66.25, standard deviation 3.981 and variance 15.850.

Before analyzing the results of research data in form of pretest and posttest values from the experimental class and control class, the normality test was carried out first. The normality test using Kolmogrov-Smirnov[a] produce significant values for the pretest control class is 0.017 that the value 0.017 < 0.05, then the distribution is not normal, and then the posttest control class is 0.064 > 0.05, then the distribution is normal. It can be concluded that the data from posttest is accepted or normal. Meanwhile, the results of the normality test using Kolmogrove-Sminorv[a] produces significant values for the pretest of the experimental class is 0.001 that the value 0.001 < 0.005, then the distribution is not normal, and then the posttest of the experimental class is 0.001 < 0.005, then the distribution is not normal. It can be concluded that the data from the experimental class is not accepted or not normal.

Furthermore, the result of the normality test using Kolmogorov-Smirnov produces significant values for the experimental class by using Edmodo Method 0.037 which indicates that the value 0.037 < 0.005, then the distribution is not normal, and for the control class the significant values is 0.129 while indicates the value is 0.129 > 0.05. Then, it can be concluded the data is not normal distribution for experimental class and data distribution normal only on control class.

The next analysis is done by homogeneity test to determine Variant population, has the same or different variance. Homogeneity test is done by using One Way Anova Test (SPSS 22). If the significance is < 0.05, the data group variant is not the same. If the significance is > 0.05 then the data group variance is the same (homogeneous). Based on table 4.4 can be seen that the significant values > 0.05 (0.147 > 0.05), thus it can be concluded that the variance of both data groups, control and experiment classes are the same (homogeneous).

After testing the normality and homogeneity test in the study this is then continued to test differences. In test normality the data is not distribution normal, so the researcher wanted to test using nonparametric test with Man U Whitney statistical technique assisted by SPSS 22.

Data Man U Whitney is used to determine the different median in 2 group if the scale of data not distributed normally.

If significant value is smaller than < 0.05 the hypotheses (Ha) is accepted but the values is higher than > 0.05 that the hypotheses (Ha) is not accepted. Based on the table the value is higher than 0.05 (0.199 > 0.05) it can be concluded Ho is

accepted and Ha is rejected. It means there is no significant effect between teaching used Edmodo and Traditional method to improve writing skill on the students.

Based on the observation that had been conducted at SMAN 13 Kabupaten Tangerang in academic year 2019/2020 by using Edmodo in experimental class, the researcher had found the result of students' writing skill in teaching writing. The researcher had just given pre-test, treatment, and pots- test in order to know the students' writing skill.

In experimental class taught by the researcher used Edmodo. The treatment was begun by giving pre-test, applying treatments, and giving post-test. The test is done in order to know the students' writing skill. The result of test was computed by using SPSS 22 version that can be seen the lowest score is 64 and the highest score is 86. Then, the mean is 77.28 and the standard deviation 4.412. The result showed that teaching writing skill by using Edmodo has significant different score between pre-test and post-test score. But, teaching writing skill used Edmodo, there is no significant effect between Traditional method and Edmodo on students to improvement in writing skill.

In control class taught by the researcher using traditional method (handout). The researcher was started by giving pre-test and giving post-test. The test was done in order to know their writing skill. The result of the test was calculated by using SPSS 22 version that can be seen the lowest score 60 and the higher score was 74. Then, the mean 29.08 and standard deviation 9.225. The result showed that teaching by using traditional method (handout) have significant different between pre-test and post-test score.

Based on the result, the researcher's title is "The Application of Edmodo to Improve Writing Skill at Tenth Grade of SMAN 13 Kabupaten Tangerang in Academic 2019/2017," it can be concluded that teaching writing using Edmodo has no significant effect on students' writing skill. This research related to Purnawarman et al, (2016) that teaching used Edmodo on student especially to improve writing skill would not motivated student in English Learning and there is no significant effect between teaching used Edmodo and Blended Learning method on students. Then, this research unrelated to Fauzi, (2017) that using Edmodo had a different significant to improve writing skill and Sumarno, (2019) said that Edmodo as a media is very recommended in English learning because the students significantly can improve their writing skill. Ma'azi & Janfeshan, (2018) said that in traditional group students can write better but in experimental class the students can significant improvement to writing skill. Yusuf et al , (2018) said that used Edmodo had positive impact on students to improve writing narrative text. Then, Permatasari et al, (2019) said that teaching used Edmodo is more effective than Quipper school in writing lesson.

It can be concluded on this research, using Edmodo at the tenth grade students in SMAN 13 Kabupaten Tangerang cannot be effective to improve their writing skill. Because, the researcher had a limit research on this case.

4. Conclusion

Based on formulation of the problem, the research objective, the hypothesis testing and analysis result, it can be concluded that there is no significant effect teaching and learning used Edmodo. In writing skill, the students have low motivation in learning used Edmodo and they did not understand how to use Edmodo in a learning process. Then, in Edmodo only 10 students who actively asked the teacher about the material.

In control class which used Traditional method, there is a significant effect on students to improve their writing skill. Because, in traditional method students more active asked the teacher in the classroom directly and always paid attention while their teacher explained about the material.

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