

## **Chapter Two**

### **Literature Review**

This chapter elaborates the theories obtained from experts to support this research. This chapter is divided into several parts that the researcher will elaborate upon. Firstly, the researcher will discuss what Edmodo is, followed by the functions, the benefits, and the features of Edmodo that motivate the student to learn. Secondly, the definition of motivation will be elaborated, followed by the different types of motivation. Thirdly, the researcher will explore other research related to this topic. Finally, this chapter ends with a conceptual framework.

#### **Edmodo**

Edmodo is a free online Education site designed to support the teaching and learning process. Thus, Edmodo has a lot of functions related to education. The following paragraph will contain references about the definition of Edmodo. Then, it is followed by the functions, the benefits, and the features of Edmodo that motivate the student to learn.

**Definition of Edmodo.** Edmodo is an educational site made for an educational environment. The interface of Edmodo is similar to Facebook, but Edmodo is more secure and private, with its features focusing on education activities. According to Cauley (2013), Edmodo is an educational site that takes the idea of the social network and it is suitable to be applied in the class. When using Edmodo, the students and the lecturers are able to connect with each other

and provide some arguments, problems, and helpful tips in the interface. The students also are able to get help from students from other classes. In addition, the lecturers are able to see all of the contents on Edmodo, and monitor the students' interactions in it. They can help to reduce inappropriate content such as spam messages or content that is unrelated to the lesson. The parents of the students are able to join Edmodo to check on their children and check the progress of their children's learning. In addition, Thongmak (2013) stated that Edmodo became a private social network to provide a secure learning platform for learners and lecturer. Although the functions of Edmodo is similar to Facebook, Edmodo is intended for classroom use only. Furthermore, Kongchan (as cited in Balasubramanian, 2014) argued that Jeff O' Hara and Nick Borg in 2008 had designed Edmodo for lecturers, students, parents, schools, and districts. This application can be accessed at [www.edmodo.com](http://www.edmodo.com), and it has a mobile version that can be downloaded from the Google Play Store

**Functions of Edmodo.** As an educational site made for the education environment, Edmodo has some functions related to learning process, Edmodo contains functions to manage an online class, create a secure, safe, and private class environment, strengthen the relationship between students and teacher, design and distribute assignments and tests, give feedback, share needed materials, etc.

***To manage an online class.*** Witherspoon (as cited in Balasubramanian, 2014) argued that Edmodo can be categorized as a Learning Management System (LMS), because Edmodo helps the lecturer manage and set up an online class

easily. Furthermore, Edmodo is an educational learning network which is secure and free. Through Edmodo, an online classroom can be created by a lecturer. The lecturer is also able to manage the community anytime and anywhere, as well as allow the students to work and connect with their classmates or their lecturers (Balasubramanian, Jaykumar, & Nitin, 2014).

*To be a safe and education site.* Chada Kongchan (as cited in Balasubramanian, 2014) argued that Edmodo is more private and safe than Facebook, because the lecturers are able to create and manage a student-only account only for the student. When joining Edmodo for the first time, they must first clarify if they are a teacher or a student. A teacher account is able to create classrooms, while a student account can only join them. For anyone who wants to join an Edmodo class, they should know the group code for that class. Edmodo does not have a high risk for malwares and other harmful programs because not everyone can join and access the group.

*To encourage social interaction.* Because Edmodo can encourage social interaction, Edmodo can be very useful to facilitate teaching-learning activities. Moreover, the students can interact directly with their teacher through Edmodo's Wall feature. Much like other social platforms, the Wall functions as a message board of sorts, where students and teachers can freely post any interaction, and it is moderated by the teacher. So, they are able to express their idea or opinion without feeling blamed and scared (Monalisa, 2013).

***To give test, feedback and sharing.*** Lecturers are able to present and post assignments through the Edmodo quiz service, which serves as a place for the students to work. In addition, all of the student's grades and badges can be accessed either by the lecturer, the students or their parents (Monalisa, 2013). Jarc (as cited in Balasubramanian, 2014) mentioned that the students are able to share their content, assignment, quiz and work. Furthermore, the students can receive notes, feedback, and criticism from the lecturer directly using Edmodo. According to Monalisa (2013), the lecturers can give the assignment directly through Edmodo. Then, the students must submit the assignment on time through the platform. In addition, the lecturer can record the students' scores and the student or parent can access the student's score at home. Edmodo also allows the lecturer to provide quiz, polls and topics to be discussed among students.

**Benefits of Edmodo.** As an educational site made for the education environment, Edmodo has benefits for both students and teacher. Edmodo can elaborate the learning process, manage an online class, get information, share ideas, communicate, and strengthen the relationship among Edmodo group members easily.

***To elaborate the learning process.*** Edmodo can help students and teachers connect and collaborate outside of the classroom. Through Edmodo, teachers are able to create multiple groups so that the student can work on different things depending on the student's proficiency. In addition, the teacher and the students are able to share links and discuss them on the platform (Pop, 2013). Furthermore, Gushiken (as cited in Balasubramanian, 2014) argued that Edmodo is able to

provide a simplified virtual class for lecturers and students, where they can collaborate and connect with each other. Borg and O'Hara believed that if the need of social networking for the students is adapted, social networking will influence how the students learn and collaborate in their own environment rather than in the school setting where they grew up arranged by their lecturers.

***To manage the class.*** Witherspoon (as cited in Balasubramanian, 2014) argued that Edmodo is able to facilitate the lecturer to set up and to manage their online classes easily. Hence, Edmodo is similar to an online Learning Management System (LMS).

***To get information, share, and communicate easily.*** Elmas and Geban (as cited in Thongmak, 2013) argued that working cooperatively through Edmodo groups will help students share their ideas and experiences. Then, they become more social and communicative. Students will have opportunities to manipulate and to produce the content, which will support their self-efficacy. Additionally, According to Holland (2012), the lecturers are able to monitor the type of information posted and provided by the students. Then, to support the students' communication skills, the lecturer can give useful feedback to the student.

***To strengthen the relationship.*** Mills (as cited in Balasubramanian, 2014) argued that lecturers have noted that Edmodo can strengthen the relationship among students. Therefore, Edmodo will make the classroom community stronger.

**The Features in Edmodo.** Not only does Edmodo has an interesting appearance, but it also has helpful features that facilitate the students to achieve their learning goals. In the following paragraph, the researcher will provide references about the features of Edmodo that motivate the student in learning.

**Badges feature.** Badge already awarded can be revoked when necessary. As stated by Monalisa (2013), every teacher and students who are active in Edmodo, they get badges. Teacher can create badges to students and award them based on their achievements. According to Rohani (2016), using badges feature, the lecturer can award a badge to his/her chosen students. Additionally, through the badge feature, Edmodo provides a way for the teacher to give student rewards for completing a task and participating in learning. This badge feature can create a sense of competition among the student and encourage the student to get a higher score (Alshawi and Alhomoud, 2016). Additionally, the feedback that the teacher gives to the student through badges features will encourage and motivated the student to be better in learning (Komara and Ramdani, 2014).

**Parent code feature.** According to Cauley (2013), parent can also access Edmodo by following the same step that the student go through. Parent code is available that make the parents can join Edmodo in order to check what their children do and how their progress in study.

**Group feature.** According to Gómez (2007), because the members of an Edmodo group can interact in one area, receive feedback and get the latest class news continuously, Edmodo can help to motivate the student. Sanders (as cited in Alshawi and Alhomoud, 2016) argued that Edmodo can encourage student

involvement and help them become responsible in learning. Edmodo allows the students' sense of engagement and enjoyment in learning to grow. The group feature in Edmodo can make the students motivated by allowing them to engage in high-level thinking. A research by Alshawi and Alhomoud (1994) mentions that Edmodo can motivate students who feel too stressed to speak orally. Through Edmodo, students can interact with other students and lecturers. The Edmodo group features can stimulate further learning among students. Additionally, Edmodo can motivate the student because it contains entertainment features that the students need when they learn. For example, the Group feature on Edmodo can facilitate the students to conduct discussion in various education communities (Komara and Ramdani, 2014).

*File and link feature.* According to Alshawi and Alhomoud (2016), Edmodo can stimulate student's motivation and encourage the student to move forward. The Edmodo feature that motivates and helps the students is the file and link features that is to find related subjects.

*Quiz feature.* As stated by Rohani (2016), the quiz feature enable the lecturer to give an online quiz in true false, short answer, multiple choice, fill in the blank and matching. Additionally, integrating Edmodo encourages EFL student motivation and teacher-student communication. EFL students demonstrate the willingness and preference to use Edmodo in language learning. Some of them even love most of the features in Edmodo such as the Quiz (Alshawi and Alhomoud, 2016).

***Polling Feature.*** According to Mokhtar (2016), polling feature is noteworthy because you can get quick opinions just by voting.

***Assignment feature.*** According to Bicen (2015), the assignment feature was used to assign homework to students and select submission dates. Moreover, according to Komara and Ramdani (2014), Edmodo builds student motivation in learning, because the students must be disciplined and responsible in following classes. They must submit each task on time, because each post can be set to have a deadline. Therefore, they cannot ignore the assignment or quiz provided. According to Alshawi and Alhomoud (2016), The results showed statistically significant motivation for language learning due to the use of Edmodo. It also shows that teacher-student interaction is very significant through Edmodo. Furthermore, students prefer the quizzes and tasks that are designed effectively. Additionally, the results of the research about Edmodo features that most students like and motivate them in learning is assignment feature. The lecturer is able to attach files, pictures, videos, and links within their assignments and quizzes, and their students will be able to finish the assessment by online when they enjoy comfort at their home (Alshawi and Alhomoud, 2016).

***Library feature.*** Edmodo can stimulate student motivation because Edmodo has features that helps the students find related learning material through the library feature (Alshawi and Alhomoud, 2016).

***Gradebook feature.*** According to Rohani (2016), grades feature is summary of grades of the completed assignments. The grade summary can be exported in Microsoft excel for a further process. Additionally, according to



Alshawi and Alhomoud (2016), one of the features in Edmodo that can motivate the student is gradebook feature because through gradebook feature, it is easy to find the grades directly.

## **Motivation**

To achieve their goal with maximum results, people need motivation to encourage the effort and achieve that goal. There are several reasons why motivation can arise. In this part of the research, the researcher will present the definition and the types of motivation.

**Definition of motivation.** According to Lumsden and Linda (1994), learning motivation is a competence obtained from general experience. It is stimulated directly through modeling and expectation in communication. Learning motivation is also stimulated directly by instruction, socialization or other people especially by lecturers and parents. On the other hand, Brown (as cited in Komara and Ramdhani, 2014 ) argued that motivation is how far the students are motivated to succeed in certain activities intrinsically or extrinsically. Stipek (as cited in Zhao and Mei, 2016) argued that for student who wants to get maximum advantages from the school, the lecturer must make a learning environment where the students feel highly motivated. This environment aims to involve the student in learning activities actively and productively. Additionally, Keller (as cited in Zhao and Mei, 2016) argued that motivation is the choice made by people and the level of effort that people will give on that choice.

**Types of motivation.** There are several reasons on why people feel motivated. The reasons can come from either their inside or outside. In this passage, the researcher will present two types of motivation, which are intrinsic and extrinsic motivation.

*Intrinsic motivation.* Lepper (as cited in Lumsden and Linda, 1994) argued that intrinsic motivation comes from inside the student and can also be called self-interest, pleasure felt by the student, and the learning process they wanted. Motivation is like a feeling of achievement which encourages the spirit. Intrinsic motivation is derived from pleasure and satisfaction in performing certain activities (Lin, 2007).

*Extrinsic motivation.* According to Mohamad, Salleh, and Salam (2015), this motivation comes from outside sources like the awards of grades or money. The pleasure that comes from awards does not occur from the students themselves. In addition, Lepper (as cited in Lumsden and Linda, 1994) argued that extrinsic motivation occur when the student do something to get a reward or to avoid a punishment. For example, motivation can come from good grades and the teacher's approval. Hence, motivation comes from outside the students.

### **Review of Related Research**

In this research, the researcher tries to develop the research by looking at other researches in line with this research's purpose. There are many other researchs about Edmodo, but only several researchers associated Edmodo with learning motivation. In this part of the research, the researcher will review and

summarize three studies regarding the use of Edmodo to motivate students to learn.

The first research is titled “The Impact of Using Edmodo on Saudi University EFL Students' Motivation and Teacher-Student Communication”. The research was conducted by Shatha Turki Alshawi and Faisal Abdullah Alhomoud (2016). This study aims to know the impact of using Edmodo toward the students’ motivation and involvement in learning English as a Foreign Language. This study involved a number female students from Princess Nourah bint Abdulrahman University, Saudi Arabia as participants. The data was gathered by using questionnaires which was distributed to 255 female students. The findings of the research shows a significant improvement of language learning motivation due to the use of Edmodo.

The second research is titled “The effect of Edmodo-based media learning about student motivation” conducted by Desi Novitasari, Sawitri Komarayanti and Gatot Sugeng Purwono (2017). This study aims to determine the effect of using Edmodo as a learning media on student learning motivation at IPA SMA Muhammadiyah 3 Jember class XI. This study was a quasi-experiment research with non-randomized control groups in a pretest-posttest design. This research compares the experimental and control groups. Determination of the sample was done by purposive sampling at class XI IPA 1 and class XI IPA 2 with a total of 76 students. The data was gathered by using the observation, interview, documentation, and questionnaire methods. The results of this study indicate that

the students motivate to learn when using Edmodo as learning media compared to when they were using conventional learning.

The last study was conducted by Nasmur MT Kohar (2015). This research is titled “The effect of LMS Edmodo toward student motivation and result of biology study at student of SMP Negeri 3 Wonomulyo”. This study aims to know the influence of Edmodo towards the students’ motivation and Biology learning outcomes at SMP Negeri 3 Wonomulyo. This research is a quasi-experiment research with non-randomized control groups on a pretest-posttest design. Determination of the sample was done by purposive sampling. The population of this research is all of the student body of SMP Negeri 3 Wonomulyo class IX, which consisted of 6 study entourages. The data was gathered using the questionnaire and test method. The results of this study indicated that the motivation to learn Biology in classroom from the students who use Edmodo in SMP Negeri 3 Wonomulyo were very high. In addition, the results show high criterion (36,67% and 63,33%) with a mean value of 175,83.

Reviews and summaries of previous studies provide advantages to the researcher. The advantages are that researcher gets additional information related to the field of research. Those studies also provide views about the effects of Edmodo toward students’ motivation in learning. In addition, there are some differences and similarities between the three studies and this research. The purpose of all those studies and this research is similar that they want to know whether or not Edmodo can motivate the student in learning activities. As for the differences, those three studies use quantitative research which uses observation,

interview, and questionnaire as the research method. The participants of those studies are varied, with some participants coming from different countries and are the student of either junior high school, senior high school or college. For this research, the researcher uses qualitative as research design and interview as research method. For the participant, the researcher chose college students of ELED of Yogyakarta private university bath 2015. Thus, this research gives several views about what features on Edmodo can motivate the students and how these features can motivate them.

### **Conceptual Framework**

Motivation has a crucial role in the learning process, especially to encourage the students to do something in order to get a good achievement. According to Komara and Ramdani (2014), motivation has a crucial role in a learning process, especially for the student's ability in mastering particular subjects. On the other hand, some students in ELED of Yogyakarta private university still lack motivation. Then, this lack motivation causes the student's achievement score to be less than satisfactory.

To respond to this situation, teachers need supplementary tools to overcome the lack of motivation. The lecturer needs to facilitate the student in various ways, such as applying online social networking which is a familiar and recently trending technology. As has been explained previously, the use of online social networking in education had been applied in ELED of Yogyakarta private university. One of those platforms is called Edmodo. The researcher also found

that the use of Edmodo on ELED of Yogyakarta private university makes some students and lecturers have a closer and more familiar relationship. They feel more motivated to join the class. Moreover, they said that Edmodo helps them communicate to each other and is considered something new and exciting to the class.

Addressing to the lack of motivation and the phenomenon about using Edmodo at ELED of Yogyakarta private university, the researcher is interested to investigate the features on Edmodo that support learning motivation and how these features motivate the student to learn. The students who have experienced the same way in learning by using Edmodo must have different opinions about the features of Edmodo that motivate the student in learning and how those features motivate the student in learning. Therefore, this research was aimed to discover the information about the implementation of Edmodo to motivation students to learn based on the students' view. Therefore, the conceptual framework of this research will be shown in the chart below.

**Figure 1. Conceptual framework**

