The Student's Perception on the Use of Edmodo To Motivate Students To Learn

A *Skripsi*

Submitted to the Faculty of Language Education

As a Partial Fulfillment of the Requirement for the Degree

Sarjana Pendidikan

Rendra Wicaksono

20140810185

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF LANGUAGE EDUCATION

UNIVERSITAS MUHAMMADIYAH YOGYAKARTA

2018

Approval Sheet

The Student's Perception on the Use of Edmodo To Motivate Students To Learn

Universitas Muhammadiyah Yogyakarta

Language Education Faculty

English Language Education Department

We hereby approve the *skripsi* of
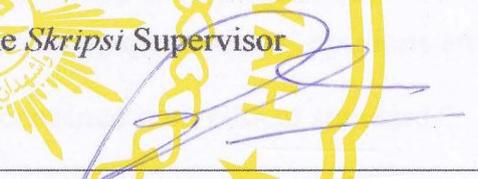
Rendra Wicaksono

20140810185

Candidate for the degree of *Sarjana Pendidikan*
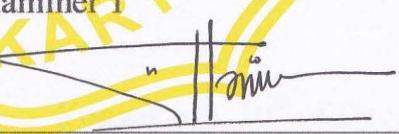
December 10, 2018

Mariska Intan Sari, S.S., M.A

The *Skripsi* Supervisor

December 10, 2018

Sri Rejeki Murtiningsih Ph.D

Examiner 1

December 10, 2018

Indah Puspawati, S. Pd., M.A

Examiner 2

Accepted

Yogyakarta, December 10, 2018

Dr. Suryanto

Dean of Language Education Faculty

ii

PUBLICATION SCRIPT

The Student's Perception on the Use of Edmodo To Motivate Students To Learn

Rendra Wicaksono

Student' of English Language Education Department Faculty of Language Education Universitas Muhammadiyah Yogyakarta, Indonesia

Rendra.wicaksono.2014@fpb.umy.ac.id

Abstract

Abstract

In the learning process, some students at English Language Education Department (ELED) at one of the private universities in Yogyakarta still lack motivation. 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. The use of online social networking in education had been applied at ELED of Yogyakarta private university. One of those platforms is called Edmodo. This research aims to identify students' perception on the features of Edmodo that can motivate the students to learn and to investigate how these features motivate the student to learn. This research is a qualitative research using descriptive qualitative design. The participants of this research were three students of ELED of Yogyakarta private university batch 2015 who had experience in using Edmodo, and were at first less active in Edmodo, but then became more active during the course that used Edmodo. This

research used interview to collect the data from the students. To analyze the data, this research employed open coding, axial coding, and selective coding. The result of the data gathered indicated that ELED of Yogyakarta private university students were really helped by the features on Edmodo. Finally, it can be said that Edmodo is important to motivate students to learn.

Keywords: Edmodo, learning motivation, Edmodo features.

Background of the Study

Students' motivation in learning is naturally related to the desire of the student to participate in a learning process. Motivation has a crucial role in learning process especially to encourage the student in doing 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. Obviously, motivation is important in learning because learning is an active process that needs a conscious activity, which is related to motivation. When the students are motivated to learn, they will be more serious in class and outside the class. Then, they will understand more about the material. If the students understand more about the material, they will get a better score. However, the researcher thinks that even if a school has good lecturers or facilities, it will be useless if the students do not have motivation to learn.

In the learning process, there are several things that may cause lack of motivation to the students and lack of learning motivation evidently can cause

harm to the students. This is proven through preliminary research conducted by the researcher to three students of English Language Education Department at one of the private universities in Yogyakarta (ELED of Yogyakarta private university). It is supported by previous research Sulaiman (2017) who stated that some of students at English Language Education Department of Yogyakarta private university still have lack motivation in learning, they also did not really interested to learn language. In the preliminary research, the researcher chose those three students because they often did not pay attention to the lecturer when the leacturer teaches them in the class and they did not actively participate in the class. Then, the researcher asks to the participants about the cause of the lack motivation that they experience. The cause of this lack of motivation on the students is that they do not enjoy the class condition, they are not close to the lecturer, they have difficulties obtaining related learning material provided by the lecturer, and they get less motivation from the lecturer. These cause the students to be confused and have a harder time understanding the material that has been taught by the lecturer, and the students will not actively seek knowledge by themselves. In addition, they do not participate actively in the classroom. Therefore, the student achievement score becomes unsatisfactory.

To overcome the lack of motivation on the student, the role of lecturer is really important. According to Komara and Ramdani (2014), the lecturer should be able to motivate their students with maximum effort so that the students are able to master the language well. This is supported by Ornstein (1995), who said that a lot of students need to be motivated to reduce boredom, confusion and

frustration that may occur in the class. In the case of the lack of motivation that students of ELED of Yogyakarta private university face, they need the role of their lecturer in helping them dealing with lack of motivation.

In the process of teaching and learning, the lecturer should monitor and give feedback to the student continuously so that the students are able to overcome the lack of motivation. According to Ornstein (1995), there are several things that teachers need to do to motivate the students in learning process such as monitor student work and provide feedback. The teacher should give notes about what should be improved and what good things that students have done in written assignments. The teacher can also give verbal compliments or just nonverbal cues that can make the student feel recognized and thereby strengthen the students' mental motivation.

Beside, now days we are in digital native, the technology really dominant and helpful in our daily life. Almost everyone especially youth and teens, they really like in using technology especially the internet and social media. According to Mokhtar (2016), teenagers and youths preferring to go internet and online social media than going to school. We should think again about the education system we have now. Because we can't just rely on reading learning and writing skill and and apply drill to the students. We should merge the technology into education in certain way. Moreover, to help the student deal with the lack of motivation and achieve their goal in learning, the lecturer needs to facilitate the student in various ways, such as applying technology in learning. According to Enriquez (2014), in 21st century education, the students and the lecturers need to

use technology to progress in learning and teaching. For example, the lecturer can use online social networking which is one of the familiar and recently trending technology to overcome the students' lack of motivation in learning. Pachler (as cited in Bicen, 2015) argued that in the class, the use of online social networking which is familiar to the lecturer and the student can motivate student to learn. The use of mobile technology in the class can stimulate the student when they are learning a new education material.

Actually, the use of online social networking technology in education had been applied in ELED of Yogyakarta private university; such as Edmodo and Schoology. Based on informal interviews to three students of ELED of Yogyakarta private university, Edmodo has a more interesting appearance than Schoology and Edmodo is easier to use. They also said that Edmodo helps them communicate to each other and is something new and exciting. The researchers 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. Based on the student's opinion that they are more interested in Edmodo, the researcher chose Edmodo to be studied. 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 to allow the students work and connect either with their classmates or their lecturers (Balasubramanian, Jaykumar, & Nitin, 2014).

Related to 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 can motivate the student in learning and how these features motivate the students in learning. It is important to know the student perceptions about the features on Edmodo that can motivate the students in learning to help them deal with motivation issues in learning activities. Then, they will get a good learning achievement. Based on the purpose above, the researcher established this research about "The student's perception on the use of Edmodo to motivate students to learn".

Literature Review

This study focusses on the use of Edmodo to motivate students to learn. 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.

To achieve their goal with maximum results, people need motivation to encourage the effort and achieve that goal. 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.

There are several reasons on why people feel motivated. The reasons can come from either their inside or outside. There are two types of motivation, which are intrinsic and extrinsic 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. 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.

Research Methodology

Because the researcher wanted to explore the phenomenon related to student's perception on the use of Edmodo to motivate students to learn, the researcher chose to apply qualitative research design. According to Cresswell (2012), qualitative research design involves collecting the data based on small individual words in order to get description from the participants. Based on the explanation above, the researcher used descriptive qualitative as a research design. The use of descriptive qualitative was appropriate for the research purpose because the researcher wanted to report the results of the student's perception. According to Lambert (2012), descriptive qualitative is a comprehensive summary of certain phenomenon in daily activities experienced by individuals or the group of individuals. In addition to creating a comprehensive summary related to what the participant says, the researcher should obtain the data in its natural circumstance from the participant.

This research was conducted at ELED of Yogyakarta private university because some lecturers at ELED of Yogyakarta private university had applied Edmodo in their class. Furthermore, the participants were three students of ELED of Yogyakarta private university batch 2015. Moreover, the participant should be the students who were first less active in Edmodo, but then became more active during the course that used Edmodo because the researcher wanted to know the

students who were less motivated became more motivated caused by Edmodo. At the beginning of meeting, the participants were less active in participating on Edmodo, but at the fifth meeting until the end of semester they really active in participating on Edmodo. Active students are those who often posted comment, reply, like, or give opinions in Edmodo outside their obligatory task. Then, less active students are those who not comment, reply, like, or give opinions on posts in Edmodo outside their obligatory task. They also have problems in completing assignments in Edmodo such as being late in collecting assignments. To find these three participants, the researcher asked for recommendation from the lecturer who used Edmodo. Initially, the researcher obtained 4 student recommendations from the lecturer. Then, the researcher chose only three participants because three participants were enough and had answered the research question. In this research, the researcher used interview as an excellent and powerful research method in order to get rich data from the participants.

Finding and Discussion

Features of Edmodo that can motivate the students' learning motivation.

      The assignment. Based on the interview data, it was found that all participants reported that the assignment feature was a feature that could motivate them in learning. The first participant said,"I think the assignment feature can motivate me to learn" (P.1.1). Additionally, participants two and three also stated that the assignment feature motivate them to learn. Participant two stated, "Hmm, I think the assignment feature can motivate me" (P.2.1). In line with participant

two, participant three stated, "The Edmodo feature that motivates me in learning the most is assignment" (P.3.1). This feature is usually used by the lecturer to hold and online exam.

It was clear that all the participants perceived that the assignment feature motivate the student to learn. This is inline with Alshawi and Alhomoud (2016), who found that the results of the research about Edmodo features that most students like and motivate them in learning is assignment feature. Moreover, the assignment feature can facilitate the lecturer to give in assignment to the students online. Usually the lecturer uploads the assignment and the students must finish it based on the time given for the assignment. This feature is equipped with a deadline timer. As explained by Bicen (2015), the assignment feature was used to assign homework to students and select submission dates.

The Gradebook. The second finding related to the Edmodo features that motivate the student to learn was the Gradebook feature. Participant one explained, "Hmm when I join the group, I found Gradebook feature that can motivate me" (P1.3). In addition, participant three stated that the Gradebook feature also motivate her to learn. She stated, "The next feature that can motivate me is Gradebook" (P.2.4).

Based on the data gained above, it can be seen that the Gradebook feature can motivate the student to learn. This is inline with Alshawi and Alhomoud (2016), who stated that 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. Moreover, gradebook features are similar to student's transcipt. With this feature, teachers can grade students manually or automatically. In addition, this feature also allows a teacher to manage the learning outcome of all students. In the Gradebook feature, the student can see the score recaps in the form of graphs and direct assessments. As stated by Rohani (2016), who stated that grades feature is summary of grades of the completed assignments. The grade summary can be exported in Microsoft excel for a further process.

The quiz feature. Another finding related to the features that motivate the student to learn was the quiz feature. This is stated by participant one who stated, "As I mention before, the quiz feature can motivate me" (P.1.5). Similarly, participant three also stated, "The second feature on Edmodo that can motivate me is Quiz feature" (P.3.2).

Two participants above agree that quiz feature can motivate them in learning. As explained by Alshawi and Alhomoud (2016), integrating Edmodo encourages EFL student's motivation and teacher-student communication. EFL students demonstrate the willingness and preference to use Edmodo in language learning. The most Edmodo feature that they like and can motivate them is the Quiz feature. This is because quiz feature has many things that are helpful in learning activities. Quiz is used by teachers to provide online evaluation to students in the form of multiple choice, short field or description. Quiz features can only be created by teachers, whereas students do not have access to create quizzes. The students can do the quiz given by the teacher. 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.

The File and Link features. This study also found out that there are other features on Edmdo that motivate the student to learn. One participant argued that the File and Link features can motivate the student to learn. Participant one stated that "In a quiz, I found that the file and link feature can motivate me" (P.1.7).

The File and link feature is used to send notes with file attachments and links. Usually these files have extensions such as Doc,. Ppt, .xls, .pdf and others. When explaining something, teachers sometimes need additional materials such as pictures so that students can understand the lessons better. This is where the File and Links feature is used in Edmodo. Teachers can upload pictures, videos, texts, or anything that they think can improve students' sense of curiosity when learning. Regarding the efficiency of the file and link feature on Edmodo, participant one said that file and link feature motivated him in learning. The result of this research has similar result with previous study as stated by Alshawi and Alhomoud (2016), who stated that 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.

Group feature. The fifth finding related to the Edmodo features that motivate the student to learn is the group feature. Participants one and three agree that group feature can motivate them in learning. This is stated by participant one,

"I think the Group feature" (P.1.12). Additionally, the third participant also stated, "Oh yes. I think the group feature that motivate me" (P.3.7).

Based on the data obtained, it can be seen that participant one and participant three agree that group feature motivate the student to learn. As stated by Komara and Ramdani (2014), 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. In organizing students into a community, one of the features in Edmodo that lecturers really need is a group feature. Through the group feature, the collaboration and communication between teacher and students also can be performed. Furthermore, Groups made with Edmodo is very safe because not everyone can join into the group, and only people who have a certain code can join the group. The Group feature in Edmodo is free from harmful programs and inappropriate content. This is in line with Chada Kongchan (as cited in Balasubramanian, 2014) who explained 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.

Badges feature. The last finding related to the feature of Edmodo that can motivate the student to learn is the Badges feature. One participant stated that she

feels motivated when she uses the Badges feature on Edmodo. The thirt participant reported that "At that time, I once collected the assignment group on time, then I was rewarded by the lecturer through the badges feature" (P.3.9).

The result above showed that the Badges feature can motivate the students to learn. This is inline with Komara and Ramdani (2014), who stated that the feedback that the teacher gives to the student through badges features will encourage and motivate the student to be better in learning. Beside, to give awards to students or groups, teachers typically use the badges feature. The badges will show students with a positive track record. Teachers can easily provide badges for outstanding students who have worked on quizzes and other tasks with excellent results. As stated by Rohani (2016), using badges feature, the lecturer can award a badge to his/her chosen students. 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.

The ways the features in Edmodo motivate the students' motivation.

Assignment feature can be added with interesting video. Based on the interview result, there was one participant who stated that assignment feature can be added with an interesting video. This motivate his to learn because the video is really interesting and motivating for the students to learn. Participant one stated that the video of listening comprehension was uploaded in assignment feature on Edmodo by the lecturer. After watching the video, the student should finish the

assignment concerning the video. He stated, "In the assigment features, the lecturers can add video and it is very interesting and motivating for the students. The video is about English conversation and then the students must finish the task based on the video" (P.1.2).

Based on the findings above, one student stated that he was motivated to learn because of the interesting video uploaded in assignment feature. Some of the causes of the lack motivation in learning because the learning process is boring or the lack of interesting learning materials. Adding a video with the assignment feature becomes a solution to eliminate student's boredom in learning and motivates the students to learn. As stated by Alshawi and Alhomoud (2016), most students like and aggree that Assignment feature can motivated them in learning. It is because they directly can watch the video posted by the lecturer in assignment feature. Moreover, the students can do the assignment online in the comfort of their homes.

Assignment feature allows the student to send the assignment easily and fast. It was found that one participant explained that the assignment feature allows the student to send the assignment easier and faster. Unlike the participant who says that assignment feature is motivating because it can be added an interesting video, this participant has another answer. As reported by participant two who stated, "When I want to collect assignment in conventional learning, I have to print assignments on paper, collect assignments on paper together with other students and have the risk for the assignment to be spoiled and takes a long time. When I use assignment feature, I can easily collect the assignments only click

send on the assignment feature. It makes me want to quickly complete the task because I can send the task easly and fast." (P.2.2).

The result showed that by using assignment feature on Edmodo the student will be motivated in learning. Through the assignment feature, it was clear that it could ease and speed up sending the assignment, facilitating and motivating the student in learning activities. The result of this research has similar result with previous study as stated by Thongmak (2013), some students give opinions about convenience obtained when using assignment feature as follows: "Assignment feature is easy and it is more convenient to submit assignment through Assignment feature".

The deadline stated on assignment feature makes the student aware on the assignment's deadline. This study also found out another way that Edmodo features can motivate the students to learn. One participant argued that the deadline on the assignment feature makes the student complete the assigment quickly. Participant two stated that "In the assignment feature, there is a deadline that makes me more motivated to complete the assigment quickly without delaying. When the lecturer gives the deadline for sending the assignment, it will obviously make the students scurries to send the task because they do not want to get consequences such as their score is reduced" (P.2.3).

Based on the findings above, the ELED of Yogyakarta private university students stated that the deadline on assignment feature makes the student feel motivated. It can motivate the student to quickly submit the assignment maybe

because of the deadline stated on the aplication it makes the student aware about the deadline. Then, they do not want to miss it and they also do not want to get consequences. As stated by Komara and Ramdani (2014), Edmodo builds student's motivation in learning, because the students must be disciplined and responsible in following classes. Moreover, they must submit each task on time, because each post can be set to have a deadline. They cannot ignore the assignment or quiz provided. This is in line with Thongmak (2013), who explained that assignment feature helps the student to submit the homework and notifies the assignments' deadline to the student.

Assignment feature allows the teacher to give feedback to the student. The next finding that was reported by the participant was that the comment from teachers on the assignment feature can motivate the students to learn. Related to this finding, participant three answered, "I was once given an assignment by a lecturer through assignment feature. After completing the task, we have to submit the assignment. Then, the lecturer gives comments or feedback such as good job or other words to our assignment. Well that motivates me as a student" (P.3.6).

Based on the data above, the researcher found out that comment on assignment feature can motivate the students to learn. For example when the student assignment is submited on time, or similar with the lecture expectations, the lecturer will give comments like good job guys, it was great, or etc. Furthermore, the comments from the teacher about her assignment can motivate her. This is inline with Komara and Ramdani (2014), who stated that most

students aggre that the lecturer's feedback on Edmodo assignment feature can motivate and encourage them to be better in learning than before.

The Gradebook feature. Related to the data obtained from interview, the gradebook feature can motivate the students to learn. There is one way how gradebook feature can motivate the students to learn. This is the way this feature can motivate the students to learn.

The Gradebook feature allows the student to see the grade directly. The second finding related to the way of Edmodo features can motivate the students to learn was that the gradebook feature allows the student to see the grade directly. Related to this finding, only one participant stated that he motivate to learn when using grade feature. The first participant reported that "In conventional education, I must wait a long time for the correction of the lecturer to know my grade. Sometimes I have difficulty in accessing the results of my educational grade. Now with gradebook feature on Edmodo, I am happy to be able to see the grade after completing the assignment. It makes me and other students motivated and we will soon know what we should do in the next lesson." (P.1.4).

The result showed that the ways of gradebook feature can motivate the student because the gradebook feature allows the student to see the grade directly. The students will have an easier time knowing their grade even at that moment. This is inline with Alshawi and Alhomoud (2016), who state that Edmodo apparently have a potential to change the way students learn. Edmodo designed to make students eager to learn and to keep them familiarly in interesting

environment. In this site, students more motivated to learning because they can easily find the grade through gradebook feature.

Quiz feature. Regarding to the next result, quiz feature can motivate the students to learn. There are three ways how quiz feature can motivate the students to learn. These are the ways this feature can motivate the students to learn.

Quiz feature can be added with interesting video. The third finding that was reported by the participant was the quiz feature on Edmodo can be added with interesting video. Related to this finding, participant one answered "The lecturer can give the quiz by including the video. It makes the students motivated to complete the quiz because the video is very interesting. In the video there are tutorials and reference for quiz material. Actually because watching a video that makes me more interested" (P.1.6). This participant said when the lecturer adds the video to the quiz it becomes very interesting and that the most interesting thing is the video content. Moreover, the teachers can include video sources from anywhere. As he said, "The teacher can add video from youtube link or video file in computer to quiz feature" (P.1.10). Additionally, the first participant also stated that the video should be interesting and appropriate for learning activities. He stated "The video added to the quiz depends on the lecturer, as long as the video is interesting the quiz automatically not boring" (P.1.11).

Based on the finding above, it can be inferred from the participant perception that through the interesting video the students become more motivated to learn. By using Edmodo, the quiz feels more up to date, because teachers can

create a quiz by inserting videos as a complement to quiz questions. Evidenly, the use of video in learning is interesting for students and it is able to motivate them to learn. This is inline with Bravo, Amante, Simó, Enache, and Fernández (2011), who said that based on our exploratory analysis, participants emphasized that video is an innovative teaching tool that has a positive effect on student's motivation.

Quiz feature helps the student measure their understanding of the learning material. Helping the student know how far they understand the learning material was one of the way of Edmodo feature can motivate the students to learn. One participant explained that quiz feature helps the student know how far they have understood the learning material. As reported by participant one "From the quiz, I can test myself, I can know how far my ability in understanding the learning material. For example after working on the quiz, the result appears quickly. It is because the calculation of the scores on each item of quizzes is done automatically for multiple choice questions and short fields. Moreover, I can retake the quiz if the score is not enough that is depend on the lecturer permission" (P.1.9).

Based on the finding above, it can be seen that quiz feature can motivate the student. This can happen because quiz feature can help the student to measure how far they have understood the learning material. As stated by Rohani (2016), the time of the quiz feature can be limited. After astudent answer a quiz, the score can viewed by the student. When the student can directly know the quiz results, obviously it will motivate students in learning because they feel eased in knowing

the quiz results that sometimes make them feel anxious when waiting too long for the results. Furthermore, they can immediately evaluate the quiz results.

Quiz feature can be added with various materials. Another finding related to the way Edmodo features can motivate the students to learn was that the quiz feature can be added with various material. This finding is different from the previous perception expressed by participant one that the quiz is interesting because it can be added by an interesting video. The third participant reported that "If as a student, I've been. At that time we were given quiz from Miss Mariska, almost every day there must be a quiz at Edmodo. The Quiz such as short answer and multiple choice, so we are motivated to learn. I feel motivated because the question is not only about Education but various and everything is still in English. For example the teacher used to give the quiz about analyzing vocabulary based on Justin Bieber song. The quiz also about the material that ever taught" (P.3.5).

Based on the statements above, it can be found that another way the quiz feature is motivating for the student is because this feature add various learning materials. This is inline with Alshawi and Alhomoud (2016), who stated that the results of the research indicated statistically significant motivation towards language learning caused by the use of Edmodo. The students mainly preferred quizzes on Edmodo when it is designed effectively. Beside, the role of lecturer here is also very important to design the quiz effectively. For example when the lecturer held the quiz about praising others, then the lecture will give expression of praising someone such as good, excellent, fantastic, fabulous, epic, etc. Then, the leacturer can elaborate these things with something trend. Such as music,

videos or pictures about current trends that will make students more interested in working on the quiz.

File and Link feature. The next result shows that file and link feature can motivate the students to learn. There is one way how file and link feature can motivate the students to learn. This is the way this feature can motivate the students to learn.

File and Link features can be added with interesting video. In just a short time, the lecturer can upload pictures, videos, texts, or anything else that he thinks can improve students' sense of curiosity when learning. One of the files that can be uploaded using this feature is video and video is one of the things that interests and motivates the students in learning. This is stated by the first participant who explained "The lecturer use file and link feature to add the interesting video. Usually the lecturer just uploads the video or mention the link from youtube and the video automatically appears" (P.1.8).

The result showed that using file and link to upload interesting video can motivate the students to learn. If the video is already stored on the computer, the teacher can use the file feature to upload it for the student to see. If the video is still within a particular website and its size is large enough to be downloaded, the teacher can provide a link that students can access to understand the lesson. The result of this research has similar result with previous study as stated by Bravo, Amante, Simó, Enache, and Fernández (2011), who stated that based on our

exploratory analysis, participants emphasized that video is an innovative teaching tool that has a positive effect on student's motivation.

Group feature. Based on the interview result, group feature can motivate the students to learn. There are two ways how group feature can motivate the students to learn. This is the way this feature can motivate the students to learn.

Group feature allows competition among students. Another finding that contributed to the way of Edmodo features can motivate the students to learn was group feature making competition among students. Related to this finding, participant one reported that "Because in group feature there are friends. So we also compete with each other. As in the group we can be mutually active. So if we use this group system we become more motivated because we see how far our friends progress. Maybe before, he really active in group and he always replied the post when the teacher gave the quiz. In addition we will be able to know the results of the final score. It depends on the lecturers who may be willing to share the final score in the group. By looking at the final score we can know how far the progress of our friends. Then we can be mutually encouraged" (P.1.13).

Based on the finding above, it can be seen that the Group feature can create competition among students because they see if other students are more active and they see the progress of other students. Then it will motivate students to compete in each other's learning. This is inline with Sanders (as cited in Alshawi and Alhomoud, 2016), who argued that Edmodo can encourage student involvement and help them become responsible in learning. Edmodo allows the

students' sense of engagement and rivalry among students in learning to grow. The group feature in Edmodo can make the students motivated by allowing them to engage in high-level thinking.

Group feature allows the student to give suggestion to each other. One participant argued that the way the group can motivate the students to learn is because the group feature allows the student to give suggestions to each other. Participant three stated that "When we are in a group, we can give each other comments, suggestions, well it can improve our learning motivation. Usually it happen when the lecturer gives us an assignment or subject that we should discuss." (P.3.8).

Based on the findings above, the ELED of Yogyakarta private university student stated that group feature can motivate learning. It was because group feature allows the the student to give suggestion to each other. That activities motivate students to learn, because they will feel greatly helped by the suggestion and comment that they received. Besides, when students are in a group they can interact with each other. This finding is in line with Gómez (2007), that because the members of an Edmodo group can interact in one area, receive the suggestions and get the latest class news continuously, Edmodo can help motivate the student.

Badges feature. Another finding shows that badges feature can motivate the students to learn. There is one way how group feature can motivate the students to learn. This is the way this feature can motivate the students to learn.

Badges feature make the students feel appreciated. The last finding about students' perception on the way of Edmodo features can motivate the students to learn was that the badges feature make the students feel appreciated. many features have been used by participant three, but only some features can motivate her in learning, one of which is the badges feature. This finding was gained from the third participant who stated that "I once collected the assignment group on time, then my lecturer rewarded me through the badges feature. Well, when the lecture gives us a badge, it motivates the students to learn because our task is seemed to be appreciated by the lecturer." (P.3.10).

Based on the data obtained, it can be seen that the participant agrees that the badges feature can motivate the student's motivation in learning. As has been explained, she feels appreciated by the lecturer. It can happen because badges is like an award to students. The student knows that when they get a reward from the lecturer it means that the lecturer like their work. This badges can also be a motivation for students to do various tasks well. The awards also make someone more eager to do something. This finding is in line with Komara and Ramdani (2014), who stated that feedback that the teacher gives to the student through badges features will encourage and motivate the student to be better in learning.

Conclusion

This research aimed to analyze students' perception on the use of Edmodo in incresing their motivation in learning at English Language Education Department at one of the private universities in Yogyakarta (ELED of Yogyakarta private university). The perceptions include two main discussions, namely the perception on the features on Edmodo that can motivate the students to learn, and the ways those Edmodo feature can motivate the students to learn. The data was gained by interview. The interview guide consists of several questions regarding the purpose of this research. Once data were obtained, they were analyzed by using coding such as open coding, axial coding, and selective coding. Then, the researcher reported, interpreted and summarized the interview data regarding the research objectives.

Based on the results obtained from the interview, there are two main research results. The first results are the students' perception on Edmodo's features that can motivate the students to learn at ELED of Yogyakarta private university. Secondly, the results are about the student's perception on the ways those features can motivate their motivation in learning at ELED of Yogyakarta private university.

Regarding the first and second research question, there were six features that motivate the students to learn. The first feature that motivate the students to learn is the assignment feature. The ways that this feature can motivate the student in learning are assignment feature can be added with interesting video, assignment feature allows the student to send the assignment easily and fast, the deadline

stated on assignment feature makes the student aware on the assignment's deadline, assignment feature allows the teacher to give feedback to the student. The second feature that can motivate the students to learn according to the participant is the gradebook feature. The reasons that this feature can motivate the student in learning because gradebook feature allows the student to see the grade directly.

The third feature is the quiz feature. There are several ways that this feature can motivate the student in learning; quiz feature can be added with interesting video, quiz feature helps the student measure their understanding of the learning material, quiz feature can be added with various material. The next feature that can motivate the students to learn is the file and link feature. The ways that this feature can motivate the student in learning is file and link features can be added with interesting video. The next feature is group feature. According to the partitipants this feature can motivate them in learning because group feature allows competition among students, group feature allows the student to give suggestion to each other. Lastly, the Edmodo's feature that can motivate the students to learn is badges feature. It is because badges feature make the students feel appreciated.

References

Alshawi, S. T., & Alhomoud, F. A. (2016). The Impact of Using Edmodo on Saudi University EFL Students Motivation and Teacher-Student Communication. *International Journal of Education*, *8*(4), 105–121. https://doi.org/10.5296/ije.v8i4.10501

Balasubramanian, K., Jaykumar, V., & Nitin, L. (2014). Student Preference Towards the Use of Edmodo as a Learning Platform to Create Responsible Learning Environment. *Procedia - Social and Behavioral Sciences*, *144*, 416–422. https://doi.org/10.1016/j.sbspro.2014.07.311

Bravo Ibarra, E. R., Amante García, B., Simó Guzmán, P., Enache, C. M., & Fernández Alarcón, V. (2011). Video as a new teaching tool to increase student motivation. *IEEE Education Engineering, 1*(1), 37-42.

Bicen, H. (2015). The Role of Social Learning Networks in Mobile Assisted Language Learning: Edmodo as a Case Study. *J. UCS*, *21*(10), 1297–1306.

Enriquez, M. A. S. (2014). Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning, *DLSU Research Congress,* 6–11.

Gómez, D. G. (2015). Edmodo as a Motivation and Inclusion Tool in the Foreign Language Classroom. *ICT For Language Learning,* 399.

Guion, L. A., Diehl, D. C., & Mcdonald, D. (2011). Conducting an In-depth Interview. *EDIS,* 2–4.

Holland, C., & Muilenburg, L. Y. (2011). Supporting Student Collaboration : Edmodo in the Classroom. *Society for Information Technology & Teacher Education International Conference,* 3232-3236.

Komara, U., & Ramdani, J. M. (2014). Motivating Students Through Edmodo a Blended Learning in Grammar Class. *Journal of TEFLIN International Conference*, *61,* 1016-1019.

Lin, H. F. (2007). Effects of Extrinsic and Intrinsic Motivation on Employee Knowledge Sharing Intentions. *Journal of Information Science, 33*(2), 135-149.

Lumsden, L. S. ., Learn, T., & Digest, E. (1994). Student Motivation To Learn. *ERIC Digests*, (92), 1–7.

Lambert, V. A. (2012). Editorial : Qualitative Descriptive Research : An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, *16*(4), 255–256.

Mokhtar, F. A. (2016). Rethinking Conventional Teaching in Language Learning and Proposing Edmodo as Intervention: A Qualitative Analysis. *Malaysian Online Journal of Educational Technology*, *4*(2), 22-37.

Monalisa, M., & Ardi, H. (2013). Using "Edmodo" Educational Social Network in Teaching English for High School Students. *Journal of English Language Teaching, 2*(1), 220-225.

Mohamad, S. N. M., Salleh, M. A. M., & Salam, S. (2015). Factors Affecting

Lecturers Motivation in Using Online Teaching Tools. *Procedia - Social and Behavioral Sciences*, *195*, 1778–1784. https://doi.org/10.1016/j.sbspro.2015.06.378

Myers, M. D., & Newman, M. (n.d.). The qualitative interview in IS research: Examining the craft. *Information and organization, 17*(1), 2-26. https://doi.org/10.1016/j.infoandorg.2006.11.001

MT Kohar, N. (2016). *The effect of LMS Edmodo toward student motivation and result of biology study at student of SMP Negeri 3 Wonomulyo*. Retrieved from http://eprints.unm.ac.id/3449/

Novitasari, D., Komarayanti, S., & Purwono, G. S. (2017). The Effect of Edmodo-Based Media Learning About Student Motivation. *Seminar Nasional Biologi*, 382–392.

Ornstein, A. C. (1994). Motivation and learning. *The High School Journal, 78*(2), 105-110.

Pop, A. (2013). Edmodo E-portfolios in EFL – A Case Study. In *8th International Conference on Virtual Learning, 1*(1), 25-26.

Thongmak, M. (2013). Social Network System in Classroom: Antecedents of Edmodo© Adoption. *Journal of e-Learning and Higher Education*, *2013*(1), 1-15. https://doi.org/10.5171/2013.657749

Zhao, C., & Mei, Z. (2016). A Case Study of American and Chinese College Students' Motivation Differences in Online Learning Environment. *Journal*

of Education and Learning, *5*(4), 104. https://doi.org/10.5539/jel.v5n4p104