

The Use of *Edmodo* as a Supplementary Tool for Language Learning at English Language
Education Department Students

Nurchahya Surya Syahputra

Mahasiswa Program Studi Pendidikan Bahasa Inggris FPB UMY

ABSTRACT

Background: In language learning classrooms, students need a lot of support that help them in learning a language. Innovative teaching with Edmodo is the one of most appropriate tools for teaching and learning activity used to create some exercises that can be done by digital tools such as sending exercise material, discussing, and posting information about the subject that students learning.

Purpose: This research aimed to find out what features that can assist students in learning language, what activities that make students interested in using Edmodo and what skills that can enhance by the use of Edmodo.

Methods: The research setting of the research was at English Language Education Department (ELED) of a private university in Yogyakarta. The participants were 108 students of ELED batch 2015. The researcher used close-ended questionnaire as the data collection method. Then, the data were analyzed using descriptive statistics.

Result: The results showed that the features provided in Edmodo that can assist ELED students in learning English with the mean score of 3.01 and lies on “helpful” category were: the features of notification, planner, group, alert, community, quiz, and post. Meanwhile, the activities in Edmodo that make ELED students interested in learning English with the mean score of 3.28 and lies on “interesting” category were: save and sharing content, community sharing, join discussion other students, group assignment, and online activity with Edmodo. The results also showed that the language skill that can be increased with Edmodo was writing skills. This can be seen from the mean of the first statement which is 3.08 and lie in “significant” category.

Conclusion: The use of Edmodo as supplementary tool in learning language is very good, it can be seen from the feature that help student, then students are interesting in using Edmodo as their supplementary tool, and students writing skill can be enhance by the use of Edmodo.

Keyword: English Language, Supplementary tools, Edmodo

Introduction

In language learning classrooms, students need a lot of support that help them in learning a language. Innovative teaching with technology as supplementary tools is something that every teacher can do to help their students learn. Nowadays lots of students have their own gadget technology. It will be teachers' opportunity to use gadget for supporting tools such as phone, notebook, and computer. Teens all over the world are growing up in a world in which the Internet, cell phones, text messaging, television and video games, and other technologies dominate their communication and are an integral part of everyday life (Livazovic, 2011). The use of technology in learning activity is always growing. There are a lot of schools and universities that have implemented the use of technology as their supporting tool in teaching and learning activity. According to previous research conducted by Gregoire, Bracewell, and Lafarriere(1996)on the

educational technology, the benefit for students of using new technologies is greatly dependent on how teacher can collaborate with new technology. Teachers can use Information and Communication Technology (ICT) in their teaching practice; it can make different ways in teaching and learning practice. With the rapid development of emerging technologies in recent years, the integration of ICT has begun to attract the attention of teachers (Wang, 2008). Nowadays, teachers use ICT as a tool in their teaching practice. The onethat teachers always use is web-based learning. Web-based learning can provide a lot of new strategies in teaching and learning activity. Web-based technology is a potential tool for supporting collaborative learning that is being used to support teachers enriching their teaching performance (Liaw, Chen & Huang,2008).

At English Language Education Department of private university in Yogyakarta, some of

teachers are using web-based learning as their supporting tools, such as using Edmodo. Edmodo is one example of web based learning that provides educational feature. Its design looks like *Facebook*, which can make students familiar to use Edmodo too because of the design. At ELED of private university, some teachers used web-based learning as their supporting tool for their teaching activity, for example using Edmodo. However, in the use of Edmodo the teachers and students always face same problems which are on the lack of internet connection, and sometimes some of the computers have hardware and software problem. This research focuses on the activity that students do with Edmodo. It discusses some features that are provided in Edmodo, so which features that can assist the ELED students in learning English. Then, the activities that students can do in Edmodo to make their learning more interested. There are skills that can be increased when

students learn English with Edmodo, this study will also find out which language skills students think are increasing.

Research Methodology

In this research, the researcher used quantitative design. Quantitative design was the most appropriate to be use in this research because the researcher wanted to know about the use of Edmodo in English Language Education Department class, beside that the quantitative research is suitable to gather lots of data. Quantitative research allows the researcher to familiarize him with the problem or concept to be studied (Golafshani, 2003). The researcher used survey design as the methodology. The researcher determined the participants of this research which are English Department student's batch 2015. The researcher used simple random sampling to choose the participants. According to Cohen et al. (2007) "In simple random sampling, each member of the population under the research

has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population". The instrument that was used in this research is questionnaire. According to Burgess (2001) "Respondents are more likely to commit to answer a questionnaire when they see it as interesting, of value, short, clearly thought through, and well presented". The researcher has used the expert judgments before do the research to know whether the questionnaire is valid or not and the experts will give the researcher some comments and the researcher modified some statements and items as experts judgments been told. In this research, the descriptive statistic measurement showed in the form of table. Cohen et al. (2011) states that descriptive statistic is usually used to describe and present data for the researcher to further analyses and interpret what the description means. The categories of each

research question are different for the first research question the researcher use helpful, help a bit, and not helpful. For the second research question the researcher used interesting, so so, and boring as category. The last research question significant, increase a bit, and not significant is used as the category.

Result and Discussion

Feature provided in Edmodo that can assist students in learning English. The results show that there are eight Edmodo features that can assist students in learning English that lies on helpful category. This means that the features in Edmodo can help students learning English. From the result, it was found out that notification message and assignment, planner, group, alert, community, quiz, and post feature are "helpful" according to student's statement answers. The mean score of research question about features is notification feature message 3.09, notification

assignment 3.16, planner 3.00, group 3.06, alert 3.05, quiz 3.01, and post 3.00. It is mean that the use of Edmodo can assist students in learning language. It is supported by Lara (2013) that Edmodo provides a lot of convenient features to practically aid teachers and students to conduct and organize teaching in classroom sessions or students' individual learning. It is mean that Edmodo could make the teaching and learning activity become more simple and easy. Ali (2015) said that it was found that obtaining instructions and announcements from Edmodo could make students become active in their learning. The feature that are provides in Edmodo can also make students active in their learning activity when they received alert or notification from teachers.

Activities in Edmodo that make ELED of private university students interested in learning English. The second result about activity in Edmodo that can make students interested in learning language are save and

sharing content, community sharing, join discussion other students, participate in group assignment, and online activity with Edmodo can make students" interesting" in learning language. The mean score of the second results are save and sharing content 3.00, community sharing 3.03, join discussion 3.00, participate in group assignment 3.03, online activity in Edmodo 3.01. From the result there are activities that make students interested in learning language with Edmodo. The students agreed that activities provides in Edmodo make them more interesting in using Edmodo. This is in line with Dowlings (2011) who mention that the effect of using Edmodo in the course is both easy to use and interesting.

Language skills that can be increased by the use of Edmodo. The last one is result about language skills that can be enhanced by the use of Edmodo. The result found that writing skills can be enhanced by using

Edmodo as supplementary tool in learning language. The mean score of this result is 3.07. That score belongs to the “significant” category. It means that using Edmodo as a supplementary tool in learning language can enhance students writing skill. There are a lot of tools and activities that can increase students language skills, as example in writing task students can have discussion with another students which is it can improved students writing skills. According to Bahrami Shams-Abadi et al (2015) using Edmodo as a technology tool has acted positively to support the writing ability. Not only have a discussion on Edmodo but, the features in Edmodo commonly provide a way to improve students writing skills. It is supported by Purnawarman, Susilawati, and Sundayana (2016) that said the Note menu which is used during the writing process apparently facilitates the students with interactivity and meaningful writing tasks.

Conclusion

Based on the result of this research, there were three results that involved the answer toward the use of Edmodo for supplementary tool in learning English. It can be concluded that features in Edmodo can assist student learning English. From the result, it was found out that notification message and assignment, planner, group, alert, community, quiz, and post feature are “helpful” according to student’s statements. The activities that can make students interested in learning language are save and sharing content, community sharing, join discussion other students, participate in group assignment, and online activity with Edmodo can make students” interesting” in learning language. The last one is result about language skills that can be enhanced by the use of Edmodo. The result found that writing skills can be enhanced by using Edmodo as supplementary tool in learning language.

Recommendation

The researcher recommends students to keep searching tools that can assist student in learning English such as using Edmodo. Edmodo is a tool that easy to use and have so many features that can improve student skills. Other reason is students can do so much activity when using Edmodo as their supplementary tool in learning English. Teachers should keep making innovation on teaching activity. There are so many free tools that appropriate to be used in teaching activity. Edmodo is the one of many tools that can be used in teaching activity, because it has so many features that can assist student in learning English. Moreover, teachers can do many activities through Edmodo because it is online tool. It will help the students more interested in learning English. The researcher hopes this research can be a reference for their research, also the future researchers who are interested in doing the same research about the use of

Edmodo should use different methods such as action research, experimental research to conduct the research. So the researcher and the future researcher can complete each other.

References

- Abadi, B.B.S., Ahmadi, S.D., & Mehrdad, A.G. (2015). The effect of Edmodo on EFL learners' writing performance. *International Journal of Educational Investigations*, 2.
- Ali, Z. (2015). A case study of tertiary students' experiences using Edmodo in language learning. *International Journal of Language Education and Applied Linguistics*, 2, 39-48.
- Al-Kathiri, F. (2015). Beyond the classroom walls: Edmodo in Saudi secondary school EFL instruction, attitudes and challenges. *English Language Teaching*, 8(1), 189-192.
- Al-Okaily, R. (2013). Mobile learning and BYOD: implementations in an

- Intensive English Program. *Learning and Teaching in Higher Education: Gulf Perspectives*, 10 (2), 4-7.
- Al-Said, K.M. (2015). Students' perception on Edmodo and Mobile Learning and their real barriers toward them. *TOJET: The Turkish Online Journal of Educational Technology*. 14(2).
- Alsied, S.M., & Pathan, M.M. (2013). The use of computer technology in EFL classroom: advantages and implications. *International Journal of English Language & Translation Studies*, 1(1).
- Azwar, S. (2012). *Reliabilitas dan validitas*. Yogyakarta: Pustaka Pelajar. 4.
- Blake, R. J. (2008). *Brave new digital classroom*. Washington, DC: Georgetown University Press.
- Bude, Su., et al. (2005). The importance of interaction in web-based education: A program-level case study of online MBA courses. *Journal of Interactive Online Learning*, 4(1).
- Burgess, T, F. (2001). A general introduction to the design of questionnaires for survey research. *Information Systems Service*, 1(1), 6-11.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research method in education*. USA: Routledge.
- Creswell, J. W. & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124-131.
- Creswell, J. W. (2012). *Educational research*. Lincoln: Pearson. 140-167.
- Dowling, S. (2011). Web-based learning—Moving from learning islands to learning environments. *TESLEJ*, 15(2), 5-27.
- Ekmekci, E. (2016). Integrating Edmodo into foreign language classes as an

- assessment tool. *Participatory Educational Research*, 1, 3-11.
- Enriquez, M. A. (2014). Students' perceptions on the effectiveness of the use of edmodo as a supplementary tool for learning. *Manila: DSLU research congress*.
- Enriquez, M. A. (2014). Students' perceptions on the effectiveness of the use of edmodo as a supplementary tool for learning. *Manila: DSLU research congress*.
- Giang, T.N., & Minh, N.V. (2014). Edmodo – a new and effective blended learning solution. *International Conference*.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-607
- Kimberlin, C., & Winterstein, A, G. (2008). Validity and reliability of measurement instruments used in research. *Research fundamentals*, 65, 2278-2280.
- Kumelashvili, K. (2016). Teaching foreign language by using technology – virtual classroom Edmodo. *Online Journal of Humanities*, 1(1).
- Lara, V.D. (2013). The improvement of writing based on a genre approach through the use of an e-learning platform (Unpublished Thesis). University of Veracruz, Veracruz
- Mathers, N., Fox, N., & Hunn, A. (2009). *Surveys and questionnaires*. Nottingham, UK: NIHR RDS for the East Midlands.
- Mokhtar, F.A., & Dzakiria, H. (2015). Illuminating the potential of Edmodo as an interactive virtual learning platform for English language learning and teaching. *Malaysian Journal of Distance Education*, 17(1), 83-98.

- Nomass, B.B. (2013). The impact of using technology in teaching english as a second language. *English Language and Literature Studies*, 3(1).
- Polit, D.F., Beck, C.T., and Owen, S. (2007). Is the CVI an acceptable indicator of content validity? *Research in Nursing & Health*, 30,459-467.
- Purnawarman, P., Susilawati.,&Sundayana,W. (2016). The use of Edmodo in teaching writing in a blended learning setting.*Indonesian Journal of Applied Linguistics*, 5(2), 242-252.
- Retnawati,H. (2016). *Analisis kuantitatif instrument penelitian (panduan peneliti, mahasiswa, dan psikometrian)*. Yogyakarta :Prisma Publishing.
- Sekaran, U. (2000). *Metodologi penelitian* . Yogyakarta: Penerbit Salemba Empat.
- Simuforosa, M. (2013).The impact of modern technology on the educational attainment of adolescents.*International Journal of Education and Research*, 1(9).
- Siniscalco, M, T., &Auriat, N. (2005).*Questionnaire design*. Paris, France: International Institute for Educational Planning.
- Tsou, W., Wang, W.,&Tzeng, Y. (2006) Applying a multimedia storytelling website in foreign language learning. *Computers and Education*, 47(1), 17-28.
- Wang, F., &Hannafin, M. J. (2005). Design-based research and technology-enhanced learning environments. *Educational Technology Research & Development*, 53(4), 5-23.
- Wang, Q. Y. (2008). A generic model for guiding the integration of ICT into teaching and learning.*Innovations in*

Education and Teaching International,
45(4), 411-419.

Yusuf, M.O. (2005). Information and
communication education: Analyzing
the Nigerian national policy for
information technology.

International Education Journal
,6(3).