THE EFFECTIVENESS OF EDMODO IN INCREASING STUDENTS' WRITING SKILL IN RECOUNT TEXT

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Abstract: Writing is considered as the most difficult skill for language learners to master. Language learners need to pay attention to higher level skills of planning, and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. Within the rapid changes in technology, the use of ICT has largely influenced the way learners write. The well-known ICT such social networks also have been widely used by learners across the globe to shape their writing. This study examines the use of one of social networks which is specifically designed for educational purpose, Edmodo, to increase the first graders' skill in composing recount text. The finding of the study showed significant differences between the result of pretest and posttest. The mean of post-test scores (80.5) is larger than the mean of pre-test scores (71.3). From statistical calculation, it was confirmed that the value of $t_{obtained}$ (-3.538) is larger than t_{table} (-2.306). Also, the way to test whether the null hypothesis could be rejected was by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is that when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi, 2001). The finding showed that p-value was less than 0.05 (0.006 < 0.05). Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using Edmodo was effective to increase students' writing skill in recount text.

Keywords: Edmodo, Writing Skills, Recount Text

There is no doubt that writing is the most difficult skill to master by the students. Bell and Burnaby (as cited in Nunan, 1989) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter information. Put similarly, Richard & Renandya (2002) point out that second language writers have to pay attention to higher level skills of planning, and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes more complicated if their language proficiency is weak.

Nowadays, people are moving to digital age. The expanding of digital tools has influenced many sectors in human's life including in education sector. It is

widely known that the invention of digital technologies such computer and smartphone have changed the way students learn. In the past, students should hold a book if they want to get information. In contrast, today, students only need a simple and portable tool like laptop or smartphone to access any information. In relation to writing skill in digital age, students are provided with the advanced tools like word processors, and further facilitated by social networks that enable them to show up their writing all over the world. This way, students can learn how to write correctly so that their writing will be readable and understandable. This fact is in accordance with the study conducted by Purcell et al. (2013) stating that digital technologies are shaping students writing myriad ways and have also become helpful tools for teaching writing to middle and high school students. These teachers see the internet and digital technologies such as social networking sites, cell phones and texting generally facilitating teens' personal expression an creativity, broadening the audience for their written material, and encouraging teens to write more often in more formats than may have been the case in prior generations.

There are plenty of digital tools that are beneficial for both teachers and students in conducting teaching and learning process. A tool that has a high level of acceptance in recent years is social network. In the beginning of its emergence, social network was only designed for connecting people in distance. In its development, social networks are no longer as a media to connect people, but more functional, social networks are also used by the educators to improve their teaching quality.

Concerning on the real fact that teachers and students use social network like Facebook and Twitter as additional tools, Edmodo was finally designed to provide a safer environment for teacher and students to conduct on-line teaching and learning process. Edmodo is free, private, and secure learning network (Jarc, in Kongchan, 2013). Teachers can use Edmodo to make teaching and learning process sustainable. Edmodo has many functions, according to Kongchan (2013) via Edmodo, teachers can send text (SMS) alerts, messages attached with a file or a link, reply students' messages, send out quizzes and assignments, receive completed assignments, give feedback, assign grades for 'assignments', store and share content in the form of both files and links, conduct polls, maintain a class calendar, and contact with the whole class, small groups, or even individual students. Students can also send a message attached with a file or a link, store and share content in the form of a file or a link, submit homework, assignments, and quizzes, receive their teacher's feedback, messages, alerts, and reply to the teacher, vote on polls as well as set their own calendar. Students can communicate with their teachers, the whole class, and their small group.

Early studies revealed that using Edmodo in learning was likely to be more interesting, showed by the result of the survey that Edmodo had a high level of acceptance either from teachers or students side (Kongchan, 2012). Further, it was also investigated that no one student involved in the survey said that Edmodo was not helpful (Lie, 2013). It is also supported by Thongmak (2013) that Edmodo is a convenient tool for students in communicating virtually, submitting files, giving information, grading, checking assignments, and keeping in touch.

Some obstacles, however, appear in the implementation of Edmodo specifically, and ICT generally. How can teachers make sure that students' works posted on Edmodo are truly from students' own work? That becomes a weakness of virtual classroom where we cannot make sure that students do not cheat, or do something dishonestly since there is no face-to-face meeting. In this case, teachers should be creative enough. Also, teacher should explain the prohibition of plagiarism to avoid students copying someone's work. The possible obstacle that may appear too is technology barrier. In developing country like Indonesia, not all teachers get used to apply technology in teaching. In contrast, students cannot be separated from technology. Even the kids can use technology today. Lack of skill in using technology will much affect teaching style in which it influences on the seriousness and interest of students in learning, too.

Despite of some disadvantages which may appear in its implementation, Edmodo is still considered to be an innovative and alternative teaching media, especially for teaching reading and writing. As Lie (2013) notices, in the context of foreign language teaching and learning, using social network helps them improve their critical thinking and writing skills. In doing on-line session the students are required to think through their sentences. In this research, since Edmodo is applicable to teach writing, the researcher would like to investigate the effectiveness of this learning platform in increasing students' writing skill in recount text.

RESEARCH METHOD

The appropriate design of this research was pre-experimental one group pre-test post-test design. The reason of using only one group without any control group was simply because there was only one classroom in X Excellent program. Thus, it was impractical to select the control group from another program (Regular) since the level of Excellent and Regular program was definitely different. Besides, it was found that only in Excellent program whose students have personal computer or laptop. So that is why the researcher selected X Excellent as the participant of the study.

The participants of the study were 9 students from X Excellent program consisting of 2 males and 7 females. The students of this classroom bring their laptops to the classroom, and use it as an additional tool in daily learning. The fact supported this research since Edmodo only can be accessed through personal computer or laptop.

The research instruments that the researcher used in this study were test and scoring rubric. The researcher used test to elicit and collect information on students' writing skill before and after giving treatment. There were two tests in this research, pretest, and posttest. The researcher ascertained that the pre-test provided instructions which differ in form or wording from the post-test, though the two tests must test the same content, i.e. they were alternate forms of a test for the same groups. The form of test was recount writing test.

During the three-week study, the students followed the research either on direct meeting or on-line session. In the beginning of the study, within a week, exactly from April 27th 2015 until May 4th 2015, the researcher conducted pretest. It was conducted in the classroom and could be revise and edit at home.

Then, in the interval of pretest, on April 29th 2015, the researcher introduced Edmodo to the students. They were asked to join the group to follow the treatment. After gaining the score in pretest and conducting treatment, the researcher administered posttest to know how effective the treatment was. Within a week, from May 4th 2015 until May 11th 2015, the students were asked to do the test completely out of class and submit it via Edmodo. Thus, there was no direct meeting, and students only use Edmodo in on-line session instead.

To investigate the effectiveness of Edmodo in this research, the data were analyzed from students' score in pre-test and post-test. The data which were gained from those two occasions, then, were analyzed by using Paired Samples Test in IBM SPSS Statistics 20. If the result of t_{table} was bigger than $t_{obtained}$ at the level of significance 0.05, the null hypothesis could not be rejected indicating that Edmodo was not effective to increase students' writing skill in recount text. By contrast, if $t_{obtained}$ was bigger than t_{table} at the level of significance 0.05, the null hypothesis could be rejected indicating that Edmodo was effective to increase students' writing skill in recount text.

FINDING

In pretest, the students started making the first draft in the classroom, and could revise and edit their works out of the classroom. In posttest, the students were allowed to make the first draft, revise and edit completely out of the classroom. After doing all of the steps in process writing either in pretest or posttest, the students show a significant progress in terms of the score of their writing. Table 1. shows the result of students' score in pretest and posttest.

Table 1. The Result of Students' Writing before and after Using Edmodo

No	Student	Pretest	Posttest
1.	A	65	70
2.	B	70	70
3.	C	80	90
4.	D	65	80
5.	E	85	95
6.	F	65	85
7.	G	65	65
8.	H	60	80
9.	I	85	90

After getting the quantitative data from the students score taken from the scoring rubric, the researcher made the data set meaningful by calculating the data using descriptive statistics to find out the mean, the median, the standard deviation, the variance, the minimum and the maximum. Table 2. shows the result of descriptive statistics.

Table 2. Descriptive Statistics for Pre-test and Post-test

	N	Range	Mini-mum	Maxi-mum	Sum	Mean	Std. Deviation	Variance
Pretest	9	25.00	60.00	85.00	640.00	71.1111	9.61047	92.361
Posttest	9	30.00	65.00	95.00	725.00	80.5556	10.44164	109.028
Valid N (listwise)	9							

As Table 2. shows, the mean of post-test scores (80.5) is larger than the mean of pre-test scores (71.3). It indicates that on average, the use of Edmodo has caused the improvement of students' scores, but it is important to know that such a conclusion is only a descriptive conclusion. It should be tested about being meaningful this progress.

Therefore, to investigate whether Edmodo is effective to increase students' skill in writing recount text, the researcher tested the result of pre-test and post test by using Paired Sample Test in IBM SPSS Statistics 20. Table 3. shows the result of the test.

Table 3. Paired Sample Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	-9.44444	7.68295	2.56098	-15.35009	-3.53880	-3.688	8	.006

Referring to Table 3. we can see that the $t_{obtained}$ is -3.538. The way to test whether null hypothesis can be rejected is that by comparing the result of $t_{obtained}$ and t_{table}. If the result of $t_{obtained}$ is larger than t_{table} at the level of significance 0.05, the null hypothesis can be rejected. On the contrary, if the result of $t_{obtained}$ is smaller than t_{table}, the null hypothesis cannot be rejected. In consulting to t_{table}, the researcher needed to find out the degree of freedom. As can be seen in Table 3. that Df (Degree of freedom) is 8, the researcher consulted to the t_{table}, and at the level of significance 0.05, the value of t_{table} is ±2.306. Comparing to the value of t_{table}, the value of $t_{obtained}$ is larger (-2306 < -3.538). Also, the way to test whether the null hypothesis can be rejected is by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is that when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi, 2001). As Table 3. shows, the p-value is less than 0.05 (0.006<0.05). Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using Edmodo was effective to increase students' writing skill in recount text.

DISCUSSION

The results of the study indicated that the result of post-test seemed to be better than the pre-test ones. That is, the scores of posttest were significantly better than the scores of pretest at the end of the study. Although the result of their posttest were not perfect, it seemed better than the result of pretest. Unlike the result of pretest, the result of posttest shows that students seemed more interested to share their stories. They used variety of vocabularies, and the content was more interesting. They also used their personal expressions to make the readers feel like what they felt at that time. The students became more free to generate and share their ideas, something that could not be achieved when they composed a text without using any media. This finding shows that the use of digital technologies such computer and social network like Edmodo can shape students' writing myriad ways including in generating ideas, composing, revising, editing, formatting, and printing anything from a single word to a lengthy essay (Purcell et al. 2013; Langan, 2005).

When conducting on-line session using Edmodo, teachers can give the students quite time to understand the material, and then giving response. In giving response, students have a longer time to compose a good sentence so that their response will not lead to a misunderstanding. In this case, using on-line social network like Edmodo makes students improve their critical reading and writing skill as well (Lie, 2013). Also, the students can gain the knowledge from what their teachers or other students post in Edmodo, and they can share their knowledge to Edmodo such good articles, links, etc. so that other students and teacher can benefit it as well, too. On-line social networks determine the way students are related to themselves and the way they gain access to information (Arroyo, 2011).

One advantage of using Edmodo is that students who keep silent in the classroom can actively participate in on-line session. In traditional classroom, the students' physical attendance and active participation through direct speaking are the main way to give assessment. In on-line session, those who keep silent in the class can actively take part in teaching and learning process even though they do not physically exist. By using their critical reading and writing skill, they can give response to someone's post, share knowledge, compose a text, and so on. In this case, on-line session is less threatening rather than the traditional classroom (Alberth, 2013). Besides, another advantage of using Edmodo is that it can facilitate students in submitting their works, sharing knowledge, knowing their progress, trying to be actively participate in teaching and learning process, interacting with each other without face-to-face meeting, etc.

Finally, it was confirmed that using Edmodo in writing would lead to better result than traditional media. The result of this research also proved that Edmodo was effective to increase students' writing skill in recount text. The effect of Edmodo was also could be seen from the quantity of the words which significantly increased in post-test.

Besides, the results of this study have several important implications as follows. Since writing is a difficult skill, a teacher must equip himself/herself with up-to-date techniques, methods, and media to teach the students. So, the

result of this research can be valuable for language teachers at the level of senior high school.

This study introduced a new media to facilitate students in learning to write and also provide an opportunity for them to construct and share their knowledge. Edmodo is very practical and useful either for teachers or students since it provides a room to learn virtually and keep in touch each other.

The findings of this study promotes the on-line learning and decreases the problem of the distance learning. Edmodo is also applicable to teach reading, grammar, and vocabulary.

CONCLUSION AND SUGGESTION

The result of this study indicated that there was significant difference in the effectiveness of Edmodo compared to traditional media. So, it can be concluded that writing through Edmodo would lead to better result than traditional media for two main reasons (Arroyo, 2011; Thongmak, 2013). First, Edmodo provides a secure environment for a class to share ideas, files, and submit assignments through mobile access and messaging. Second, Edmodo offers the high ease to stay in touch people among themselves and learning and teaching are based on communication.

Based on the above conclusion, it is suggested for the English teachers to use Edmodo to change their traditional classrooms. Besides, the students can use Edmodo not only to submit assignment, but also they can easily use this social learning platform to see their progress overtime, share knowledge, and get feedback. Finally, the further researchers can investigate the effectiveness of Edmodo on other language skill and components such as reading, grammar, and vocabulary.

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