An Analysis of Students Responses in the use of Edmodo Applications at the Fifth semester in English Language Education Department of Sultan Ageng Tirtayasa University

Fitriani,Ramadan[a1] , Rosmania Rima[1], Welliam Hammer[1]

Universitas Sultan Ageng Tirtayasa

Abstract

This study aims to determine students responses after using Edmodo Applications in English learning. The objectives of this research is to identify student's responses on the use of Edmodo in English Language. This study adopt the Qualitative research. Case study is used to be an appropriate method for this research as proposed by Cresswell (2012). The students close-ended Questionnaire, and students interview were used to collect the data. The data were analyzed qualitatively. The close-ended Questionnaire and interview student were employed to collect the data of students responses in use of Edmodo Applications. The results showed that the use of Edmodo Applications in English Learning are , 84% of 45 students were strongly agree that Edmodo was easy to use as their English learning media. The features that have been designed in Edmodo is simple so that it easier to use for students as a tool in English learning. The use of Edmodo in English learning process makes students more easier to understand the material given by the teacher based on the apps features in Edmodo that supported students in learning process.

Keywords: *English learning, Edmodo Applications, Student response*

Introduction

Nowadays, integrating technology or ICT can make students control their learnings and also more engaged in class. ICT has important role in learning. Many people believe that ICT will make learning process more fun and interesting, but learning activities with technology is one of new challenges in higher education because many teachers should struggle to integrate it for several reasons.

According to Gay and Sofyan (2017) There are a lot of online social learning environment and educational tools which are accessible for both students and teachers, one of them is Edmodo applications one of favorite learning platforms that use by many educators. Edmodo is usually known as Facebook for education, the display look similar but is much more private and safe because it allows teachers to create and manage accounts and only for their students by typing group code to register in the group; no one else can participate or spy on the group without knowing the group code (Jarc, 2010). Online learning can help students in many ways, especially when they have social anxiety; it can be a relief because they can freely ask and comment without feeling shy with other

---

[1] Corresponding author.
 E-mail address: Fitrianiramadan06@gmail.com

students. Based on researcher interview with one of students at the fourth semester of English department, technology really affects students in learning. It can support changes which is very fundamental. The implementation of technology is really needed, especially to improve students performance.

English Language Education Department already use e-learning. It has been introduced in the fifth semester students as excellent and unique features, especially in the use of Edmodo. Students at the English Language Education Department in the fourth semester were taken as participants since most in learning process. Based on an informal interview with some students of English Language Education Department in the fifth semester, some of them stated that online learning affected their performance. When students have online task submission with certain deadline, they will do the task maximally and they also 3 feel challenged.

Therefore, the researcher interested in analyzing more about student's responses within an online learning environment, especially on the use of Edmodo. From the explanation above, the researcher is interested to analyse more about the Responses of English Department student toward content of Edmodo application. Thus, the reseracher will do a research dealing with An Analysis of Students Responses in The Use of Edmodo Applications at The Fifth Semester of English Education Department of Untirta.

Based on statements above, there are some problems identified as follow. First, there are some students lack of performance through Edmodo Application in online learning. Second, there are some students feel not effective within online Learning through Edmodo application. And third one there are some students that feel shy to ask or comment to lecturer about the lesson or their difficulties. On the identification of problem, the problem of study is " What are students'responses on the use of Edmodo Application in English Language Education Department at the fifth semester at Sultan Ageng Tirtayasa University ?".

Research Methodology

Case study is used to be an appropriate method for this research. In the qualitative research, Case study provide the depth analysis of a single or small number of units. A case study unit may include a single person, a group of people, an organization or an institution. Some case study research may involve the research of a series of cases. Case study concerned with meaning rather than generalization. (Creswell 2012:16). According to Paton in Creswell (2012:206) stated that a purposeful sampling used to intentionally select individuals and sites to learn and understand the central phenomenon.The participants of this research is 5A students of English Educaion Department of Untirta. Fourty five students are selected to participate in this research because at this grade they have a personal development subject about English that must be taken and they used Edmodo as their English media learning.

Result and Discussion

A. **Data Findings**

The research was conducted in the 5th semester of the English Education Department of UNTIRTA. Forty-five students became the participants of the research. The objectives of the research to find out about how the students' responses to using Edmodo Applications as assessment tools. After conducting the research and analyze the data, the researcher found that most of the students had positive responses to using Edmodo applications as assessment tools. In collecting the research data, firstly the researcher spread the questionnaire to the participant of the research and conducted the interview.

1. Questionnaire Data Results

The questionnaire was used to find out the student responses after using the Edmodo application as an English learning tool in the class. It contained of 10 questions items that consist of the benefit and effectiveness of using the Edmodo application as a tool in English learning. The questionnaire give is the question general about how the students responeses after using Edmodo in their learning English activities. The questionnaire was calculated based on 5 points on a Likert Scale. The students answered in 5 possible responses ranging from 1 (strongly disagree) to 5 (strongly agree).

The higher the students' score, the more students agree with the response stated in the questionnaire statements. On the contrary, if students got a low score, it means the students did not agree with the response stated in the questionnaire statements and the data was calculated manually based on results by Google form. The research participants were 45 students in at 5th semester of the English Education Department of UNTIRTA. The questionnaire was constructed for the effectiveness of using Edmodo in English learning. The researcher calculated the total number of students based on their answers on each statement.

2. Interview Data Results

The interview was conducted to get how the student response based on the questionnaire result. The researcher analyzes the answered students from the positive responses and negative responses based on the questionnaire. Based on the interview, The questionnaire was conducted online by Google form on July 14th, 2020. Forty-five students of 5A. The questionnaire for the students consisted of 10 statements related to the purposes and effectiveness of Edmodo as tools for learning as a student response to Edmodo. After students fill out the questionnaire, 5 out of 45 students will be interviewed based on the results of filling out the questionnaire.

B. Discussion

1. Questionnaire Result

The questionnaire was distributed on July 14th , 2020 by Google form. Fortyfive students of 5A, the results of the 10 questionnaires that had been filled in by 45 students produced satisfactory answers. the researcher found that most of the students agreed that Edmodo is useful and effective as English Learning tools as in Table 1.1

Table 1.1 The percentage result of 45 answer to the questionnaire

No.	The Result of the answers from the questionnaire	Percentage average
1.	Strongly agree	84%
2.	Strongly agree	82.6%
3.	Agree	73.7%
4.	Strongly agree	80.4%
5.	Agree	68%
6.	Agree	71.7%
7.	Agree	78.6%
8.	Agree	75.5%
9	Agree	65.3%
10.	Agree	74.2%

For the first statement, 84% of 45 students were strongly agreed that Edmodo was easy to use as their English learning media. The features that have been designed in Edmodo simply so that it easier to use for students as a tool in English learning. The use of Edmodo in English learning process makes students more easier to understand the material given from the teacher based on the apps features in Edmodo that supported students in learning process. Edmodo give student a chance to learn in a whole different level with everything that consist in Edmodo application. Edmodo application able to acces in mobile phone and computer, its very easy to access Edmodo in any situation.

For the second statement, 82,6% of 45 students were strongly agreed that Edmodo supported by various advanced features that make the teaching and learning process more effective, efficient, and organized, such as polling, grade book, quiz, file and links, library, assignment, award badge, and parent code. Through Edmodo featured students can learn a different model of the teaching process and they could independently improve their skills through on the featured given in Edmodo applications.

For the third statement, 73.7% of 45 students were agreed that Edmodo provides facilities that can concentrate on using Edmodo features. The results showed that the students had positive attitudes towards online learning. The students adapt themselves easily to the learning by using Edmodo application.

For the fourth statement, 80.4% of 45 students were strongly agreed that the learning process at Edmodo can make students enjoy learning English. Supported by virtual learning environment Cauley, 2012, "Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and lecturers can reach out to one another and connect by sharing ideas, problems, and helpful tips. Furthermore, Edmodo provides "a simple way for lecturers and students in a virtual class to connect and collaborate"(Balasubramanian, Jaykurman, & Fukey, 2014) Importantly, once students are put in small groups formed in Edmodo, they can collaborate with their classmates on particular classroom activities.

For the fifth statement, 68% of 45 students were agreed that Edmodo motivates students to learn English, this is because Edmodo has a feature where students and teachers can discuss each other which makes students more motivated in learning English. Edmodo in an online learning environment is an interactive process where the student is assisted by others (teachers or peers) to acquire knowledge or skill that cannot be acquired without assistance at that point in time.. In addition, Edmodo as online learning can benefit the students by promoting their self-regulated learning in a number of ways. Having access to language-related resources and tools available through Edmodo, the learners can choose and work with materialsin line with their preferences and goals at any time and from any places.

Edmodo in an online learning environment is an interactive process where the student is assisted by others (teachers or peers) to acquire knowledge or skill that cannot be acquired without assistance at that point in time. Through Edmodo, educators and students can share notes, links and documents. Educators also have the ability to send alerts, events, and tasks for students and may decide to send something in a timeline that can be viewed by public. In addition, Edmodo as online learning can benefit the students by promoting their self-regulated learning in a number of ways. Having access to language-related resources and tools available through Edmodo, the learners can choose and work with materials in line with their preferences and goals at any time and from any places.

For the sixth statement, 71.6% of 45 students were agreed that Learning English at Edmodo increases students' interest in learning English because the features and views provided by Edmodo make students feel more comfortable in learning English. Supported bye (Dobler, 2012) Students are actively involved in preparing for their classroom lessons, and a sens of excitement for learning builds among themselves during and the lecturer during this

early stage of the unit. Through Edmodo, lecturers and students can share notes, links and documents. lecturers also have the ability to send alerts, events, and tasks for students and may decide to send something in a timeline that can be viewed by students. Through Edmodo, lecturers and students can share notes, links and documents. lecturers also have the ability to send alerts, events, and tasks for students and may decide to send something in a timeline that can be viewed by students.

For the seventh statement, 78.6% of 45 students were agreed that Edmodo has a feature where students can discuss with teachers, lecturers, or other students. By using Edmodo as the extension of the face-to-face interaction, it is expected that students can improve their English proficiency in a provided length of time, since it will increase the contact hours among students lecturer and facilitate peer feedback among students, which create a productive learning environment for them. According to Minh (2014) emphasizes Edmodo as the better way of more convenient way of giving a test and assessment, and more eye-catching and powerful way of giving preliminary discussion.

For the eighth statement, 78.6% of 45 students were agreed that Edmodo has a feature where lecturers or teachers provide material that students can see and learn. Supported by Looi and Yusop (2011), integrating Edmodo provides some pedagogical advantages in teaching and learning. Firstly, Edmodo provides students to post comments, send notes, links, files alerts, assignments, events, and direct messages to the instructor. This can be a beneficial tool for increasing learning. Secondly, online discussion on Edmodo encourages incidental learning to take place. Teachers are able to encourage the learners by awarding them with reward badges when they perform well in their quizzes and assignments. This will motivate students to engage in the learning activities. Lastly, Edmodo provides students with a sense of community and engagement in their learning.

For the ninth statement, 65.3% of 45 students were agreed that Edmodo has a feature where students email or direct messages to the lecturer or teacher to ask for material or fix things related to learning. The features direct messages in edmodo applications help students interact with each other and the lecturers rhus enabling the students to cooperate and colaborate in classroom environment. The lecturers also can easily assign students and set the deadline for an assigments.

For the tenth statement, 74.2% of 45 students were agreed that Edmodo has a feature of creating a group member which provides a different learning atmosphere to students, not like face-to-face learning. Thinking of how to control the large classin teaching and learning process,Edmodo also can easily to overcome this situation. Supported by Minh (2014) emphasizes Edmodo as the better way of management of large-sized class, an easier and more

effective method of assigning homework, more convenient way of giving a test and assessment, and a more eyecatching and powerful way of giving preliminary discussion.

Based on the results of the analysis in this study, that Edmodo is very usefull in learning English where students are helped by the features possessed by Edmodo, where students who use Edmodo feel comfortable in learning English because students can discuss messages directly to lecturers or teachers and can create a group of fellow student members to discuss the material or other matters. so that students who use Edmodo are increasingly motivated to learn English. indicate that Edmodo can be used as an easier tools techniques as well as a learning platform through which lecturer can share course materials, notes, links and documents.

2. Interview Results

Based on the results of interviews on 5 out of 45 students have positives and negatives on the results of the interview that learning English at Edmodo is very effective and has a different atmosphere from face-to-face learning, according to students of D immediately "using Edmodo is very effective because it is easily accessible wherever they are". Supported by Joko & Septia (2018)Edmodo makes learning more interesting; it is current, uses easy-to-understand components, and is easily accessible. Thus, students are more interested in learning when using Edmodo than when in a traditional environment. Joko and Septia reported that students rated their learning experiences with Edmodo very highly. Edmodo's philosophy is to help students independently learn and use technology. The Edmodo environ- ment, compared to a traditional environment, is more creative, more disciplined, more effective, more responsive, and more helpful for practice.

According to one of 45 students, EP said "Edmodo is very effective because the servers from Edmodo are rarely slow and the user interface from Edmodo is easy to understand and easy on the eyes". From the interview results, Edmodo has the advantage that it is very effective, because it is easy to access, only by using a smartphone, you can learn English anywhere and anytime. Edmodo itself can be used by anyone, this is one of the advantages that even though you are not a student, you can learn English as long as you have internet access and a smartphone or computer. In addition, the edmodo application has the convenience of collecting assignments to the teacher, where there is no need to send files or collect offline which sometimes miscommunication to teachers, as said by dwiki "Edmodo has a provide record feature, which we know we have done anything. in the edmodo application, one of them has collected assignments.Sometimes teachers like to miss communication, sometimes we have collected assignments but they think it is not yet, so we can provide a record that we do not misunderstand again". Supported by Enriquez (2014, p.5) The use of Edmodo was allowed students to improve their learning through an active participation in

online discussions and tasks. Edmodo which is an online program that may help students to develop their language skills through interaction with foreign people just do this by facilitating the creation of social networks around the world.

Besides having advantages, Edmodo also has disadvantages, one of which is NN who was interviewed by 5 out of 45 students in this study said "those who don't like Edmodo, the application is frequently updated, if it is not updated, it likes an error itself asking for an update. the problem is that frequent updates can consume a lot of smartphone memory, and it's annoying". Apart from too many updates, Edmodo itself doesn't have a live chat feature, only through the inbox. even though if you have a live conversation feature, discussing something will be clearer and easier to understand if the conversation is direct. one of them is as said by EP "in edmodo to ask something to the teacher is rather difficult, because there is only an inbox feature where you have to wait for a reply too. Try to have a direct conversation that can be direct to the teacher like calling. it's nice to ask about assignments or anything. do not have to wait for a reply ".

Conclusion and Suggestion

A. Conclusion

With e-learning learning, teachers and students can study anywhere and anytime. In its implementation, e-learning learning must use a medium that can connect teachers and students. Edmodo is one of the media that can be used as e-learning media, Edmodo has many advantages over other learning media. These advantages include the existing features that are also very helpful for teachers in creating virtual classes whose conditions can be adjusted to real classrooms, Such as the assignment feature that can be directly assessed by the lecturer after the deadline for collection.

Based on the research assesment 84% of 45 students were strongly agreed that Edmodo was easy to use as their English learning media. The features that have been designed in Edmodo simply so that it easier to use for students as a tool in English learning. The use of Edmodo in English learning process makes students more easier to understand the material given from the teacher based on the apps features in Edmodo that supported students in learning process.

In addition, Edmodo is very easy for lecturer to use, through edmodo lecturers can also hold discussions like in real classrooms, It's just that Edmodo learning media is very dependent on an internet connection.

B. Suggestion

Based on the result of the researcher's research, the researcher proposes following suggestion :

1) For the English teacher

   a) The English teacher should give student an interesting media to teach. It can help the students to be more active and do not feel bored when learning English.

   b) Edmodo can be an alternative as a teaching material that can be used by student and teacher.

 2) For the students

   a) The students should always practice their English skill in daily activities because Duolingo can be easily used wherever and whenever.

   b) Learning that uses Edmodo as a medium is very dependent on the availability of the internet network, so it is recommended that university institutions be able to expand the wifi network in the university environment so that the internet can reach all areas schools and also provide computer laboratories with a larger number of computers

References

Arsyad, Azhar. 2003. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada

Ary. 2002. *Introduction To Research In Education*. USA: Wadsworth Group A
   Division of Thompson Learning Inc

Budiningsih, C. (1995) *Strategi Menggunakan Media Pengajaran Bagi Pendidikan Dasar.*
   Retrieved from https://media.neliti.com/media/publications/85025- none-9c20f140.pdf on
   25 June 2020.

Cohen, L., Manion, L., & Morrison, K. (2011). Research Methods in Education (7th ed.).
   London: Routledge.

Cox, J. (2009). *teachhub*. Retrieved from teachhub:

Creswell, J. W. (2009). *Research Design: Qualitative, quantitative, and mixed methods
   approaches.* Los Angeles: SAGE Publications. Inc.

Denzin, Norman., K. & Yvonna S., Lincoln (2009) *Handbook of QualitativeResearch.* Terj.
   Dariyatno dkk. Yogyakarta: Pustaka Pelajar.

Ekayani, Putu. (2017). *Pentingnya Penggunaan Media Pembelajaran Untuk Meningkatkan
   Prestasi Belajar Siswa.* Research gate retrieved on 25 June2020.

Fairotunnisa, Ismi. 2014. *An Anlysis of Using Dora Movie as A Media To TeachVocabulary*. Serang

Fifth Edition. New York: Harper and Row Publisher, Inc.

Gay, E & Sofyan, N. (2017). *The Effectiveness of Using Edmodo in Enhancing Students' Outcomes in
   Advance Writing Course of the Fifth Semester at FIPUMMU*. Journal of English Education,
   2(1), 1-11.

Gay, Erwin & Sofyan, Nurlaily. (2017) *The Effectiveness of Using Edmodo in Enhancing
   Students Outcomes in Advance Writing Course of the Fifth Semester at FIP- UMMU.*
   Journal of English Education.

Gay, Erwin & Sofyan, Nurlaily. 2017. The Effectiveness of Using Edmoso in Enhancing Students' Outcomes in Advance Writing Course of the FifthSemester at FIP – UMMU. Journal of English Education

Harmer, J. (2007). *The practice of English and language teaching.* London:Pearson.

Jarc (2010)*Edmodo-a free, web2.0 classroom management tool.* http://trendingeducation.com/?p=190, On 25 june 2020.

Kemp, JE & D.K. Dayton. (2017) *Planning and Producting Instructional Media.*

Kumar, Udhaw. (2012) *Nicolas Borg and Jeff O'Hara: Founders of Edmodo, TheLargest Social Network For School Students and Teachers.* Retrieved from http://brainprick.com/nicolas-borg-and-jeff-ohara-founders-of-edmodo-the-largest-social-network-for-school-students-and-teachers/ on 25 May 2020

Mahmudah, Laila. 2015. *An Analysis of Pronunciation Exercises in DuolingoApplication and Its Contribution As English Learning Media.* Semarang

Miles, M.B., & Huberman, A.M. 1994. *Qualitative Data Analysis: An Expanded Sourcebook.* Thousand Oaks, CA: Sage Publications, Inc

Perez, P. (2015, 9 28). *securedgenetworks.* Retrieved from securedgenetworks:

Rodger, S., Curtin, M., Brown, T., & Gilbert Hunt, S. (2010). Occupational therapy entry-level education in Australia: Which path(s) to take? AustralianOccupational Therapy Journal, 57, 233–238.

Rossytawati, R. 2018. *A Survey Study of Students' Perception in Using Google Classroom inEnglish Language Education Department of Islamic University of Indonesia.* Pendidikan Bahasa Inggris. Fakultas Psikologi dan Ilmu Sosial Budaya. Universitas Islam Indonesia.

Sariffudin, Hidayat. 2013. *Definition of Learning Media.* Retrieved from http://educationofsaint.blogspot.com/. On Mei 27 2020.

Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R&D.* Bandung:Alfabeta.

Wijaya, R., K. (2016) *Improving Students Vocabulary Through DuolingoApplication in Call at the Seventh Grade of SMP.* Research gate retrieved on 1 June 2020.

Wright, Andrew. (1989) *Picture for Language Learning.* Cambridge : Cambridge University Press.