

## **THE ROLE OF EDMODO VIRTUAL CLASS TOWARD THE STUDENTS' WRITING ABILITY IN REMOTE ISLAND**

**Iksan**

Institut Parahikma Indonesia, Gowa, Indonesia  
e-mail: ikhsankartika@gmail.com

### **Abstract**

*The objectives of this research were to find out (1) whether or not the use of Edmodo virtual class increases the motivation of the students of SMA Negeri 24 Karanrang island Pangkep in writing English and (2) the extent to which Edmodo virtual class increases students' writing achievement. The population was all the students of SMA Negeri 24 Karanrang island at Pangkep regency in academic year 2018/2019. The students in this remote area were consisted of 30 students merely. Involving two classes (class X and class XI), selected by using total sampling technique, this research employed quasi experimental design (15 students as experimental class that was taught by using Edmodo virtual class and 15 students as control class that was taught by lecturing way). The data then collected through questionnaire (of writing motivation) and writing test, then analyzed through descriptive statistics and inferential statistic (SPSS) program version 22. The result gained from the data analysis showed that (1) the use of Edmodo virtual class in writing motivation was significantly different from the existing way. (2) The use of Edmodo virtual class in writing achievement increases the students' writing achievement.*

**Key Words:** Edmodo virtual class, motivation, writing achievement.

### **Introduction**

Communication across languages becomes ever more essential, as advances in transformation and technology which allow people from notions and cultures throughout the world can interact with each other. As a result, the ability to speak and write a second language is becoming widely recognized. Generally, beginners, especially those who are non-literate, benefit most from listening and speaking instruction with relatively little work on reading and writing. With advanced learners, up to half of their lesson time can be spent on written skill. As fluency increases, the amount of reading and writing in English lessons may also increase (Writing@CSU, 2013: 4)<sup>1</sup>.

Unfortunately, most of the advanced students (high school) nowadays find it difficult to express their ideas in English in written form. Not only do they have poor ability in writing, the main problem is that they also have no interest or motivation in writing. Moreover, the students in SMAN 24 Karanrang Island Pangkep in which they live in remote area. They write but they are not enjoying the writing process in a class. While as we all know, motivation is one of the most important factors that will influence students' English writing achievements or performance. It has a close relationship with students' success or failure in English learning in the Senior High School. As Gardner (1985) in Su

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<sup>1</sup> Writing@CSU. 2013. *English Skills*. Writing@CSU , The Writing Studio.

and Wang (2009)<sup>2</sup> emphasized that the motivation constructed the primary factor to influence students on English learning. Low or no motivation in learning English will discountenance English learning activity. Low or no motivation make the quality of learning become low then affect the failure on learning achievement.

These facts are strikingly contrasted if we compare it when the students write their ideas on social network. Students find themselves at ease to write anything on any social media platform such as Facebook, Twitter, BBM, etc. These comfort, interest, and motivation are not emerging when they were in a classroom, especially in facing of writing task. Social media tools have changed the way that people connect with one another. In an educational setting, appropriate use of these tools can encourage collaboration, sharing of resources, transmitting new ideas, and the virtual expansion of classroom walls.

### **Problem Statement of the Research**

The teacher techniques that still ask the students to write a certain topic individually then collect it without any further feedback; limited time given to express idea in classroom environment, are not interesting for the students and do not encourage them to write. They have low motivation in writing. The students are passive. They are not active to ask if they get difficulties in writing. They keep going writing although they get problem or confuse about the text being written. As the result, they get difficult in developing their ideas as well as organizing the opinion coherently and cohesively - that make their performance or achievement in writing become failure.

Seeing how students are more comfortable in writing things through social media, researcher tried to engage the students of SMAN 24 Karanrang island Pangkep to have English writing activity through social media. One of social platform that is suitable for this purpose is Edmodo, the virtual online class which is specially designed for teacher and students. Regarding this research problem, the researcher formulated research questions as follow,

1. Does the use of Edmodo virtual class increase students' motivation in writing?
2. What extent does Edmodo virtual class increase students' writing achievement?

The objectives that were going to achieve in this research were:

1. To know whether or not the use of Edmodo virtual class increases students' motivation in writing English.
2. To know the extent to which Edmodo virtual class increases students' writing achievement.

The finding of this research is expected to provide contribution theoretically and practically in developing English teaching quality. Theoretically, the findings of this research are expected to introduce, to familiarize or even to broaden the knowledge of the students, teachers, educational practitioners, parents and others stakeholders in educational field about the product that can help the students be motivated in writing. In other side, practically, the result of this research is expected for teachers in enriching their technique through media for teaching and learning process, where time also is not the problem again.

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<sup>2</sup> Su, Yajie, Yanli Wang. 2009. *On the Motivation and the English Achievement in the Senior Middle School*. China: Asian Social Science. Vol. 5, no. 2 February, 2009.

### **Scopes of the Research**

The scopes of the research covered two things: by discipline and by content. By discipline, this research is applied linguistics and psycholinguistics. In applying linguistics, writing is a part of applied linguistic, and in applying psycholinguistics, it is a part of psycholinguistic, that is motivation.

By content, the research covered motivation and writing achievement. This study would find out whether or not the use of Edmodo virtual class increases students' motivation; whether or not there is orientative, integrative, intrinsic, and extrinsic aspect; and the extent Edmodo virtual class increases students' writing achievement.

The type of writing used here was narrative. This is appropriate based on the syllabus used for the students of SMAN 24 Karanrang island Pangkep.

### **Research Method**

This research applied a quasi-experimental design. It used experimental and control groups, both groups are in the same level. The experimental group was taught using Edmodo virtual class and the control group was taught using the existing way of teaching. The purpose of the pre-test was to find out the students' motivation to write English before they got the treatment by using Edmodo and the writing pre-test was registered to know their writing achievement before being treated by using Edmodo. In the treatment, students were asked to make a narrative text. They might do it in or outside of the class, through Edmodo. Students might use all the possible features, including chatting with other students and teacher in the class or reading some references with downloading through Edmodo, whenever they need it to complete their narrative text assignment. After giving the treatment, the researcher gave post-test to the students. In the post-test the researcher gave them motivation questionnaires and writing test same as in the pre-test.

The population was all the students of SMA Negeri 24 Karanrang island at Pangkep regency in academic year 2018/2019. The students in this remote area were consisted of 30 students merely. Involving two classes (class X and class XI), selected by using total sampling technique, this research employed quasi experimental design (15 students as experimental class that was taught by using Edmodo virtual class and 15 students as control class that was taught by lecturing).

This research consisted of three variables namely the use of Edmodo virtual class as independent variable, students' motivation consisting of four aspects (orientative, integrative, intrinsic, and extrinsic motivation) and students' writing achievement as dependent variables.

The researcher used the following instruments to achieve the purpose of the study:

#### *1.3.1 Questionnaire of Motivation*

To know the motivation of the students in writing English, the writing motivation questionnaire adapted from Academic Writing Motivation Questionnaire (AWMQ) by Ashley Payne (2012)<sup>3</sup>. It consisted of 30 items statements about students' motivation in writing. It divided into: 8 items orientative motivation (1, 3, 10, 12, 27, 28, 29, 30), 6 items integrative motivation (4, 16, 17, 18, 20, 26), 10 items intrinsic motivation (2, 5, 6, 7, 8, 9, 13, 14, 15, 23), and 6 items extrinsic motivation (11, 19, 21, 22, 24, 25).

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<sup>3</sup> Payne, Ashley Renee. 2012. *Development of the Academic Writing Motivation Questionnaire*. The University Of Georgia. Master of Arts Degree. Athens, Georgia.

Responses were given in a four-point Likert Scale format, ranging from very high to very low, to examine the participants' motivation.

### *1.3.2 Writing Test*

For this research, the researcher focused only on narrative writing to simplify the activity and test being used. This narrative writing was one lesson that was available for eleventh grade students, which was based on the syllabus used for the eleventh grade.

The purpose of this writing test was to assess the participants' writing achievement in terms of five aspects of writing, they are: content, organization, vocabulary, language use, and mechanics (Jacob et al., 1981 in Weigle, 2002: 118-119) <sup>4</sup>.

## **Finding and Discussion**

This research emphasized to students' motivation with the result only to know whether the students interested or not toward the use of Edmodo virtual class. Then it was related to the students' writing achievement and proved that there was improvement although the treatment was given just once. Where, for the motivation categories in pre-test and post-test showed that the experimental group score was higher (1.86) than the control group (1.4). Proving both categories, motivation and achievement, that resulted there was a significant difference between the pre-test and post-test of both groups, the researcher then concerned to each aspect/component of both categories.

## **The Students' Motivation**

In terms of students' motivation, it was found that the writing aspects increased significantly after comparing the pre-test and post-test scores of both the experimental and control groups, that the higher one was the integrative motivation of the students. It means that after the implementation of Edmodo virtual class in giving subject matter and assignment the students become more: like to participate in English written online discussions; like their language teachers and subjects; like classes that require a lot of writing; like to write even if their writing will not be graded; like others to read what they have written; like to get feedback from instructor/teacher and friends on their writing; and enjoy creative writing especially narrative writing that become the topic during the treatment and test.

It shows that the use of Edmodo virtual class can give contribution in teaching and learning process especially those who want to have integrative motivation toward writing English.

## **Students' Writing Achievement**

Similar to the writing motivation result, after proving the writing achievement generally, the researcher then concerned to each component of writing achievement: content, organization, vocabulary, language use, and mechanics. From the both test given, all the aspects increased in writing achievement and the only one component that significantly increased most was on language use. It means that after the implementation

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<sup>4</sup> Weigle, Sara Cushing. 2002. *Assessing Writing*. Cambridge Language Assessment Series. United Kingdom: Cambridge University Press.

of Edmodo virtual class in giving subject matter and assignment the students' writing increase in terms of the construction of their writing that more effective, the several errors of tense, word order/function and articles that made the meaning of their sentence sometimes obscured in pre-test clearly better in post-test.

Some other criteria that become better in post-test were the students' writing that had more relevant ideas on the topic given in the test, little bit better in organizing and expressing more ideas, the punctuation, capitalization, and paragraphing that were not be paid attention or not be mastered yet by the students in pre-test, become clearly shown its difference in post-test.

### **The Treatment**

In this research the researcher needed an ICT teacher in order the students can be enthusiastic in doing all the activity ordered by the researcher. The researcher also used his own Edmodo account (the researcher was the ex-teacher in this school) in doing the treatment with the same reason, in order the students could be enthusiastic in doing all the activity.

After administering questionnaire and writing test (in pre-test), the researcher introduced Edmodo to the students and all features that would be used during the treatment. The researcher also told the students what would do through Edmodo. The researcher told that they would learn about writing especially narrative writing.

The researcher told about what is narrative writing and the purpose of narrative writing. The researcher also explained some features that must be within narrative text (including the Elements, Language, and the Generic Structure).

The researcher also gave them some files as the references that could be saved by the students in their library in order they could open it anytime later. The researcher also gave example of narrative writing. And of course, the students should discuss it with their group or ask the teacher (researcher) whenever they need more explanation.

The researcher then told the students that also there would be group assignment. The researcher then let each group choosing one of the ideas (there were six choice of ideas) that their group were interested in (this English class had already had group, their English teacher asked them to make group since they entered this class). Students were put in group as a reason in order the students were motivated to do the assignment. Because the basic assumption of motivated students is they would like to share. As written in an article, "Teacher Vision" entitled *Motivating Your Students* (2003: 1)<sup>5</sup>, that

*"Human beings have basic needs such as water, air, and food. But we also need a feeling of "belongingness"—a knowledge that we are part of a group and are recognized by that group. Psychologists tell us that children are no different. Grade elementary at the age of 5 to 11 needs warmth, support, assurance, participation, and acceptance; Middle school at the age of 11 to 14 needs group membership, peer acceptance, and admiration; and high school at the age of 14-18 needs acceptance, respect, and peer group conformation. It notes that at all ages and at all levels, students want and need to be respected members of a group. Effective group membership is essential to establishing positive learning*

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<sup>5</sup> TeacherVision. 2013. *Motivating Your Students*. Part of Family Education Network. © 2000-2014 Pearson Education, Inc. All Rights Reserved.

*environments where collaboration, meaningful student interaction, class cohesion, and individual motivation are valued.”*

It is also related to Weimer (2013)<sup>6</sup> empirical analyses which is written in ‘*the teaching professor blog*,’ that one of five things students can learn in groups is,

*“Students can see how different perspectives, constructive deliberation, questioning, and critical analysis can result in better solutions and performance. If students take an exam individually and then do the same exam as a group, the group exam score is almost always higher because students share what they know, debate the answers, and through that process can often find their way to the right answer.”*

So, if the treatment done individually, the researcher worried that the students did not want to do the assignment or they could not do that because they did not have friends to share.

In the treatment, the thing that the students mostly discuss was about the generic structure or the series of action (orientation, complication, and resolution).

In the treatment, the teaching and learning process through Edmodo seems not effective since the researcher realized that not all the students could see the posts sent. It happened because the researcher assumed that the post could be received by the students directly as provided by Edmodo that mobile phone number can be written in our Edmodo setting to let all notification received directly using *android* and *iPhone* just like other platform, Facebook, etc. If the notification could be received directly, the students might be interested to directly reply or ask anytime to the teacher or the whole class member if there was something that they do not understand as they assumed that they would get reply/answer from teacher or from the whole class members. With this the teacher would answer their question directly. Then if the students could receive directly the post sent by their teacher the students could be controlled, the teacher/researcher would know who had received the post. Regrettably, Edmodo do not provide for telephone number more than 10 characters, while in Indonesia almost all mobile number are 13 numbers. So, this is the reason why this setting cannot be applied.

Then, because post could not be received directly through their *android* and *iPhone*, so the researcher ordered them to intensively look out their Edmodo account to see all their notification in three days until the time submitting the group assignment. The researcher also recommended the students to be actively interacting in Edmodo, like: giving comment, reply, ask question, answer question. And for the assignment, the teacher would give feedback including giving comment, clarification, reply, and giving grade to them. These feedbacks are important as Nelson’s (1990) in Hidi and Boscolo (2007: 20)<sup>7</sup> study that writing tasks revealed some of the many factors influencing a student’s interpretation of an assignment: good grades on previous papers produced through short-cut strategies, instructors’ comments and marks on previous papers, further clarifications and specifications provided by the instructor, and conversations with other students. Also written by Kohn (1994: 2)<sup>8</sup> that a second rationale for grading - and indeed, one of the major motives behind assessment in general - is to motivate students to work harder so

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<sup>6</sup> Weimer, Maryellen. 2013. *Five Things Students Can Learn through Group Work*. Teaching Professor Blog. Faculty Focus Articles: Higher ed teaching strategies from magna publications.

<sup>7</sup> Hidi, S., & Boscolo, P. 2007. *Studies in Writing*. Volume 19, Writing and Motivation (pp. 1-28). Oxford: Elsevier.

<sup>8</sup> Kohn, Alfie. 1994. *Grading: The Issue Is Not How but Why*. Educational Leadership. Pdf.

they will receive a favorable. These statements explained that feedback must be within the assignment given to the students that will get them be motivated to do the assignment.

At last, before giving post-test to the students, in class the teacher asks the students difficulties during the teaching and learning process that all done through Edmodo. The teacher sum up the learning material at last.

### Conclusion

Based on the findings discussed above, some conclusion could be drawn as follows:

1. The use of Edmodo virtual class in writing motivation was significantly different from the existing way. The most dominant or higher aspect was integrative motivation aspect.
2. The writing achievement by applying Edmodo virtual class increased. The language use, as one aspect out of five aspects, was the higher aspects.

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