

## The Effect Of Using Edmodo As Supplementary Class On Students' Writing Achievement At SMKN 4 Kendari

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### ABSTRACT

This study is aimed to find out whether there is significant effect of using edmodo as supplementary class on students' writing achievement. This study used the pre-experimental design. The population was the 2016/2017 first year students of SMKN 4 Kendari, totally 413 students. The sample is 28 students from one class of textile design and production program (X KT<sup>C</sup>). The experimental group was taught by using Edmodo as supplementary class. The test was divided into two groups, pre-test and post- test. The instrument used in this study was a writing test. The data were analyzed by using paired sample t-test. The hypothesis of this research was there was a significant effect of using Edmodo on students' writing achievement at SMKN 4 Kendari (H<sub>1</sub>). The result of paired sample t-test shown that the asymp sig. is 0.000. It meant that the asymp sig. was lower than 0.05 (0.000 < 0.05). So, the H<sub>1</sub> is unrejected. It could be concluded that using Edmodo has significant effect on students' writing achievement at eleventh grade of Textile program (X KT<sup>C</sup>) in SMKN 4 Kendari.

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### 1. INTRODUCTION

Recent developments of social network have made the internet to be innovative way for people to communicate. People use social networking sites (SNSs) such as Facebook, Twitter, Myspace, google plus, etc to generate and maintain relationships

with others (Boyd & Ellison, 2008). Those social networking sites SNSs allow user generate personal profiles, while connecting with other users of the sites. Users can upload picture, post what they are doing at any given time, and send personal or public messages to whomever they want. In this era SNSs seem to be growing in popularity rapidly, especially among young adults (Pempek, Yermolayeva, & Calvert, 2008).

One of SNSs which provides free and secure social learning space for teachers and students to connect and collaborate is Edmodo. Edmodo is one of SNS that can help students to join the class virtually. It is a virtual classroom where teacher create a virtual lesson then students join the lesson virtually like when use the social media. It is actually very similar to the arrangement and functionality of Facebook, which promotes learning at anytime and anyplace but it is safer than facebook. It provides an alternative space for students to submit their assignment to their teacher, which presents them the pleasure and pride of presenting their writing and encourages better care in presenting their texts. It is also may be less use of paper because many things in learning and teaching process is performed virtually. However, using this kind of technology will be useful for students and also teacher in the teaching and learning process.

Regarding English language learning in particular, teachers need to be aware of another important aspect that is Language skills such as Listening, reading, speaking and writing involved in the learning process of any foreign language. The first two are called receptive skills and the last two productive skills. In receptive skills learners do not need to produce language because they just receive and understand the information. They assume a passive role. In productive skills the learner has to do something in order to generate the information.

Based on the writer's observation and interview results upon students in X KTC at SMK Negeri 4 Kendari, most of them said that from the four skills that are taught in English, writing session made them so bored. The students usually complained, when they are asked to write something. It was difficult for them to find out, generate and translate the ideas in their brain into written language. Many of them get frustration to improve their writing skill. They have difficulty to start writing, to establish main idea and to arrange word to word, etc. They often complain or look confused about what they should write. It happened because the students still think that writing is burden, so that influences of students' learning process.

Teacher has a significant role in the English teaching and learning process especially writing. The teacher must be creative to find some ways to help students overcome their problems in writing. The creative teacher is also able benefitted medium development in this era.

One medium that can be used to teach writing is social media. Nowadays, the popular tool in the world is social media, for examples *facebook*, *twitter*, *blogs*, etc. It is easy to access anytime and anywhere from computer, mobile phone, i-pad and others. The user of social media is majority dominated by students. Most of their activities in social media is writing, but when the writing activities applied in the classroom many students look frustration and loss their interest. They

think that writing especially in English is difficult and complex to learn. Students should master some aspects of English such as structure, grammar, and vocabulary.

Based on the above explanation, it is necessary to create a strategy that can involve both the teacher and the student to participate in the learning activities. One of the strategies that can be used to help the students in developing their writing skill is the use of *edmodo* website. *Edmodo* is social media that is suitable for both teacher and student in the teaching and learning process. It can also make the students more motivated to write so it can effect students' writing achievement. From the explanation above, the researcher is inspired to know whether using Edmodo can affect students' writing achievement in SMKN 4 Kendari expecially for Textile Design and Production Program.

## **2. LITERATURE REVIEW**

### **2.1 The Theory of Constructivism**

The term constructivism is currently used very extensively in educational literature, in academic papers as well as in books used for teacher training, curriculum development and assessment. The level of precision is often rather low, and the term is seldom clearly defined.. This has led some critics such as Matthews (1994) considers the term to be bare of meaning, and that its use is purely ideological. It seems to be used to distinguish the good guys (constructivists) from the bad guys (traditionalists). It well-established in learning theories advanced by Dewey (1916), Piaget (1972), Vygotsky (1978) and Bruner (1990), constructivism learning theory is defined as active construction of new knowledge based on a learner's previous experience. Woolfolk (1993, p. 485) states the following:

... The key idea is that students actively construct their own knowledge: the mind of the student mediates input from the outside world to determine what the student will learn. Learning is active mental work, not passive reception of teaching.

Many critics argue that constructivism as a meaningful concept has lost its power. Some call constructivism a new orthodoxy, a fad and a fashion, a movement (Erickson, 2001) or even a religion with different sects (Phillips, 1995). But there is, of course, also serious theoretical writing and research that strongly oppose such characterizations. Many academics claim that there is a strong theoretical foundation of constructivism. But they also disagree with one another about the epistemological and theoretical status of constructivism. One should also note that even within the field of education, there are several varieties over the theme of constructivism.

Many scholars use qualifiers when they refer to constructivism. Hence, we find individual and cognitive constructivism (often with reference to Jean Piaget), social constructivism (often with reference to Lev Vygotsky). Some use the term simple, mild or even naïve constructivism with reference mainly to some interpretations of Piaget, and with a contrast to radical constructivism, used by Ernst von Glasersfeld (e.g. 1984). Other widely used version include contextual constructivism (Cobern 1993), sociotransformative constructivism (Rodriguez 1998 ), sociocultural constructivism (Tobin 1998; Branco & Valsiner 2004). The list can be

made longer, and many of the above qualifiers are used in new and inventive combinations. It is beyond the scope of this article to go in detail on differences and similarities behind this flourishing terminology. The point is simply to warn the reader about the possibility for misunderstandings, as well as for real and false disagreements.

## **2.2 Social Networking and Education**

The use of Web-based learning technologies has increased dramatically over the past decade providing new opportunities and avenues for students to interact with their professors virtually using computer-mediated communication technologies (Li, L., & Pitts, J.P., 2009). Online communities provide an increased choice for people to choose to contact with anyone, especially those with common interests, values, beliefs or passions (Baym, 2002). Social networking sites such as “Facebook” and “MySpace” have been subject to much recent debate within the educational community. Whilst growing number of educators celebrate the potential of social networking to (re) engage learners with their studies, other fear that such applications compromise and disrupt young people’s engagement with traditional education provision. (Selwyn, N., 2009) “What impact can Web 2.0 technologies, specifically social networking sites, have inside and outside the classroom? While participation within the Facebook community has grown exponentially across college campuses (Schroeder, J., & Greenbowe, T. J., 2009) On-line social networks are also an excellent communication tool for knowledge construction based on social relations, conversation, collaboration and shared work. Therefore the networks can be used as an extension of a physical classroom to help students stay in touch with their teachers, while the teachers and educational institutions to update their knowledge and learning methodologies as well as developing collaborative working (Arroyo, 2011). The social networking can benefit the students who are shy and do not participate in class can communicate with their teachers.

## **2.3 An Overview of Edmodo**

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Edmodo is a free and secure learning platform designed by Jeff O’ Hara and Nick Borg in 2008 for teachers, students, parents, schools, and districts, and is available at [www.edmodo.com](http://www.edmodo.com) (Chada, 2013). This website looks similar to Facebook, but is much more private and safe because it allows teachers to create and manage accounts and only for their students, who receive a group code and register in the group, can access and join the group; no one else can participate or spy on the group (Jarc, 2010). The site provides a simple way for teachers and students in a virtual class to connect and collaborate. Borg and O’Hara believed that a social networking geared towards the needs of students could have a profound impact on how students collaborate and learn in their world, rather than the school setting their teachers grew up in (Bruce K. Gushiken, 2013).

Edmodo is a platform for social networking (Trust, 2012). Its layout and design are akin to the features use in Facebook. It is one of the websites that has more than 6.5 million users worldwide (Flanigan, 2011). Students who register into

Edmodo may have a profile page where they can see latest posts of the communities they engage with and groups they join. Edmodo has a number of features and functions. When uploading into Resources, Edmodo allows users to upload profile pictures, documents, links and videos, which can be stored in the Library, to be further shared with other members. Moreover, items in the Library can be viewed at any time or place. Subject community and Publisher community are other features of Edmodo. Users who join Subject communities include those, who are interested and share similar teaching and learning interests in subject areas such as Math, Science, Language Arts, Social Studies, Health and Physical Education, World Languages, Computer Technology, Career and Technology Education, College Readiness, Creative Arts, Special Education, and Professional Development (Thompson, Lindstrom & Schmidt-Crawford, 2015). Using this community, users are able to share resources, ask questions, and obtain ideas on the community wall, for their not only teaching and learning, but also research works. When users become member of any communities, every post from a particular community is sent via Really Simple Syndication (RSS) feed directly to members' personal account page. This ensures members to be updated with current information about the community they are associated with. Publisher Community, on the other hand, allows users to connect directly with educators asking for feedback and answers as well as post instructional content.

## **2.4 Hybrid Learning / Blended Learning**

Blended learning is a formal education program in which a student learns:

- 1) at least in part through online learning, with some element of student control over time, place, path, and/or pace;
- 2) at least in part in a supervised brick-and-mortar location away from home;
- 3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

The majority of blended-learning classes resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation (Christenseninstitute, 2015).

## **2.5 Writing Achievement**

Writing is a form of communication to deliver thought or to express feeling through written form (Harmer:2001). Suparno, Jonah (2006:14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts, Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. Activities is not easy to write because they should be able to produce something new and can give you an idea or ideas to the reader through writing. another definition of writing is proposed by Nation (2009:112) who states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

From the definitions above, it can be concluded that writing is a person's ability to communicate information and ideas to someone, public, government. Also, writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

Travers (1970: 447) states that achievement is the result of what an individual has learned from some educational experiences. Additionally, De Cecco & Crawford (1977) states that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performances. In addition to that, Yelon, Weinstein, & Weiner (1977: 301) expresses achievement as the successfulness of individual, while another source Smith & Hudgins (1964: 95) says that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority.

Furthermore, Tinambunan (1988: 149) defines achievement as the student's grasp of some body of knowledge or proficiency in certain skills. Besides, Garrison, Kingston, and McDonald (1955-1964: 331) affirm the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one's ability or the extent of his/her knowledge in a specific content area.

Based on the opinions above the writer concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

All in all, writing achievement is the result, the successfulness, the extent or ability, the progress in communicating information, ideas to someone public, and also government that the individual indicate in relation with his/her educational learning.

## **2.6 Descriptive Text as a Kind of Genre**

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.

Harwell and Dorril (1976: 19) explain that the twofold purpose of description is to share sense impressions and record thoughts and feelings stimulated by those impressions, in other words, they are both an objective relaying of sense data and a subjective interpretation of that data.

The students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and professional contexts. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure. The generic structure of descriptive text is shown in the following table:

<b>Generic Structure</b>	<b>Function</b>
Identification	a. It is a statement or a short paragraph that identifies the object that is going to be described. b. It is usually interesting and able to provoke the

Generic Structure	Function
	readers to be eager to read the text.
Description	<ol style="list-style-type: none"><li>It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part.</li><li>The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.</li></ol>

## **2.7. Research Framework**

Writing skill of the eleventh grade students of SMKN 4 Kendari still needs to be developed. This situation is caused by several reasons; one of them is dealing with the media that are given in writing class. The teaching technique may not be appropriate with what students want. This situation may lead students have less passion to learn. They only learn writing to complete their duty as students who learn English. They do not have more expectations about their writing.

Students actually need suitable teaching technique in order to make them motivated to learn. If the teaching technique is appropriate, students will enjoy the lesson. If they have enjoyed the lesson, they will explore their skill smoothly. As a result, they will produce good writing, in this case. That is why, a solution related to the teaching technique should be found out. The solution should lead students to enjoy writing class without any pressure and boredom. In this case, the researcher offers a solution. It is teaching writing using Edmodo. Edmodo offers interesting and easy way in writing like facebook. It is easier for them to get and arrange the idea. Students can work alone and also in a group and they learn how to share their idea and combine it with others' idea in a group. It will guide students to generate idea to write. They will not be confused about what will they write anymore.

## **3. RESEARCH METHOD**

### **3.1. Design of the Study**

This study is conducted in pre-experimental design using quantitative approach with one-group pretest-posttest design. This study uses pre-experimental because it does not have random assignment of subject to group or other strategy to control extraneous variable. That is why in this study the researcher just takes one group or class and uses pretest and posttest to see the result of the treatment. The subject is not randomized and there is no pre treatment.

In this study, The researcher measured the effect using Edmodo. In teaching Writing to the students' writing achievement by experimental research. The impact is assessed by providing a specific treatment. The effect was known after knowing the significant differences between the students who were taught before using Edmodo and those who are taught after using Edmodo. And this design uses quantitative approach because involved complex experiment with many variables and treatments.

### **3.2. Variables**

There were two variables that was investigated in this study. The Independent variable in this study covered the personal data of the students, use of Edmodo and finally the dependent variable was students' writing achievement on the use of Edmodo.

### **3.3. Population and Sample**

The populations for this study were all eleventh grade students of SMK Negeri 4 Kendari in academic year 2016/2017. The number of population in this study were 413 students. Twenty eight students of Textile Design and Production Program at the first grade had participated in this study as a subject. They were enrolled in the academic year 2016/2017. These participants were required using a purposive sampling technique. There were some considerations of choosing these participants as the sample of study. First, the researcher chose this program because in this school especially in Textile Design and Production Program, there was no research that had been conducted by using Internet technology in teaching English. Then by the English teacher judgement of the class that the students in those classes have the homogeny ability than the other two classes of Textile Design and Production Program (see appendix 2). It can be seen from the significance value after analyzing by using SPSS 21 is 0.42. It means that English achievement of students in this program are homogeny. By those considerations above, so the researcher chose this program and also class as the suitable class for this research.

### **3.4. Procedure of Teaching**

The procedures of teaching writing in experimental class were as follows :

*Table 3.6 Learning Activities & Mode of Delivering Online*

<b>Online</b>	<b>Face to Face</b>
<ol style="list-style-type: none"><li>1. Teacher posted some additional materials which related with descriptive text.</li><li>2. Teacher also posted some assignment, then instructed students to submit their assignment on web</li><li>3. Teacher asked the students to give their comment on material given in order to check their attendance in the class.</li><li>4. Teacher also allowed the students to asked the questions related to the material given.</li></ol>	<ol style="list-style-type: none"><li>1. Teacher conducted the pre and post-test in class.</li><li>2. Teacher taught students how to compose a text.</li><li>3. Teacher presented the course material.</li><li>4. Teacher divided the class into some groups and and asked them to do the activities about descriptive text then presented their work in front of the class.</li></ol>

### **3.5. Instrument of The Study**

There are several instruments will be used in this study. They are Edmodo Website and writing task. The researcher created a group in his/her edmodo account. The group name is "English Online Class". To join the group/class, the participant will



be given the group code in order they can join the class. The code is "ghjfbz". In edmodo, the participants can get the resources about the material, discuss with other class members, do the quiz and also submitted their writing assignments. It's platform give a safety chance for participants to express their ability in writing. Writing task is conducted to measure the students' writing achievement. The assessment scale for written task adopted from Jacob et. al in Ghanbari (2012) as showed in the table below.

### 3.6. Procedure of Data Collection

This study was conducted in two one class of eleventh grade students at Textile Design and Production program in SMK Negeri 4 Kendari. It was X KT <sup>C</sup>. The class in experimental group conducted using edmodo as supplementary class.

### 3.7. Technique of Data Analysis

In this research, the data were analyzed by using frequency analysis. It is a quantitative analysis that is calculated in statistical analysis program (SPSS 21), measuring frequency, mean and standard deviation (S.D). The inferential statistics were expected to test the hypothesis. The current study used non-independent sample t-test or paired sample t-test to compare the mean score of two variables in one group (Pre-Post) (Wahyono, 2002).

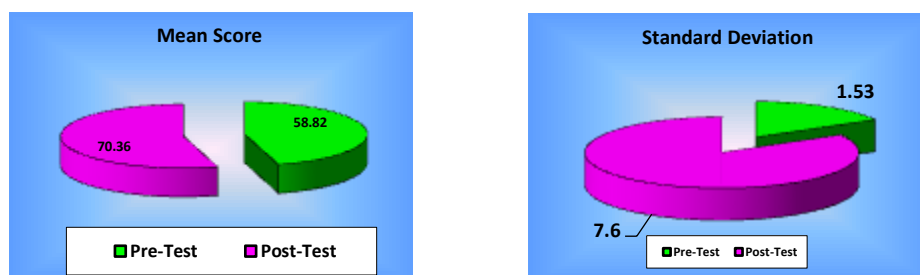
## 4. FINDINGS AND DISCUSSION

### 4.1. Findings

#### 4.1.1 Descriptive Analysis

The descriptive analysis shows the results of the tests. This research employed one group. It describes the test scores of the students in the experimental group who were taught by using Edmodo. The pre-test and post-test were given to each group. The pre-test was given before the treatment and the post-test was given after the treatment.

When the value of the pre-test and post-test of the experimental group was compared, there was difference. The comparison of pre-test and post-test score of the experimental group can be seen from the graph below:



The mean score of the pre-test was 58.82, whereas the post-test was 70.36, then the gain score was 11.54. It means that there was a progress after treatment. The standard deviation of the pre-test was 1.53, whereas the post-test was 6.07. The majority of the students' pre-test scores were in the *poor* category that means that the most students were categorized into the *low* category (61%), whereas the post-test

was categorized to the *fair* category (64%) that means students were categorized also in the *low* category. It can be said that there was a progress from the pre-test to that of the post-test after treatment using Edmodo.

#### 4.1.2 Inferential Analysis

##### Pre-Testing Analysis

The normality test is employed before testing the hypothesis. The normality test is aimed to see whether or not the distribution of the students' score is normal. In this case, the researcher used the Kolmogorov-Smirnov test. Theoretically, the data are normal if the value of  $p$  is greater than 0.05 ( $p > 0.05$ ), it indicates that the data are normally distributed. If it is less or equal than 0.05 ( $p = 0.05$ ), the data significantly diverge from a normal distribution. The following table shows the result of normality test of students' pre-test and post-test both in experimental and control class.

Table 5.11 Result of the Normality Test of Writing Achievement  
One-Sample Kolmogorov-Smirnov Test

		Pre Experimental	Post Experimental
N		28	28
Normal Parameters <sup>a</sup>	Mean	64.0357	70.3571
	Std. Deviation	6.39144	6.06883
Most Extreme Differences	Absolute	.143	.101
	Positive	.143	.101
	Negative	-.125	-.075
Kolmogorov-Smirnov Z		.756	.533
Asymp. Sig. (2-tailed)		.617	.939

Table 5.11 shows the result of the normality of pre-test and post-test of experimental groups. The result of normality of the pre-test of experimental group was 0.617 ( $P_{value} > 0.05$ ) which is higher than 0.05 and the result of normality for post-test of experimental group is 0.939 ( $P_{value} > 0.05$ ) which is also higher than 0.05. Since all this value are greater than 0.05, it can be conclude that all of the data have a normal distribution. So, these data are acceptable to be analyzed through parametric statistic test in the form of paired sample t-test on students' pre and post-test score on SPSS 21 to know whether there is a significant effect of using Edmodo on students' writing achievement or not.

##### The Analysis of Paired Sample T-Test Experimental Group

Based on the result of the normality distribution of pre and post-test scores, the computation using paired sample t-test could be done to find out whether there is a significant effect on students' achievement after given treatment using Edmodo or not. Paired sample t-test can be seen in the table below:

**Table 5.14 Paired Sample t-test of Pre-Test and Post-Test  
Paired Differences**

	Mean	T	Sig. (2-tailed)
Pre_Experimental - Post_Experimental	-11.54	-5.13	.000

A statistical analysis of *paired sample t-test* was conducted to find out the effect of Edmodo on students' writing achievement. The result shows there is a major difference in the mean score ( $M = -11.54$ , minus indicates the number increased from pre-test to post-test) between pre-test and post-test, with the t-value =  $-5.13$ , with the hypothesis assumed sig.  $0.000$  which was lower than  $0.05$  standard, for the experimental group. It can be inferred that  $H_1$ , there is a significant effect of Edmodo on students' writing achievement at SMKN 4 Kendari, was accepted for experimental group. It means that using Edmodo gave a significant effect on students' writing achievement at eleventh grade of textile program in SMKN 4 Kendari.

#### 4.2. Discussion

This research was conducted to find out whether there is a significance effect of students' writing achievement that taught by using edmodo and also the difference between the students' who are taught descriptive text by using Edmodo and those who are taught without Edmodo or face to face. There were two steps to obtain the data, first the researcher used pre-test to experimental group this was conducted in order to know the students' writing achievement before given treatments. The last step was post-test this was conducted to experimental group in order to know if there is any significance effect and difference in students' writing achievement after given treatments. The data of the pre-test and the post-test were gathered from writing tests of descriptive texts. Then, the treatment of teaching writing by using Edmodo was given to the experimental group.

Based on the descriptive analysis, the result of the post-test showed that the mean scores of the post-test of both classes were higher than the pre-test. It means that experimental group have an improvement of the mean score on the students' writing achievement. The improvement of the mean score in experimental group was  $11.54$ .

The result of inferential analysis shows that the data have a normal distribution. Based on the hypothesis testing using a statistical analysis of *paired sample t-test*, it can be seen that the students who were given Edmodo in their class had better writing achievement than the students who were not. It is proved from their mean score after being taught by using Edmodo ( $70.36$ ) was higher than before being taught by using Edmodo ( $58.82$ ).

The result of t-count in experimental group was  $-5.13$  with significance was  $0.000 < 0.05$ . It can be interpreted that  $H_0$  was rejected and  $H_1$  was accepted. It means that there is significant effect on students' writing achievement. In short, using Edmodo gave a greater achievement for students' English writing especially for X KTC at SMKN 4 Kendari. It gave information that the students who were taught

English writing by using Edmodo had a good English writing achievement than the students who were not taught English writing by using Edmodo.

From the explanation above, the researcher could state that Edmodo is a good media for teaching writing especially for students of Textile Design and Production at SMKN 4 Kendari (X KTC). It was the same with what Hasanah (2015) found that the implementation of Edmodo site in teaching and learning process of productive skill was successful. In her research, all students interviewed perceived that the Edmodo site made learning English effectively. Students became more motivated to write and post their writing in Edmodo.

The students can improve their writing achievement because the students have more space to maximize their time at home. In Edmodo site, teacher and student could discuss their difficulties in learning English that they met in the classroom. Most of them became more enthusiastic and active. It was in line with what Arroyo (2011) stated that the network like Edmodo can be used as an extension of a physical classroom to help students stay in touch with their teachers, while the teachers and educational institutions to update their knowledge and learning methodologies as well as developing collaborative working.

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 t 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 of advantages 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.

Lastly, it was confirmed that using Edmodo in writing would lead to better result than teaching in the classroom or face to face. As the conclusion, the result of this research also proved that Edmodo was effective to increase students' writing achivement in descriptive text. The effect of Edmodo was also could be seen from the result of this research in experimental group which increased in post-test.

## **5. CONCLUSION**

This study investigated the effect of using Edmodo on students' writing achievement at SMKN 4 Kendari. Through the analysis of the findings gained from the students'

writing pre-test and post-test experimental group, it was concluded that the contribution of Edmodo in writing led to a higher level of writing improvement. Using Edmodo facilitates 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, and so on. The findings revealed that after using Edmodo in post-test, the students' score was better than pre-test. Therefore, consequently, after doing some statistical test indicating that Edmodo was effective, the researcher concluded that Edmodo is a useful way of increasing students' writing achievement at SMKN 4 Kendari especially for X KT<sup>C</sup> and can play an important role in teaching writing to that class.

The result of this study indicated that there was significant difference in the effectiveness of Edmodo compared to face to face class. It was confirmed that writing through Edmodo would lead to better result than face to face class for two main reasons (Arroyo, 2011). 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.

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