IMPROVING THE STUDENTS' COMPETENCE USING EDMODO POSTING

Satriyo Imam Santoso[1], Dewi Rochsantiningsih[2], Sujoko[2]
English Education Department of Graduate School Sebelas Maret University

Email: satriyojawi@gmail.com

ABSTRACT

The objectives of the research are: (1) to describe in detail whether Edmodo posting can improve the students' competence in reading (2) to identify what are the difficulties of implementing Edmodo posting in teaching readings. The method of this research was classroom action research. It was conducted in two cycles which covered planning, implementing, observing, and reflecting. This research was conducted at SMP Negeri 17 Surakarta. The subject of the research was the nine gade students of class D consisting of 27 students. The result of the research showed that (1) edmodo posting can improve the students' reading competence in identifying reading indicator in terms of: (a) the students can determine the purpose of the text (b) the student can find out the content of the text (c) the student can determine the main idea of the text and main idea in each paragraph and (d) the students can find the specific and detailed information in each paragraph. (e) the students can find out the references. The means of the students' score improved from cycle to cycle. The mean in pre-test: 62, post-test 1: 76, post-test 2: 84 compared with the KKM for reading: 72. (2) edmodo posting can improve the class climate in the term of: (a) the students' cooperation looked maximal and alive, (b) the students become active because the reseacher gave them motivation, help, support and encouragement maximally, (c) the task orientation become effective, (d) the involvement of the student make good atmosphere.

Keywords: reading competence; edmodo, edmodo posting; classroom action research

INTRODUCTION

English has played an important role in the world as a means of international communication. Crystal (in McKay, 2000:7) says that English is rapidly assuming in the role of a world language and no other languages have spread along the world so extensively, making English a truly international language. Besides it has become a global language which is used by most communities in the world. Many countries use English as official or foreign languages, as stated by Crystal (2003:19):

"Of course English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu."

as an international language, English is spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language(Thirumalai, 2002:3). They study the language because it plays a very important role in almost all fields of life such as: communication, commerce, economy, politics, education, science, technology and so on.

The fact that English becomes one of the most important international languages for communication has been acknowledged by the Indonesian government; therefore, the government, particularly through Department of National Education (Diknas), has recommended English as compulsory subject in since the students are in the Junior High School until the University. The purpose of teaching English in the schools has been to develop the student's communicative competence that would help them to communicate in

English in higher education as well as in their future jobs or employments. Thus, Indonesian government admitted the important role of English to accelerate the process of state and nation development.

In general the aim of teaching English as the foreign language is that the students achieve the four language skills namely, listening, speaking, reading and writing. Those skills are integrated and have to be taught to the students in order that they are able to master English well. According to Kurikulum Tingkat SatuanPendidikan 2006 (KTSP,2006:278) the aim of the English teaching in Indonesia especially teaching English to junior high school is to enable students to have the ability in developing communicative competence in both oral and written form in achieving functional literacy level, to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students' comprehension about interrelatedness between language and culture. With regard to this, the curriculum (Kurikulum, 2003:2) states,

"pada tingkat *functional* orang diharapkan dapat menggunakan bahasa untuk memenuhi kebutuhan hidup sehari-hari seperti membaca bagian surat kabar yang diminati, membaca manual; Dalam kurikulum ini, lulusan SMP ditargetkan untuk dapat mencapai tingkat *functional* untuk tujuan komunikasi "*survival*",

Nowadays, literacy becomes a part of people's life. Almost every detail of people's life deals with literacy; when reading a book, when getting information from the internet, when reading a manual, and so on. Such activities, in which reading and writing are involved, are called 'literacy event' (Barton, 1994 in Cameron, 2001). Therefore, since literacy events become the heart of people's life, at least the skill of reading has to be mastered.

Reading deals with written language which is different from spoken language. Therefore, the skill of reading cannot be acquired by nature as speaking or listening skill. The statement is in line with Cameron (2001) who said that literacy skills (reading and writing) require individual's specific skills and knowledge about how written language operates in text.

Reading is one of the language skills that needed taught in language classroom. Students need to be able to read texts in English either for their carriers, for study, or simply for pleasure. Reading is also plays an important role in language acquisition. When students are provided with comprehensible linguistic inputs, some of the language will stick in their minds as part of the language acquisition process. When reading texts are very interesting and engaging the acquisition process will be successful. According to Harmer (Fauziati:32) reeading text provides opportunities for students to learn vocabulary, grammar, pronunciation and even good models for English writing – the way sentences, paragraphs, or texts are constructed. Last but not least, reading texts can introduce interesting topics and stimulate discussion. (Harmer, 2005;68).Reading skill also is one of the ways to make people able to share ideas, opinions, or arguments on what they see, feel and think and to express them into such a good communication. Hence, reading is one of the four English skills that become the standard competency of curriculum the teacher must design teaching and learning activities to explore students' skill in reading in order to obtain instructional purpose.

Based on the English curriculum, reading skill is to understand the meaning in various types of written interactional and monolog text. Two types of the texts which are taught in the ninth grade of junior high school are genre and short functional text which the genre text covers descriptive text, procedure text, recount text, narrative text, and report text; meanwhile for the short functional are notice, greeting card, short message,

invitation card, schedule, announcement, advertisement, e-mail, and letter.

In the process of teaching reading texts at SMPN 17 Surakarta, there are some obstacles faced by the students. The result of the preliminary study conducted at IX D reveals that the students' competence in reading is still low. As the result, the students' reading score is unsatisfactory. It can be seen from the pre-test. There are 27 students of IX D who have got scores more than 72 only 5 students or 18.5 % and for those who got less than 7,0 are 22 students or 81.5%. Besides the average score of thes tudents in final examination in the first semester are only 62. It means they have not reached student's KKM, 72. It also was found that the students still get difficulties in grasping the content of the text, understanding the purpose of the text or finding the main ideas of any paragraph of the reading materials.

There are several causes that make students' ability in reading low. First, students are less motivated in reading. Second, most of the students think that reading is difficult, since they do not have enough vocabulary. Third, the students rarely use their prior knowledge of the previous experience. Cadena (2006: 35) says that the students read the text without their background knowledge. It makes the students have no interaction with the text. Student's background knowledge actually influences their reading comprehension. In addition to their teacher sometimes lets their students work alone with their limited knowledge without giving attention to students' thorough comprehension. On the other hand, as a matter of fact, the cornerstone of being successful in schooling is learning to read proficiently (Wilson &Trainin, 2007, p. 257 as cited by Westwood, 2008). Westwood states that most students do not accomplish this basic skill well.

While the qualitatively difficulties that the writer got from interviewing some of the students. The researcher interviewed 9 students of each groups of reading class, most of them stated that they have problem to understand the vocabularies of English text, while of they said that actually they enjoyed reading English texts but they got difficulties to grasp it because of rarely reading at home, and the students also stated that English text is very difficult to read it, because of their still limited vocabularies, not knowing the communicative purpose of the text, still confused to find implicit information, lack of motivation, not having good media to support them to master reading skill except almost of them still using dictionaries. However, they still have high motivation to improve their weaknesses. Mostly, the researcher observes that they want to be better in achieving English reading competence. It can be seen when they are able to mention the kind of English genre texts.

In this case, interest becomes a crucial factor in deciding on teaching learning activities for the students. So, the teacher should be able to apply the right technique and approach which can increase the students' interest to the learning process in the classroom. In other words, the technique and approach used by the teacher in teaching English to the students should be able to create an interesting atmosphere so that the students will be enthusiastic to the learning process.

Related to the problems above, to teach reading, teacher should be able discover various material, teaching media and strategy, which are appropriate with to the student's and teacher's belief. The teacher must believe strongly that what he gives to their students will be on the students' need. His teaching style and strategy are appropriate with his students and will enforce them to join. Therefore, he should employ an interesting strategy for them so they do not feel reluctant to join reading class. So that, the researcher intends a new technique in teaching reading by utilizing internet based which is called Edmodo. The researcher believes that Edmodo will attract student's interest and motivation so they can

comprehend the text easily for it is an extraordinary aid, which is never used before in SMP N 17 Surakarta.

Among the internet based instruction, Edmodo can be considered as one of ideal websites for students to develop their ability in reading texts.Edmodo is a web dedicated to education in every grade; elementary, high school, and also higher education. The interface of Edmodo looks like Facebook so that new user who has ever used Facebook will be familiar with it. Edmodo is classified as social education network since it provides network for teacher and his students, teacher and the other teachers, and also among students all over the world. There are several features of Edmodo which can be used to teach language.

The use of Edmodoin language teaching enables the teacher to create new situation in teaching and learning process. It is possible to encourage the students' motivation. Technology encourages the students' eagerness to use it. Ramachaudran (2004) adds that using new forms of technologies in the language class will certainly encourage and motivate learners to use the target language.The researcher found that Edmodo is almost similar as Facebook, a familiar social networking in internet. It becomes new trend among the teachers to have an account on Edmodo.

Monalisa (2013) mentioned that Edmodo is very useful in facilitating teaching - learning activities, because it can encourage social interaction, whereas student can interact directly with teacher through "wall" Edmodo, so that they are not afraid to express even to share their ideas, opinion without being blaming. Teacher as an educational practitioner should not judge students in true - false opinion, but she/he has to open direct discussion forum in Edmodo. Instead the fascinating layout itself, Edmodo has file storage for teacher and also student (see "library"), they do not need to be afraid if their document are seen by other students. All assignment and examination cannot be accessed by those students who are not register in Edmodo.

Features in Edmodo such as wall, info, video, notes can be explored due to the need in language teaching. Teachers can create a micro blogging network for their classes. Edmodo allows teachers to create a group specifically for their students and exclude those not invited to the group. Edmodo provides teachers with a place to post assignment reminders, build an event calendar, and post messages to the group. Just as with any good micro blogging service users can share links, videos, and images.

The usage of Edmodo also encourages students' learning independence. In this case, every student has an account on Edmodo. It enables them to arrange the contents they would like to learn. Obviously that Edmodo can be implemented in English teaching in SMPN 17 Surakarta. It overcomes the teacher's problem creating relax situation of learning. Furthermore the use of Edmodo enables a teacher create group discussion, which encourages learning community. The situation of English teaching becomes fun. It means that the strategy of the teaching can attract students' interest. And it is hoped the achievement of students' reading will improve.

The use of Edmodo as teaching tool in improving students' reading competence dealing with genre text and the short functional text which will be tested in the National Test later was done by creating a certain group with one code. Nowadays, Edmodo can also support English teaching, especially for reading class. Students can be given reading materials in several ways. Teacher can just share a link or paste a text to the note just like what can be done in Facebook. However, Edmodo has another better way of doing it. Teachers can attach a file when they update a status so that the reading materials come in the form of *.txt*, *.doc*, or *.pdf*. Students then can download or preview it and post responses to enrich their

comprehension. Edmodo provide also authentic reading by letting students join many kinds of communities which provide discussions among students, tips, and materials. Students can communicate with other students all over the world and talking about various kinds of topic, including their culture.

Finally, considering the characteristics of Edmodo, the students' reading competence and the situation of reading class, the researcher has a strong belief that implementing Edmodo posting can improve the students' reading skill.

From the description above, the problem can be formulated as follows:

1. Can Edmodo posting improve the students' reading competence? If yes, to what extend is its improvement?

2. What are the difficulties of implementing Edmodo postingin teaching reading?

Based on the problem statement above the objectives of the study are follows:

(1) To describe in detail whether Edmodo posting can improve the students' competence in reading. (2)To identify what are the difficulties of implementing Edmodo posting in teaching reading

THE LITERATURE REVIEW

Reading is a process that goes on between the reader and the text in order to understand a written text (the text present letter, words, sentences and paragraph that encode meaning) which the reader tries to share on author's point of view, his idea and experience in order to communicate with him. Reading more pragmatically "as an understanding a message conveyed by the writer through visual and non-visual information" (Smith 1991: 9). Based on psycholinguistic perspective reading is considered as" a psycholinguistic guessing game" (Goodman, 1982: 135).

Reading is an attractive and interpretative process. The reader processes his background knowledge and the printed text using specific skills and strategies to form expectation or predictions about the text, selecting and using the most productive cues to confirm or reject those predictions. This process takes place until the reader is satisfied with the information he gets from the printed message, and then, reacts to it accordingly.

Reading is often defined in simple statements much like the following: "reading is the process receiving and interpreting information encoded language form via the medium of print"(Urquhart and weir 1998:22). Rosenshine (1980: 62) state that reading comprehension commonly entails seven skills, namely, recognizing the sequence, recognizing word in context, identifying main ideas, decoding and contrasting. This composition of reading comprehension can be compared to products or outputs attained through reading activities which consist of reading along the lines, reading between the lines, and reading beyond the lines. Recognizing sequence and word in context, decoding details, and sometimes identifying min ideas can be classified as activities of reading along the lines: drawing inferences and recognizing cause and effect are categorized as part of reading between the lines, while contrasting and comparing and giving an evaluation or personal judgments are activities of reading beyond the lines.

According (snow: 2002: 11) reading comprehension is not a skill or ability that can be developed once and for all at any level of instruction. It is a cumulative process that begins in early childhood and continues as long as an individual reads for information. Comprehension entails three elements: (a). The*reader* who is doing the comprehending (b).The *text* that is to be comprehended; and (c). The *activity* in which comprehension is a part.

Most people would say they know what the word *comprehension* means, at least in a general sense, although it is not a term that occurs often in everyday

speech. In fact it is almost exclusively found in the context of reading. In everyday speech we are much more likely to use the term *understanding* (as I have done in the title of this book) or even my preferred alternative of *making sense.* The word comprehension was rarely used in the research literature on reading before the 1950s, when systems analysts and behavioral engineers were first recruited to design reading programs (Smith, 1998, p. 116).

In other words, *comprehension* is a kind of up-market synonym for *understanding* in discussions that are (or are intended to appear) technical and scientific. In such contexts the word frequently doesn't appear alone, but in such combinations as *comprehension skills* or *the comprehension* process, even by people who would never use expressions like *understanding skills* or *the understanding process.*(smith,2004:13)

Comprehending a text is interactive process the reader's background knowledge and the text. Comprehending a text involves more than just relying on one's linguistic knowledge; it involves one's knowledge of the world as well. This principles result in two basic modes of information processing called bottom-up and top-down. In bottom up strategy, the readers rely on their prior knowledge of knowledge of the world to understand the text; this is also often referred to as knowledge-based or conceptually-driven mode or information processing, this is type of reading strategy used in the native language. (Carrel and Eisterhold 1978: 221; Morley, 2003:75)

Reading involves a variety of skill indicators. According to Grellet(1998: 4) the main indicators are listed below:

(a)Recognizing the script of language(b)Deducing the meaning and use of unfamiliar lexical items (c)Understanding explicitly stated information (d) Understanding information when not explicitly stated (e)Understanding conceptual meaning(f)Understanding

the communicative value (function) (g)Understanding relation between the sentences (f) Recognizing indicators in discourse (g)Identifying the main point or important information in a piece of (h) discourse (i)Distinguishing the main idea from supporting details.

To transfers all indicators, the researcher has employed ICT. ICT (Information and Communication Technology) is the combination of computer technology (including hardware and software) and communication technology. It has been the media of transforming information in the 20th century. The combination of those technology has developed very significantly, much more significant than other types of technology. In the global scale the development of ICT interferes the whole aspects of human life. The intrusion of ICT to other technology is so dominant that all of them will, inevitably, involve ICT during the development process.

Education sector, in charge of providing the human resources in line with the development of technology, has also been influenced by the development of ICT. ICT possesses a significant role in education sector described the following:

(a) ICT is the object of learning mostly organized by special courses. What materials being discussed is depended on the form of education and the level of the students. Such kind of education involving ICT in the process of education, the future skills for future and social life. (b)ICT is a tool that used to prepare the assignment, collect data and documentation and do the research. (c)ICT is the learning media that can be optimized by the teacher and the students.

Shortly, ICT is very beneficial for students, teacher and the source of learning materials. For students, ICT will be very useful for them if they need to find more various learning materials, interactive learning and high technology oriented learning process.

One of the ICTs which the reacher employed is Edmodo. Edmodo is a social networking website used for educational purposes. The Edmodo application is much like the commonly used Facebook website. Like Facebook, Edmodo is a site designed to keep people in touch with those who have similar interests and goals. Edmodo creates an online environment for teachers and students to stay connected in an educational setting. This online learning space creates a secure environment for a class to share ideas, files, and assignments through mobile access and messaging. Edmodo is a kind of educational social network that can be connected through online service, platform, or site that focuses on facilitating the building of

social relations among people to share interest, activities, background or real lofe connections. A social network service consists of a representation of each user social links, and a variety of additional services. Most social network services are web based and provide means for users to interact each other over the Internet, such as e-mail and instant messaging. Moreover, social network allows the users to share ideas, activities, events, and interests within their individual networks. (Wikipedia, 2012). Edmodo was founded in late 2008, by Nic Borg and Jeff O'Hara, who were working in a public school in Illinois. Both the men's backgrounds are primarily in the technology side of education. Nic Borg graduated from Northern Illinois University with a degree in Computer Science but he has been working at Kaneland High School in Elburn, Illinois for the last 5 years, building web based tools for them. He is currently employed full-time there. Jeff Oh'Hara, then has been working at Community Unit School District 200 in Wheaton, Illinois for the last nine years in their IT dept. He has handled everything from desktop support, managing Network & Server infrastructure, and the management of their web infrastructure.

Nic Borg and Jeff O'Hara launched Edmodo as a social networking media to close the gap between how students live their lives and the classroom – allowing teachers and education to meet students in their world. They also wanted to create a safe social networking environment that would allow teachers to connect with students and to share resources and ideas with one another. Since then, Edmodo has become widely referred to as "Facebook for schools." By January 2011, the Edmodo community was approaching 5 million teachers and students, up from 500,000 in September 2010. It reached about 21 million users by mid 2013.

In teaching reading, Edmodo, as one of social media, has become a new trend tool and getting popular in the twenty first century. Anik Lie (2013), in her article about the use of Edmodo in English teaching , has mentioned that Edmodo creating a complete 21st century learning space. Thus far, this 21st century learning has been very effective in helping deliver the content course in Pedagogy and achieve the learning out-come. When using Edmodo as a tool to assist language teaching. Hewes (2011) has reported her study dealing with utility of Edmodo in language teaching. She mentioned that the use of Edmodo has six specific purposes: resource sharing, collaboration, lesson, communication, assesment and organization.

Monalisa (2013) mentioned the use of Edmodo in the classroom is very useful in facilitating teaching - learning activities, because it can encourage social interaction, whereas student can interact directly with teacher through "wall" Edmodo, so that they are not afraid to express even to share their ideas, opinion without being blaming. Teacher as an educational practitioner should not judge students in true - false opinion, but he has to open direct discussion forum in Edmodo. Instead the fascinating layout itself, Edmodo has file storage for teacher and also student (see "library"), they do not need to be afraid if their document are seen by other students. From the explanation above, the researcher cncluded that

Edmodoposting can improve students' reading competence.

RESEARCH METHOD

This research was carried out at SMP Negeri 17 Surakarta Central Java. The subject of this research was the ninth grade students IX D of SMP Negeri 17 Surakarta in 2012/2013 Academic Year. This classroom consists of 27 students tottaly. They are7 boys and 20 girls The method used in the study is Classroom Action Research (CAR). Burn (1999:30) states action research is contextual, small-scale and localized. (a)It identifies andinvestigates problems within a specific situation. (b)It is evaluating and reflective as it aims to bring about change and improvement in practice.(c)It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers. (d)Changes in practice are based one the collection of information or data which provides the impetus for changes.

In collecting the data, the researcher used observation, interview, questionnaire, and test. Having collecting the data the researcher analyzed quantitative and qualitative data. The quantitative data were analyzed by using the descriptive statistic. It compared between the mean score of pre-test and post test 1 dan 2. The qualitative data were analyzed by using interactive model of qualitative data analysis. Miles and Huberman (1948:21) in Hopkins (1993:159-161) describe the interactive model of data analysis, they are: (a)Data Reduction, it refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes. Data reduction process continues after field work, until a final report is complete. (b) Data Display, it is an organized assembly of information that permits conclusion drawing and action taking. Looking at displays helps us to understand what happening is and to do further analysis or action based on that understanding. (c) Conclusion Drawing and Verification, From the beginning of data collection, the classroom action research is beginning to decide what things mean, regularities, patterns, explanation, possible configuration, casual flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded.

FINDINGS AND DISCUSSION

The result f using edmodo posting media showed that the students' reading competence imporved. The imprvement coul be identified by comparing the mean score between pre-test , post-test 1 and poste-test 2. The result data ca be described a follow :

Pre test	62
Post Test 1	76
Post Test 2	84

Based on the table above, it can be concluded there was improvement of the students' reading competence from pre-test to post-test 1 and post-test 2.

There were the strengths of teaching reading text using Edmodo posting. First, Edmodo posting made the students interested and wanted to pay attention because it was a new teaching aid for them. Second, Edmodo posting helped the students in reading English text easier. Third, the students were easier in grasping the reading indicators of English text. Finally, the use of Edmodo posting in teaching reading texts could make a lot of progress. It could be seen from the result of collecting the data and analyzing the data. The students made progress during the research.

There was also the weakness of teaching reading texts using Edmodo posting. There were some students who did not have computers should go to internet rental to find out and send some assignments given by their teacher. They really depend on the internet rental to do any activities dealing with reading material published in Edmodo. Although actually Edmodo can be accessed through their mobile phones anywhere.

CONCLUSION AND SUGGESTION

Based on the fact finding on the previous chapter about improving the students' reading competence using Edmodo posting, the writer draws a conclusion that:

1. Teaching reading using Edmodo posting can improve the students students' reading competence in understanding English texts, especially it deals with reading skill indicators. It can be shown from the increase of score of mean pre test was 62, then post test I was 76 and finally the post test II was 84. Besides the students of 9 D were successful in conducting the Engish test either for nastional or school test which the mean of the score 69 and 84.2. There were the strengths of teaching reading text using Edmodo posting. First, Edmodo posting made the students interested and wanted to pay attention because it was a new teaching aid for them. Second, Edmodo posting helped the students in reading English text easier. Third, the students were easier in grasping the reading indicators of English text. Finally, the use of Edmodo posting in teaching reading texts could make a lot of progress. It could be seen from the result of collecting the data and analyzing the data. The students made progress during the research.

There was also the weakness of teaching reading texts using Edmodo posting. There were some students who did not have computers should go to internet rental to find out and send some assignments given by their teacher. They really depend on the internet rental to do any activities dealing with reading material published in Edmodo. Although actually Edmodo can be accessed through their mobile phones anywhere.

In teaching learning process especially in reading text, it is necessary to implement an appropriate technique and media. The technique and media used by language teacher is based on the purpose of the related lesson, the characteristic of the class members including age, sex, educational background, and the reason of learning language, and also the available resources. Choosing Edmodo as a media in teaching reading is an effective way in teaching reading text. It suits with the purpose of the lesson.

In the wider context of teaching learning process, implementing a suitable media and technique can support the students' interest. When students are interested and enjoy the teaching learning activity, they will get good understanding of the material they learn. It will result a good improvement. In teaching reading, when students have a good improvement in reading, they will easy to understand the teaching learning English in general.

Having concluded the result of the research which is using Edmodo posting to the junior high school, in the ninth grade second semester, I like to give some suggestions as follows:

Firstly, for Teacher, it will be easier for the teacher to carry out the steps of teaching especially on presentation and practsing steps using some kinds of instructional media. The activity of teaching learning, especially in teaching reading is also more enjoyable because the students are actively involved in the teaching learning process. The teacher can also determine the steps of teaching more systematically.

Secondly, for school, a) the school can increase the quality of teaching process because the interaction runs smoothly and easily when the school has some varieties of media. b) The school can overcome the problems especially the reading difficulties by giving chance to the teacher to use some media. c) The school can give freedom to the teacher to design the teaching learning instruction, it will increase the teacher's creativity.

Thirdly, for the Institution of Education, as a formal place to have knowledge and education, it better for Sebelas Maret University to make a regular program to improve the teachers' capability and ability in using media as an instructional aids, for example seminar and workshop. So that English teachers especially in Surakarta have good competency in teaching learning and able to apply it in their real teaching process.

Fourthly, For other Researcher, this research is just one of the effort in improving the students' reading skill. It is expected that the finding of this research will be used as a starting point of the future research on similar problem. It is also expected that other researcher be able to create some new media, in improving teaching learning process, especially in teaching reading. As everybody knows there are many other media of teaching reading can be taken as object of the research to find out the effectiveness of teaching.

BIBLIOGRAPHY

Aebersold, Jo Ann and Mary Lee Field. 1997. *From Reader to Reading Teacher*. United Kingdom: Cambridge University Press.

Arikunto, Suharsimi. 1986. *ProsedurPenelitianSuatuPendekatanPraktik*. Jakarta: BinaAksara.

Arikunto, Suharsimi. 2006. *ProsedurPenelitianSuatuPendekatanPraktik*. 6th ed. Jakarta: PT RinekaCipta.

Ary, Donald, Lucy Cheser Jacobs, and AsgharRazavieh. 1985. *Introduction to Research in Education*. 3th ed. United States: CBS College Publishing.

Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. United Kingdom: Cambridge University Press.

Burns, Anne. 2010. *Doing Action Research in English Langauge Teaching*. United Kingdom: Taylor Francis Group.

Carrel, Patricia L, Joanne Devine, and David E. Eskey. 1988. *Interactive Approaches to Second Language Reading*. New York: Cambridge University Press.

Crystal, David. 2006. Language and the Internet Second Edition. Cambridge: Cambridge University Press.

Ferrance, Eileen. 2000. *Action Research*. New York: Brown University.

Grabe, William. 2009. *Reading in Second Language*. New York: Cambridge University Press.

Grellet, Francoise. 1998. *Developing Reading Skill*. United Kingdom: Cambridge University Press.

Heilman, Arthur W. 1967. *Principles and Practices of Teaching Reading*. 2th ed. Colombus: Ohio

Nation, I. S. P. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.

Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. United Kingdom: Cambridge University Press.

Richards, Jack C. And Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. United Kingdom: Pearson Education.

Robinson, H. Alan. 1975. *Teaching Reading and Study Strategies*. United States: Allyn and Bacon, Inc.

Sarosdy, Judit, Tamas F.B, Zoltan Poor, and Marianna Vadnay. 2006. *Applied Linguistics I*. Europai: BolcseszKonzorcium.

Simanjuntak, Edithia Gloria. 1988. *Developing Reading Skills for EFL Students*. Jakarta: DepartemenPendidikandanKebudayaan.

Walker, D. (2011, May 30). Moodle vs Edmodo vs… [Discussion forum]. Retrieved http://www.classroom20.com/forum/topics/moodle-vs-edmodo-vs?commentId=649749%3AComment%3A643721

Wallace, Catherine. 1992. *Reading*. New York: Oxford University Press.

http://www.thejakartapost.com/ accessed on March 10, 2013 at 10.07 p.m.