



The Effectiveness of Using Edmodo in Enhancing Students' Outcomes in Advance Writing Course of the Fifth Semester at FIP - UMMU

AUTHORS INFO

Erwin Gay
Universitas Muhammadiyah Maluku Utara
erwingayetech@gmail.com
+6282271025185

Nurlaily Sofyan
Universitas Muhammadiyah Maluku Utara
Nurlaily_sofyan@yahoo.co.id
+6281235166772

ARTICLE INFO

ISSN: 2502-6909
Vol. 2, No. 1, June 2017
URL: <http://usnsj.com/index.php/JEE/article/view/2.1.1-11>

© 2017 JEE All rights reserved

Abstract

The increase of interest in the use of computer-mediated communication (CMC) into students learning and English Language Teaching (ELT) has become a crucial part of a 21st century education. Virtual Learning Environments as a supplementary tool for motivating and empowering independent learning and innovative teaching is practicing to deliver coursework in higher education. Edmodo, called as the "Facebook for Education", was used to discuss the findings of students' attitude in writing skill. Data was collected by means of questionnaires, interview, forum discussion, and students' written evaluation. A mixed method of qualitative and quantitative was used to analyze the students' perspective about using this online learning tool and the results attained from the assignment feature. The primary instrument, a researcher at Muhammadiyah University of North Maluku (UMMU), worked with a class of fifth semester undergraduate students (approximately 20) of English department of UMMU to introduce Edmodo as online learning is a part of new curriculum practices. The research investigated the effectiveness of using a CMC tool to improve students' writing skill, especially to explore how the use of Edmodo in language learning might contextualize and integrate language instruction using Internet technology. These include relationships with significant social settings, implementation of Edmodo into the curriculum, affective factors, and mastery of metacognitive skills. The results show that the use of Edmodo is successfully facilitating students' participation in online discussions and task. This also enhanced students' interest and motivation in improving their writing skill. It reflected that a curriculum and learning activities developed on the basis of sociocultural theory and communicative teaching approach could increase interaction and communication through the SCMC system

Keywords: edmodo, computer-mediated communication (CMC), internet – based approach, online learning

A. Introduction

This 21st century technology has developed into various models of ICT-based learning such as CBT (Computer-Based Training), CBI (Computer-Based Instruction), Distance Learning, Distance Education, CLE (Cybernetic Learning Environments), desktop videoconferencing, ILS

(Integrated Learning Systems), LCC (Learner-Centered Classrooms), Teleconferencing, WBT (Web-Based Training), and other e-learning tools. These e-learning facilities can be accepted that these tools allow more independent exploration, more personally tailored activities, more teamwork and more significantly, less didactic instruction (Aduwa, Ogiegbaen & Iyamu, 2005). Guri-Rosenblit (2005, p. 6) identified a list of fifteen words used to describe the environment for teaching and learning with technology from various studies: 'web-based learning, computer mediated instruction, virtual classrooms, online education, e-learning, e education, computer-driven interactive communication, open and distance learning, I-Campus, borderless education, cyberspace learning environments, distributed learning, flexible learning, blended learning, mobile-learning'.

In the near future, a student entering college without distance learning experience could be at disadvantages because in education, many virtual learning environments and other educational tools are available in the Internet for free and can be accessed by teachers for students. Therefore, some states require students to take at least one online course as a high school graduation requirement. Several colleges are also requiring online courses in their curriculum.

Nevertheless, there are still few language lecturers in Indonesia especially at Muhammadiyah University of North Maluku (UMMU) to take an account about the impact or advantages of using virtual learning environments in the field of education and student learning. In addition, classroom activity especially in writing skill is often taught as a passive activity. Students are often regarded as passive receivers of ideas and knowledge. This model is no longer exists and many teachers and educators believe that students should contribute to the process of meaning making, participate actively in the class, join in interactive class, and become autonomous learners (Yang & Wilson, 2006). Therefore, it is interesting to note how students perceived virtual learning environments especially when it comes to their comprehension, retention, and learning motivation on their courses.

Since the researcher taught writing course in English department at 2011, English learners at the Muhammadiyah University of North Maluku (UMMU) lack this adequate (writing) skill, as well as lack of literacy in the use of computer mediated communication. The multitude of options and choices available to learners may impose a cognitive load on them.

In addition, students at UMMU Ternate are currently not taught many of the study skills through online courses. Nevertheless, technology and access to Internet are free that can be used by UMMU language teachers and students. Teachers and learners can have access to the Internet within their classrooms, however, this technology tool are rarely to use as media instruction.

Based on the cases above, it is important to incorporate pedagogical aspect of online learning that focuses on how Edmodo is used to engage college students in academic writing and supported to computer-mediated lessons. The use of Edmodo stated by Enriquez (2014, p.5) was allowed students to improve their learning through an active participation in online discussions and tasks. Edmodo which is an online program that may help students to develop their language skills through interaction with foreign people just do this by facilitating the creation of social networks around the world.

B. Literature review

1. Edmodo through an Internet -Based Approach

Internet and technology offer many web-based learning platforms that can support the teaching learning process outside the classroom. Edmodo is one of the right websites that can give benefit the learners by promoting their self-regulated learning in a number of ways. Edmodo is a free social learning platform that enabling teachers and students to connect, collaborate and share content and educational applications, and access homework, grades, class discussions and notifications. Its goal is to help educators harness the power of social media to customize the classroom for each and every learner, (Giang & Minh, 2014). Edmodo was founded in 2010 to provide K-12 teachers, school officials, students, and parents with a closed, private learning network that they could use to connect and collaborate with each other. Today, educators, students, and parents from around the world have signed up to use Edmodo as their preferred learning platform.

Edmodo is different from many other education technology companies. It is free used, however, not commercializing. It could be seen as part of the mission to educate the users on privacy-related issues and could be created the web page to provide educators, students, and

parents with privacy best practices and guidelines, as well as industry resources. Because of that, user trust is critical to the founders.

A number of privacy protections directly into the product, including: a) Students cannot create an account by themselves; they can only do so if they are invited by their teacher and given a unique Group Code, b) The only personally identifiable information that students need to provide to create an account is their first and last name, c) Edmodo does not collect geo-location tracking information, d) Edmodo does not rent or sell student information to third parties for marketing or advertising purposes. e) Parental consent is required students under the age of eighteen can use Edmodo. f) Parental involvement is built into the platform, and parents can create accounts to view their child's activity. g) Students cannot privately communicate with each other. The teacher is always present and able to see everything that occurs on Edmodo. h) Edmodo has numerous employees focused on privacy-related issues, including: a Chief Privacy Officer; a User Trust & Safety Team, made up of employees from almost every aspect of the company; and a team of security engineers, whose everyday responsibilities are to continually monitor and improve the safety and security of Edmodo's services.

Meanwhile, the Internet, short for inter-network, is literally a computer-based network that connects a series of other networks (www.wikipedia.com). The Internet network, in addition, is defined as a computer network capable of connecting computers around the world, so that various types and forms of information can be communicated between parts of the world instantly and globally. In addition, the Internet is also referred to as a collection of computer networks to connect academic sites, government and commercial organizations, and individuals. The Internet thus provides access to telecommunications services from various information resources to millions of users spread all over the world. Internet services include direct communication such as Edmodo, e-mail, chatrooms, and discussion (UseNet news, mailing lists, bulletin boards). The Internet also provides information resources distributed through the World Wide Web, as well as remote login and file traffic (Telnet, FTP), and various other services.

The use of a specific technology in language learning is a learning strategy called Technology-Enhanced Language Learning (TELL). I hope that engaging in TELL through Edmodo may enhance students learning, especially for English language learners. The use of technology in the language classroom focuses primarily on students' potential to improve their language skills and develop an interest and motivation to use technology. Shrum & Glisan (2005) noted that the benefits of planned and purposeful use of technology in the language classroom are: a) better and more effective use of class time; b) help to individualize learning; and c) can lead to empowerment for student learning.

2. Online Learning Strategy in Computer-Mediated Communication

Online learning can be taken in multiple sittings and are available 24 hours a day, 7 days a week and to better accommodate the busy schedule other work. Online learning takes place on the road, in the café, or any other place that have an Internet-accessible computer.

CMC can be accessed by commercially available applications like Blackboard and WebCT, which are designed particularly for teaching. Open sources such as MSN, blogs, and wikis can be designed to manage online learning. These CMC tools can be user-friendly communicative environments for today's students, who are familiar with the use of CMC. Based on accessibility, feasibility, and cost-effectiveness, this study aims at strategically using open-source software as CMC tools to build an online course for Problem Based Learning (Lo Hao-Chang, 2009, p. 4). It also offers functions for "mentoring, project based instruction, guest lecturing, didactic teaching, retrieval of information from online information archives, course management, public conferencing, interactive chat, personal networking and professional growth, facilitating collaboration, individual and group presentations, peer review of writing or projects, practice and experience that may be intrinsically useful in today's society, and computer-based instruction".

Due to these benefits, CMC has been applied to various educational contexts. This action research study explores the content of the communication by specifically comparing activities in a digital environment, such as CMC and face-to-face problem-based learning (PBL), as one way to address the emergence of new learning issues related to technology (Stromso, H., Grottum, P., & Lycke, K. (2004). Cheung & Huang (2005) assume that many universities are actively promoting the use of the Internet to expand their investments in the field of information technology in the world. Interactions between teachers and students can occur not only through

face-to-face relationships, but also via the use of technology, which enables Computer-Mediated Communication (CMC).

In this study, {Edmodo} as similar to NING blog was utilized as the primary discussion tool for a fully asynchronous distance education course on 21st-century technology (Brady, Holcomb, & Smith, 2008) at UMMU. Edmodo is a type of Web 2.0 tools used by teachers to integrate technology in classroom instruction. These discussion forums present a valuable opportunity to connect local classrooms with global English communities, as they allow students to make friends, discuss cultures, share experiences, and keep in touch. Three levels of proficiency can be addressed simultaneously via such tools: beginners receive help and encouragement, while middle levels develop their skills, and advanced learners can communicate to each other using the second language to express themselves more deeply. Edmodo, through Computer Mediated Communication, helps promote participation and more equal access in the language classroom.

3. *Edmodo as Online Learning*

There are several different ways to help on developing students' learning's outcomes, but implementing online tools is one of the best choices. Sharon et al (2011) expresses that online learning media is not only for the information access, but also help students with specific results to achieve the goal. Another advantage by implementing online learning is that teacher can control the students to study independently. In addition, students are able to access the online learning from everywhere they want to get the information, (Drachsler, 2010).

Edmodo as blended learning has been implemented with various designs and has shown a considerable positive effect on the learning process (Alebaikan, 2010). This is due to many students' inherent interest in all things technological learning. A lot of students have a fascination with any new tool that can simplify a basic task such like writing. Using online tools might help students to improve their writing skill.

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

By using Edmodo as the extension of the face-to-face interaction, it is expected that students can improve their English proficiency in a provided length of time, since it will increase the contact hours among students and teachers and facilitate peer feedback among students, which may create a productive learning environment for them, (Dewi, 2014). It arises from the idea that the focus of cognitive change of an individual is created the individual mindset after the intervention of this technology tool. Students are actively involved in preparing for their classroom lessons, and a sense of excitement for learning builds among themselves and the teacher during this early stage of the unit (Dobler, 2012).

Thinking of how to control the large class in teaching and learning process, Edmodo also can easily to overcome this situation. Minh (2014) emphasizes Edmodo as the better way of management of large-sized class, an easier and more effective method of assigning homework, more convenient way of giving a test and assessment, and a more eye-catching and powerful way of giving preliminary discussion.

C. **Methodology**

1. *Research design*

This study used a mixed methods (Tashakkori & Teddlie, 2003) design, which was a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative data at some stage of the research process within a single study, to understand a research problem more completely (Creswell, 2002). The identification of personal values, assumptions and biases at the outset of the study were necessary and were an integral part of the primary instrument data collection (Creswell, 2009, p. 196). Particularly when combining methods of qualitative and quantitative, the role of primary data collection can show the firsthand experiences of participants.

2. Subjects

Twenty of fifth semester students at EFL teacher-training program at UMMU were asked to participate in the study. This study took place in the English department, faculty of teacher training and education, Muhammadiyah University of North Maluku (UMMU). This research was conducted in nine weeks. The first and the second phase were conducted in 7-week intervals, and the third phase was conducted in a 2-week intervals.

3. Intervention Procedure

The intervention used in this study is a strategy for learning that uses CMC, especially Edmodo, as the main idea to enable student teachers to build ways of approaching a new learning task. Shrum & Glisan (2005) state that technology transforms a teacher-centered classroom into a learner-centered one and brings the people around the world into contact with the learner (quoted in Maxwell, 1998). As a professional teacher, learning strategies using technology-based Internet can be useful if they apply the basic principles of good language instruction to the selection of the technology tools and materials for students.

The first assignment within the network as the diagnostics evaluation will be for the students to introduce themselves based on the theme "Myself Evaluation in Intermediate Writing" in discussion forums and other students responded with their comments. Students are required to fully participated in forums by discovering similar interests and sharing ideas on the postings in the forum. In addition, they will use the features such as uploading their photos and changing the background theme according to their preference of colors. Students could change the background theme and their page, upload a profile picture, and application from Edmodo library. When viewing members page, students could access their latest activities, view their latest blog, post to their comment wall, along with all latest photos and videos that they have upload. The first assignment was the diagnostics test of what they had learned in face-to-face Writing course. The last activity was that students were required to read the material in Edmodo for additional information about the website with a reading test based on the information from the website as one assignment. Then, they picked up the update topic for the essay of reflection paper and design a research proposal.

4. Data Collection

The intervention of Edmodo was conducted during a course of 9 weeks in July to August 2016 in order to gain the qualitative data through the results of student work assignments, questionnaires, and interviews. Student work assignment was recorded during the instruction of each week, and interview and questionnaire were conducted at the end of intervention.

5. Data analysis

The data analysis for this study involves qualitative and quantitative data. Qualitative data was analyzed by students' scale reports, interviews and survey (with both open-ended and closed-ended questions). The quantitative data, such as questionnaires and self-assessment were used to measure the improvement of students' activity during the lesson.

Qualitative data analysis was conducted concurrently with the gathering of data and then making interpretations, and writing reports about what students gained through their participation in the technology intervention study. Quantitative data was interpreted using descriptive statistics such as graphs, pie charts, or tables of student measurements from data analysis that identified the comparative scores between their work assignments during the intervention. In addition to the students' performance in work assignment, the researcher observed participants' behavior in their natural and authentic setting by logging into the online learning sites through the Edmodo such observation focused on how the students used Edmodo program as an instructional technology-based learning tool.

The researcher summarized and condensed the intensive and varied raw data to note primary themes to link the research objectives and summarize findings derived from the raw data to produce reliable and valid findings. The validity of the research data was confirmed through data triangulation.

D. Findings and Discussion

1. Assisting Language Learners through Edmodo

Participants in this research were 20 students at Muhammadiyah University of North Maluku (UMMU) Ternate. The section of the descriptive statistics puts forward the results of the three sets of data collected during the study to calculate the mean of using Edmodo, self-introduction,

my self evaluation from the previews writing course and discussion (Assignment I), constructing a reflection paper and discussion (Assignment II), and designing a thesis proposal (Assignment III).

The Edmodo website provides opportunity for students to learn languages online outside of regular class times. On Edmodo, students can personalize their own pages and upload photos and videos. Students can also leave comments about their classmates' work. For example, a student mentioned that;

I gain much knowledge by learning through Edmodo. Of course, I can improve my English skills; at least I can do much reading and writing to comment my classmates' work on class activity.

One rated activity on student learning was narrative and descriptive writing. In this activity, teacher to student and student-to-student communication can be traced from questions and answers in the comment "pages." Edmodo blog is an interesting space for students to develop their writing skill as well as their creativity.

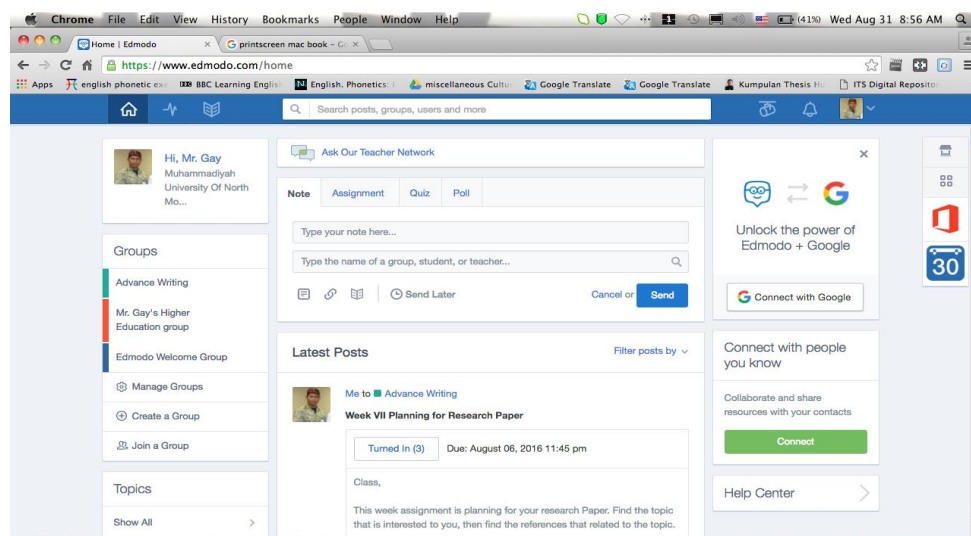


Figure 1. Layout of Students' Work

Figure 1 describes the pages of students' engagement throughout Edmodo. In total 71.45% of students achieved the progress score on using Edmodo, self-introduction, myself evaluation from the previews writing course and discussion in assignment I, and 80.75% of them increased on writing in Assignment II. These results indicated that using Edmodo for facilitating the process of learning English had a positive impact on students at Muhammadiyah University of North Maluku (UMMU). Incorporating this technology learning, in the next step, is potentially for developing the online learning in the UMMU. The objective with the mean scores of using Edmodo, self-introduction, my self evaluation from the previews writing course and discussion in Assignment I indicated the students' proficiency in writing skills ($n= 20$, $M= 71.45$, $SD= 4.261$), writing a reflection paper and discussion in Assignment II ($n= 20$, $M= 80.75$, $SD= 5.466$) and writing a thesis proposal in Assignment III ($n= 20$, $M= 86.85$, $SD= 5.994$), see table 1.

Table 1. Students' Progress Scores on Edmodo

	Assignment I	Assignment II	Assignment III
n	20	20	20
Mean	71.45	80.75	86.85
Std. Deviation	4.261	5.466	5.994

I examined changes in student performance and satisfaction throughout the three phases of data collection (see table 1). There was improvement in student learning outcomes evidenced in terms of students' performance and general development of the subject matter of English. In addition, students reported satisfaction with using the Edmodo in relationship to the development of the subject. Therefore, there were significant statistical differences in performance between students, who were classified of students according to the result of

English in writing skills during the online learning. Regarding the changes in three phases of assignment, students that had assisted a new teaching approach through Edmodo received better academic results of their English skills in the area of writing.

2. The advantages and disadvantages of using Computer-Mediated Instruction through Edmodo for classroom instruction

Readings, resources, activities, and assignments were made available on Edmodo. By doing this, the instructor provided students with ease of access for learning course content both during and outside of scheduled class time. Students just have to log in to their Edmodo account in the place where they have an Internet access. One benefits of this online learning tool is that marries the benefits of social networking with a safe, controlled environment that educators can allow students to freely operate in. Students can access Edmodo via web browser or iOS and Android Application on their Smartphone or tablet. In this manner, students can get immediate notification from any activities and or announcements posted in Edmodo as long as they are connected to the Internet.

Furthermore, this ability can access the course material at any time and interact with other peers towards the course instructor and conventional academic work. Students posted or replied to all the assignments in the discussion forum. Learning became meaningful regardless for all members, because they can see and what others did on the site. The requirement to comment or give feedback to at least two of other classmates work successfully engaged students in developing their written English. A comment from one interview reflected the degree of dependence and motivation in using forum discussion: *At the second activity [Assignment II], I did three activities in one time sitting. I answered the question, commented to my friends' ideas, and read the material in blogs even though the recourses were for the next activity [Assignment III]. I have a progress when I use Edmodo to learn English because I have to use English in interaction and I can explore my English skills from other friends. At least, I did understand how to write and to read in English.*

Another advantage of using Edmodo in discussion box is students can work on their assignment online. Students need the Internet connection to complete their learning activity. Throughout Internet access, students can surf Internet independently since the first phase of intervention students were assisted in how to explore the Internet. They searched the material online individually using Google website, even though many of them also were familiar with Internet sites such as Facebook. From the first intervention to login into Edmodo website, 0.6 percent of participants had email addresses and said they were familiar with the Internet.

Most participants in this study achieved their elementary and secondary education in a remote area. There are few students as participants graduated from school at the city of Ternate. Most students at UMMU include English department come from marginal area that seeking ways to make the school environment more productive for those who are regarded as marginal in the environment. Students have been enculturated to a certain degree, having been exposed to the behavior pattern, artifacts, and cognition of make up their own culture such as Ternatenese, Sananese, Jailonese, Ambonese, Makianese, Ibunese, Tidorenes, and so forth. Teachers are from North Maluku include Ternatenese, Sulanese, Tidorenes, Makianese, Ibunese, Jailonese, and others are from outside of North Maluku such as Javanese, Makassarese, and Ambonese.

Students came to the city as a way to improve their quality of life. Most students in Indonesia see having a having a better/quality education as one way to move out of a marginalized lifestyle. The social condition of the participants in this study accounts for much variance when one considers the productivity of knowledge and creation in any given environment. In other words, students in Indonesia perhaps do not have the chance to learn how to build relationships through online social networks. One interviewee commented on the experience in online learning: *"This is the first time I use the website of online learning. The first time used, I felt difficult to access the application, but a few days later I felt so easy. I have been using Facebook, and I think the application of this website is similar. The difference is that Edmodo is used for educational purpose. I am happy that when working on online class activities, I can actively communicate to my friends through email. In addition, all materials are available in the folder that has already been provided by the instructor. Besides, I can search other materials related to the assignment by myself using Google website."* Besides Edmodo, there are other free applications available to students to build social networks such forum writing, Facebook, my space, twitter. However, often these programs operate in the formal language of the country and do not allow for communication across local dialects. These programs could be used to help students learn a

foreign language such as English. In one interview, a participant comments on the effectiveness of using Edmodo in contrast to other technology learning of 21st century, like Facebook:

I think Edmodo is more effective than Facebook or other technology learning. Facebook, for example, used only for getting connection to our friends. As educational technology website such Edmodo, we will invite the members who are English speaker of English learners to build English discussion to improve our English skills. Unlike Edmodo application, most members in Facebook are Indonesian, and we use bahasa Indonesia most of the time.

In contrast to the advantages, using Edmodo as online learning also has the disadvantages that can work only with Internet connection and consumes much time. UMMU has provided the free internet connection. However, the capacity is not enough to use for all students and lecturers at the same time. Most students at UMMU have limited access to an Internet connection at school and at home. Students can spend a lot of money to rent the Internet café and the transportation fee to login the Edmodo website. Another comment from an interviewee: *I addicted to learn English using online learning such Edmodo. However, I should pay the rent of Internet café for at least two hours.* In this case, another student commented: *I do not care how much I should pay the rent of internet hours, but the important thing is I can use Edmodo application to have online learning to improve my English skills.*

Based on interviews, most participants were satisfied with the online learning using the Edmodo in general, even though they did not have background and experience in online learning in the same way they had in face-to-face instruction.

The analysis of data shows the effects of student learning using this online teaching model during three phases. Student reporting data was compared to each other in three Assignment and within three variables: using Edmodo, self-introduction, my self evaluation from the previews writing course and discussion (Assignment I), constructing a reflection paper and discussion (Assignment II), and designing a thesis proposal (Assignment III).

3. Using Edmodo as Classroom Instruction

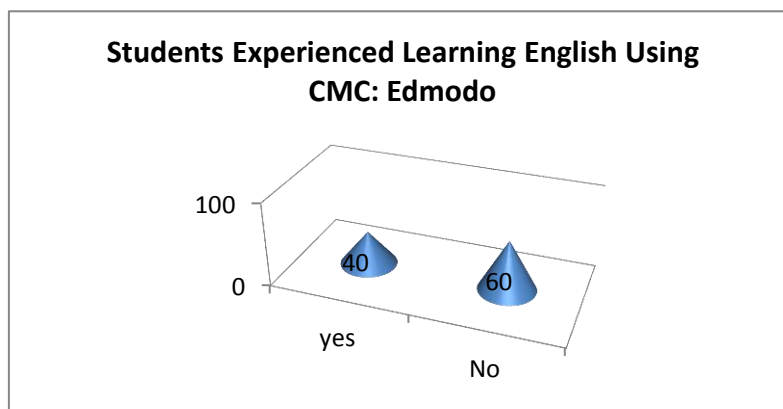


Figure 2. Students Experienced Learning English Using CMC: Edmodo

A total of twenty students (n=20) completed the survey. The graph below shows that 8 (40%) of them have ever experienced learning English using Computer Mediation Communication (CMC) such as Edmodo. This suggests that students had never used other tools such as wall posting and forum discussion to expand their social learning network. Meanwhile, 60% indicated that they are unfamiliar with learning using CMC (Edmodo). It indicated that students never used Edmodo to communicate or to extend their access to information.

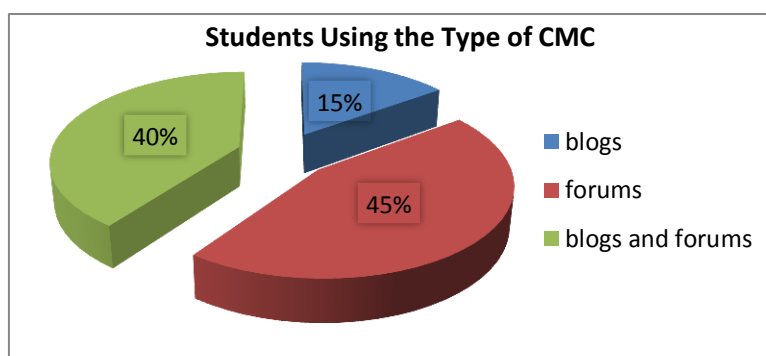


Figure 3. Students Using the Types of CMC

With regard to participant familiarity with different kinds of CMC, 15% students responded that they were familiar with blogs, with 45% respondents indicating that they have never experienced using Forum discussions, and 40% students indicating that they belonged to both blogs and forums. Student experience in forum discussion indicated that the value of comments left by peers regarding a forum discussion has been either informative or highly informative. This is important because the group included in a forum discussion has validity that members respect each other though criticism, and critique.

The survey items as well as open and close-ended questions were examined for themes. Strongly Agree is equivalent to one (1) on the scale, Agree is equivalent to two (2) on the scale, Somewhat Agree is equivalent to three (3) on the scale, Disagree is equivalent to four (4) on the scale and Strongly Disagree is equivalent to five (5) on the scale. Zero percent of students expressed that they strongly disagreed to the use of items related to using Edmodo as online learning.

The majority of students, 90% felt confident by using Edmodo. This is an indication that they strongly agree that using CMC: Edmodo can motivate students to learn English. Zero percent of students stated somewhat agree, disagree and strongly disagree for being not motivated of using Edmodo as online technology learning. A comment from students related to motivation on using Edmodo, *"Working assignment on Edmodo encourages us to spend more time to share proper feedback into our classmates' ideas. As many as discussion we read, as many as writing we would like to share."*

Additionally, in total nearly one third (70%) of the respondents agreed that classroom material is easy to access using Edmodo, while one fifth (20%) of the respondents stated neutral, between difficult and easy to access the material.

Another benefit using Edmodo, 60% of students strongly agreed that they improved their communication skills while responding to assignments and to other classmates work. 40% were in the second item of agreement. Furthermore, when comparing Edmodo enhancement courses with the traditional face-to-face courses, two fifth (40%) students strongly agreed that Edmodo in education allows them to communicate more effectively with their instructor. Edmodo serves learners by assisting them to share and discuss ideas. Students were required to discuss the assignments continuously throughout the course until the due date scheduled.

Nearly half of the students/respondents (45%) felt that this type on technology (Edmodo) was convenient for doing their class assignment. About one half (50%) of students agreed that online technology can be used face-to-face in the classroom or lab (e.g., power point presentations) or on line (e.g., course web sites) to enhance students learning, while the same percentage (35%) strongly agreed and agreed that using Edmodo allowed for more time to effectively reflect on work activities in class as compared to a face-face course. With regard to reflection, 40% of students agreed that CMC such Edmodo is effective for the learning process. As noted by one student, *"Students sometimes spend time and relax while studying, through the use of Edmodo, students might effectively cover the material and assignments during learning process."*

Based on these results, majority of participants strongly agreed and agreed that Edmodo is indeed a great platform as a supplementary tool for learning because of its features and benefits such as active participation in online class activities, easy to use features in submitting online tasks, easy to access reference materials and increase of student motivation because of online activities and discussions.

Results of this study indicate that class activity involving Edmodo fostered participants' interactivity with each other and engagement with the content and course material. It demonstrates a satisfactory improvement of the students' writing skill. It means the variety of rehearsal activities students had access to via Edmodo facilitates the practice of their skills and help other students to improve their performance.

When starting to write in Edmodo Note menu, students constructed their own language in the real context in which they need to engage their ideas altogether by using Edmodo. They have got modeling (what made a good text and how to use Edmodo) in the first and second flow intended to direct them to create a good paragraph. This is also the students' strategy to be skillful in writing as a part of cognitive engagement: how to work on tasks and how they master learning materials (Davis, Summers, & Miller, 2012; Appleton, Christenson, Furlong, 2008). This is what constructivism and situated learning theory intended for: acquiring new knowledge by relating past experience as prior knowledge to a new context (Morsound, 2005; Magambo, 2007; Cholewinski, 2009; Schunk, 2012).

Integrating Edmodo in learning process does not demand the school to have a computer lab or provide laptops in the classroom as Edmodo can be used as the supplement in teaching and learning process and allow teachers to improve the amount of communication with the students outside the class (Cauley, 2013). In addition, Cauley stated that by providing more opportunity to communicate with students, it would decrease confusion, improve better work and give more time to engage and focus on the higher-level essentials questions.

Participant engagement and motivation found in the results of using Edmodo, showed that students contributed to online discussion, which can be tailored to meet diverse learning needs. Educators need to engage students with a more 21st century approach to teaching and social networking technologies can provide such a venue.

Social Networking Sites can be utilized for educational purpose, and, rather than banning their use in school, educators should be exploring ways to help students learn to use them appropriately (Karabulut, et al., 2009). The results from this study suggest that an online teaching approach using Edmodo programs at school can lead to improved student achievement in the future.

E. Conclusion

The SCMC system provided an alternative approach and opportunity for a teacher to facilitate a real time online spoken English instruction program. This empirical study has attempted to the advance understanding of the use of Edmodo in teaching college level students by making clear the positive association between assignments during three phases of student performance. It reflected that a curriculum and learning activities developed on the basis of sociocultural theory and communicative teaching approach could increase interaction and communication through the SCMC system.

From the viewpoint of a teaching approach using CMC such Edmodo, it can be concluded that this type of teaching method is fundamentally characterized by ways to improve student skills through schoolwork and how to take learning further. Therefore, this teaching method not only provides the solution but also to improve students' achievement and methodology of teaching and learning process to achieve students' future job as teacher.

The findings of this study give evidence of the effectiveness of using Edmodo can improve student achievement through participation in online discussions and task. This also enhanced students' interest and motivation in improving their writing skill.

Teacher needs to simplify the instruction used in the virtual class. Teacher needs to keep finding ways of encouraging more social interaction in the target language. The students' engagement should be more enhanced by the use of Edmodo in blended learning classes. Improving the students' motivation to engage and take full responsibility in virtual learning will be a key point in implementing a successful blended learning.

F. References

- Alebaikan, et al. (2010). Blended learning in Saudi universities: challenges and perspectives. *Research in Learning Technology*. Vol. 18, No. 1, 49-59
- Appleton, J.J., Christenson, S.L., & Furlong, M.J. (2008). Student Engagement with School: Critical Conceptual and Methodological Issues of the Construct. *Psychology in the Schools*, 45, 5. *Published online: Wiley Wiley Inter Science* (www.interscience.wiley.com).
- Brady, K. P., Holcomb, L. B., & Smith, B. V. (2010). The Use of Alternative Social Networking Sites in Higher Educational Settings: A Case Study of the E-learning Benefits of Ning in Education. *Journal of Interactive Online Learning*, 9, 2, 151-170
- Cauley, Patrick (2013). A guide to explain it all. Retrieved from http://www.csub.edu/~tfernandez_ulloa/Edmodo%20User%20guide.pdf on June 14th, 2014
- Cheung, W., & Huang, W. (2005). Proposing a Framework to Assess Internet Usage in University Education: An Empirical Investigation from a Student's Perspective. *British Journal of Educational Technology*, 36(2), 237-253. doi:10.1111/j.1467-8535.2005.00455.x.
- Cholewinski, M. (2009). An Introduction to Constructivism and Authentic Activity. *Journal of the School of Contemporary Society International Studies Nagoya University*
- Creswell .J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London, United Kingdom: SAGE Publications Ltd.
- Creswell, J. W. (2002). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Approaches and Research*. Upper Saddle River, Nj: Merrill/Pearson Education.

- Davis, H.A., Summers, J.J.& Miller, L.M. (2012). *An interpersonal approach to classroom management*. USA: Sage Publications.
- Dewi, F. (2014). EDMODO: A Social Learning Platform for Blended Learning Class in Higher Education. *Research in Education Technology: Pedagogy and Technology Journal. SEAMEO-SEAMOLEC. Vol XI/No.2/2014*
- Dobler. (2012). Flattening Classroom Walls: Edmodo Takes Teaching and Learning across the Globe. www.reading.org
- Enriquez, M.A.S. (2014). Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning. *De La Salle University, Manila, Philippines. Proceeding: 6-8.*
- Giang & Minh. (2014). Edmodo - A New and Effective Blended Learning Solution. *Prosiding. 2014 International Conference. Ho Chi Minh City*
- Guri-Rosenblit, S. (2005). Eight Paradoxes in the Implementation Process of E-learning in Higher Education. *Higher Education Policy, 18, 1, 5-29.*
- Karabulut, et al. (2009). Student Level of Commitment and Engagement with Ning as a Learning Management System. *Research Highlights in technology and teacher Education, 125-132. Iowa State University. USA*
- Lo, H.C. (2009). Utilizing Computer-mediated Communication Tools for Problem-based Learning. *Educational Technology & Society, 12 (1), 205-213.*
- Magambo, J. (2007). *Use of Information and Communication Technologies (ICTs) in Teacher Education in Sub-Saharan Africa: Case Studies of Selected African Universities* (Unpublished Thesis). Cologne University, Cologne.
- Morsound, D. (2005). *Introduction to information and communication technology in education*. University of Oregon. Retrieved from <http://pages.uoregon.edu/moursund/Books/ICT/ICTBook.pdf>
- Schunk, D.H. (2012). *Learning theories: An Educational Perspectives*. Boston: Pearson.
- Shrum, J.L. & Glisan, E.W. (2005). *Teacher's Handbook: Contextualized Language Instruction*. Thomson Heinle. Boston, United State of America
- Stromso H., Grottum P., & Hofgaard, Lycke K. (2004). Changes in Student Approaches to Learning with the Introduction of Computer-Supported Problem-Based Learning. *MedEduc 2004;38:390-8.*
- Tashakkori, A., & Teddlie, C. (2003, Eds.). *Handbook on Mixed Methods in the Behavioral and Social Sciences*. Thousand Oaks, Ca: Sage Publications.
- Yang, L., & Wilson, K. (2006). Second Language Classroom Reading: A Social Constructivist Approach. *The Reading Matrix.6 (3), 364-372.*