HIGH SCHOOL STUDENTS' PERCEPTIONS TOWARDS THE USE OF EDMODO IN LEARNING WRITING RECOUNT TEXT

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Abstract: This article investigates the students' perceptions of using Edmodo in learning writing recount text. This study engaged two sample classes consisting of fifty-one students using the purposive sampling technique and emphasized the survey study method. Ten statements in the questionnaire were handed out to obtain students' perceptions of Edmodo. Detailed data information is very important to access more information and continuous responses to explore the advantages and disadvantages of using Edmodo through interviews with students. The findings showed that students feel comfortable in using Edmodo and the process of learning to write recount text is much easier. More importantly, the advantages of Edmodo keep teachers-student interaction inside and outside the classroom, students continue to receive lessons or review material even without the teacher's presence in the classroom and develop the student learning experience using the new learning system. furthermore, it is also difficult to use Edmodo during the learning process but it is not too meaningful. It just needs a good and steady internet connection. It can be said that currently learning and teaching can take benefit from Edmodo in learning to write recount text. Students still achieve a lesson even without the teacher's presence to provide direct instruction and students can enhance achievement in learning English by reviewing everywhere they are.

Keywords: *learning writing; recount text; students' perceptions*

INTRODUCTION

Recently there are so many kinds of learning media based on technology that can help the students and the teacher in their learning teaching activity. The web-based application is one of the learning media that provides opportunities for students to get easy access to learning material. McKeeman and Oviedo (2013, pp.65-82) state that in a language classroom, technology is evolving into a critical educational device to make teaching better. Communication, critical thinking, creativity, and collaboration are all used to improve students' dynamic involvement. To put it another way, technology motivates students should take an active role in language classes and work on their soft skills. Information technology is beneficial for traditional educational institutions and online education models. Students from today's digital age, who are intricately linked to information and communication technologies (ICTs), may find such surroundings particularly enticing (Ekmekci, 2016, pp.1-11). According to Kessler, Bikowski, and Boggs (2012, pp.91-109), in many ways, technology has altered the writing process and practices. So, the use of technology in learning by using technology can motivate students to be enthusiastic about learning.

Therefore, learning to write in an EFL classroom will require a lot of effort for students. Because writing skills are considered the most difficult skills. Hughey in Hastomo (2016, pp.580-585) states that writing is sometimes regarded as the most challenging of all English skills, both in the first and second languages. In addition, writing skills are frequently taken into

consideration as the most difficult skills to master, so the skills worried in writing are very complex. This complexity will become nevertheless greater to observe when the learners' scalability is low (Banaruee in Banruee, Khatin-Zadeh, and Ruegg, 2018, p.2). They may need to know how to express their ideas clearly as they will transfer their thoughts to their readers.

To overcome this problem, there are numerous learning media available, one of which is web-based learning media, which may be used as a learning medium to make the delivery of writing learning more convenient. The learning medium in question is Edmodo. Edmodo is one of the newest technical solutions for connecting and collaborating in a virtual classroom, offering both educators and language learners simple methods and creative features. Edmodo is generally utilized because of its adequacy to make the learning cycle all the more intriguing, to connect with understudies, advance individual learning just by gathering joint effort, and empower non-computerized local instructors to establish an online learning climate (Warawudhi, 2017, pp.153-154). The goal of Edmodo is to help teachers to use social networking tools that are suitable for classroom learning environments. Edmodo is a communication tool for teachers and students in ways that promote quick communication, polls, assignments, sharing of ideas, discussions, and many other things. As a result, it is intended that Edmodo will engage students to be more active in their tasks and that their desire to access other forms of social media, which makes them demotivated to learn, would be lessened.

Previous study research as an example, Ma'azi, and Janfesha (2018) on The effect of the social educational network: Edmodo on Iranian EFL learners writing skills. Another study was conducted by Ayuningtyas (2017) on improving writing skills using Edmodo. It focuses on junior high school students. Another study was conducted by Fauzi (2017) on the effect of Edmodo on students' writing competence in recount text. Meanwhile, this study seeks to determine the effect of Edmodo on students' writing skills in recounting text. There are no studies investigating students' perceptions towards the use of Edmodo in learning to write recount text.

Therefore, to fill the gaps, this study aims to find out how students respond to the implementation of Edmodo in learning writing recount text. Thus, the researcher wanted to conduct a research entitled "High School Students' Perceptions Towards The implementation of Edmodo in Learning Writing Recount Text".

An overview of writing

Writing skills are writing activities by creating ideas and thinking about how to arrange words into sentences or paragraphs and pronounce them so that other people can understand and respond to them. According to Suastra and Menggo (2020, pp.432-433), writing skills are linguistic competencies to generate main ideas, support ideas, summarize expert concepts, have adequate knowledge of the selection of diction, topic, punctuation, make good skills to arrange sentences, and find appropriate references. Writing is an important expressive language skill that requires mental effort to adjust sentences and how they are combined to be meaningful and communicative. Writing is an important skill that students should master. As stated by Genlott and Grönlund (2013, p.98) writing skill is one the essential skills which can support other skills to be improved and more effective. It is also a way of putting emotions, thoughts, and experiences into words. Writing is tough since it requires you to pay attention to various rules, such as language organization, word selection, and so on, which cannot be learned through other language skills. According to Kristina, Febriani, and Rohayati (2020, p.105) writing is more challenging than other language abilities since it takes extensive knowledge and critical thought to produce grammatically correct words, phrases, and paragraphs. Writing is a contemplative activity that necessitates time set aside to consider the topic at hand, as well as to analyze and dissect information. It encourages learners to reflect, expands their ability to criticize, synthesize, assess them, and challenges them to concentrate and organize their thoughts.

An overview of Edmodo

Edmodo is defined as a safe social networking application for teachers and students to interact and learn. According to Cauley (2014, p. 1), Edmodo is an online educational learning tool that completes the social network concepts and adapts them to the classroom. Edmodo enables students and teachers to interact with one another and connect by sharing ideas, problems, and helpful tips. Edmodo is a web-based leaming that offers some features of the learning environment. Edmodo is an ordinary device for presenting lesson content; it also has capabilities for students and teachers to do online communication (Hourdequin, 2014, p. 34). Edmodo modifies an online space for teachers and students to keep connected in an educational setting. This online learning space makes a safe learning environment to discuss, file, and assign through mobile access. Trust (2017, p.16) said defines Edmodo as a social networking site that enables teachers and students to interact, communicate, and study in a secure learning environment. The Edmodo platform is mostly and commonly used like the Facebook website. Edmodo is a social networking platform that connects people with similar interests and ambitions. Flanigan (2011, p. 133) also supports that the design and usage are almost similar to the features used on Facebook.

An overview of recount text

A recount text retells past events. Astuti, Febriani, and Rustandi (2020, p. 34) clarified that recount text is a writing type retelling the writer's past activities or experiences in a logical sequence intending to entertain the reader. It means to describe something that happened in the past to other people. From the theory, Maharani in Suryadi (2017, p.120) also agreed with the recount text describing that the account of a former writing occurrence occurred at a specific point in time. Thus, recount text describes a series of prior occurrences. Conflicts are not present in the recount narrative; rather, it describes an order of past events. It simply indicates that recount literature is a retelling of past occurrences.

METHOD

Qualitative research is the method in this study that aims to find out students' perceptions of using Edmodo in learning to write recount text. This kind of method is used to assess people's knowledge, behavior, attitudes, and opinions depending on the research topic (Goundar, 2012,p.15). Also, supported by Pathak, Kalra, and Jena (2013 p.192) insisted that understanding people's beliefs, experiences, attitudes, behaviors, and interactions is the main concern of a qualitative approach. The objective and problems of this research made the writer choose the survey method. Cresswell, (2014, p. 201) explained that all objectives of a survey are to obtain a description of the conditions, attitudes, and/or events of the whole population at a point in time by accessing data from a sample and population. The survey collects many people’s beliefs, opinions, characteristics, and past or present behavior. Surveys are suitable for research questions around self-reported beliefs or behaviors. This research was conducted in one of the Senior High schools in Rajadesa, West Java. The participants of this research consisted of two sample classes the tenth-grade science class (IPA-1) which consists of thirteen students and the tenth-grade social science class (IPS-1) which consists of thirty-eight students in the sample classroom. Thus, there were fifty-one students as research participants in this survey.

To find the answer to the research question, questionnaires and interviews were adopted as the data collection techniques. Ten statements in the questionnaire were given to identify students' perceptions of Edmodo. Then the interview session consisting of four questions was conducted via WhatsApp application and audio recorder, besides note-taking. The Likert-scale questionnaire items were analyzed using quantification in percentage computation as adopted from Lazaraton (2005). The formula of the percentage was as follows:

$$\text{Percentage} = \frac{\text{number of frequencies} \times 100}{}$$

Total

Whereas interview surveys were analyzed starting from the interview recorder file, then the researcher transcribed the interview. The results of the interview were transcribed, categorized, coding, and interpreted (Kvale in Rohayati, D., Rustandi, A. 2021, p.215). Then interpret the interview data to answer research questions. The last researcher links the data with the relevant literature.

RESULTS AND DISCUSSION

Within this section, the researcher elaborated on the results of questionnaires and interviews with participants regarding students' perceptions of the use of Edmodo in learning to write recount text.

The students' perceptions towards the use of Edmodo in learning writing recount text

The results of data analysis from every single questionnaire response led to answering research questions. It was found that students' perceptions towards the use of Edmodo in learning to write recount texts were elaborated as follows. The first statement "Learning languages through Edmodo is a fun idea" shows that most of the students (45%) N=23 answered strongly agree, it can be said that learning a language through Edmodo is a fun idea. The second statement "Learning languages through Edom is a positive idea" shows that almost half of the students (52.9%) N=27 answered agree, it can be said that some of them agree that learning through Edmodo is a positive idea. The third statement "Edmodo is easy to use" shows that most students (62.7%) N=32 answered agree, it can be said that they found Edmodo very easy to use. The fourth statement "Using Edmodo helped me easily" shows that almost half of the students (54.9%) N=28 answered agree, that it can be said that Edmodo can help them learn easily. The fifth statement "The media used by the teacher is clear so that it is easy to understand" shows that almost half of the students (49%) N=25 answered agree, it can be said that the teacher explains and teaches students how to use Edmodo so it is easy to understand. The sixth statement "Teacher interaction in the Edmodo is understandable" shows that most students (43.1%) N=22 answered agree, it can be said that students feel that teacher interactions in the Edmodo application are easy to understand. The seventh statement "It is easy for me to become skilled at finding information through Edmodo" shows that most of the students (45%) N=23 answered agree, it can be said that students feel the Edmodo application is very easy to use, even with other subjects except English. The eighth statement "Learning writing recount text using Edmodo is easy for me" shows that most students (39.2%) N=20 answered strongly agree, it can be said that most students believe that Edmodo is a beneficial and easy online learning platform for learning English, particularly for writing skills. The ninth statement shows "Edmodo is convenient for academic involvement" that most students (45%) N=23 answered strongly agree, it can be said that most students feel comfortable using Edmodo during the learning process. The last statement "Edmodo allows me to be academically involved with colleagues and teachers anytime and anywhere" shows that most students (58.8%) N=30 answered agree, it can be said that most students feel connected to the teacher and other students in this subject. Because they use Edmodo but also at home.

Based on all the findings, it can be concluded that the results found in science (IPA-1) and social (IPS-1) classes are that almost all students have positive perceptions about the use of Edmodo in learning writing recount text. The findings of this study are relevant to McKeeman and Oviedo (2013, pp.65-82) stated that in language classrooms, technology is developing into an important educational device that can make improve the teaching process. The students show their passion for technology in an academic classroom. Besides, the students had positive responses to using Edmodo in learning to write recount text. The students feel comfortable

learning using technology, particularly using Edmodo in learning to write recount text. Using Edmodo can also make it easier for students to learn to write recount text. In conclusion, many positive responses in this study make the author believes that the use of Edmodo is the best way as an e-learning platform to learn writing recount text. As an online platform, Edmodo can be used both inside and outside the classroom.

Also, depth information appears to be as important to gain more in-depth data information and ongoing responses to reveal more benefits of using Edmodo that has been done by interviewing the students. The findings revealed more significantly, that students think that Edmodo's main benefits in the learning process of writing recount text. Edmodo application which can be used as an E-learning platform in teaching learning to write recount text now considered a profitable way to make the learning process easier, fun, interesting, and comfortable. It's in line with Warawudhi (2017, hal.153-154) who says that Edmodo is generally utilized because of its adequacy to make the learning cycle all the more intriguing, to connect with understudies, to advance individual learning just as gathering joint effort, and to empower non-computerized local instructors to establish an online learning climate as can be seen in the following quoted student's statement :

> "...Edmodo is interesting to use, especially in writing recount texts because it provides a forum for writing that can be posted and then discussed with friends and teachers so that students and teachers can interact well." (ST3).

The Edmodo application enables students to keep learning without the teacher's presence to provide direct instruction in the classroom. The students can use technology inside or outside the classroom. This study is in line with the theory of Hourdequin (2014, p. 34) which stated that Edmodo is a simple tool for presenting lesson content; it also includes capabilities for students and teachers to communicate online. The theory stated by Trust (2017, p.16) declared that Edmodo is a social networking site allowing teachers and students to interact, communicate, and study in a safe environment as can be seen in the following quoted student's statement :

> "...The benefits that I can feel when using Edmodo in learning to write recount text, make it easier for me in learning to write, and can freely communicate with the teacher if there are things that are not understood." (ST1).

The Edmodo application is an educational site that is safe, convenient, and easy to use in learning to write recount text. With the implementation of Edmodo which allows them to interact with mobile phones or computers, they automatically prefer to use Edmodo when learning to write recount text. Students feel that using Edmodo, with the features contained in this application, makes it easier for students to learn to write recount text and can easily interact with the teacher, especially when writing recount text and the teacher can give feedback to improve the task better. This is also in line with the theory according to Mills (2011, pp.34-35), Edmodo is considered by teachers to be able to improve student relations and foster a stronger class community. In addition, the problems or challenges faced by students when using Edmodo were not too significant and students only mentioned the challenges they only had to have a good or stable connection as can be seen in the following quoted student's statement :

> "...Nothing, but should provide good internet and stability." (ST3).

It was found that the teaching and learning process can take benefit from the implementation of Edmodo in learning to write recount text. Students still carry-on learning even though the teacher is not attending the class to give direct instructions in the classroom, it can make it easier for students to learn writing recount text, and students can discuss with friends and teachers even though they are not in class, students can use applications inside and outside the classroom to make learning keeps carried out and they can have better achievement in learning English by learning and reviewing material wherever and whenever they are.

The findings of this study show different results from the three previous studies that the researcher includes in chapter two. This study collects data with a different focus from previous research. This study took the topic of students' perceptions of the use of Edmodo in learning to write recount text. In the following, the researcher describes the findings of the three previous studies. The first researcher is Ma'azi and Janfesha (2018) who researched the impact of the Edmodo social learning network on Iranian students' writing talent and also tries to learn what students think about Edmodo. Forty people were selected at random into one of two groups: experimental or control. To establish homogeneity for further comparison, a writing test was used as the initial test for both groups. Participants in the control group were given a normal written composition course. The Edmodo program was used by students in the experimental group to practice. As a result, it was observed that using the Edmodo social learning network improved the writing skills of Iranian middle-level EFL students. Students' perceptions of using the Edmodo social network in the classroom are also favorable, according to the data.

The second previous study was taken from the research of Ayuningtyas (2017) which examined identifying what aspects Edmodo had improved students' writing skills. The results of this study revealed that Edmodo can help students improve their writing skills. As a result, Edmodo is a fun tool to use, and the learning process is enhanced.

The third research conducted by Fauzi (2017) which has focus on examining the impact of Edmodo on students' writing skills in recount texts is investigated in this study. This study involved 9 Superior Grade students from Tulungagung High School in Indonesia. The effectiveness of Edmodo in rewriting instruction was investigated using a pre-experimental study as a research strategy. The students were placed into the experimental and control groups according to the research design. As a result, it can be concluded that writing on Edmodo will produce better writing results. Edmodo, for example, can assist teachers in making content more understandable, checking student understanding, eliciting student comments, and encouraging interpersonal contact.

It is recommended that future researchers extend the current findings by examining how students perceive the use of Edmodo in learning to write recount texts. Thus, readers or other researchers will know not only from the teacher's side but also from the student's side.

CONCLUSION

The answer to the research question about students' perceptions of the use of Edmodo in learning to write recount text had been previously elaborated through some procedures. Thus, the students gave their positive and negative perceptions based on some questions in the questionnaire form. Based on the data obtained, most students from the two sample classes gave positive perceptions. The writer claims that the use of Edmodo is the best way to learn to write recount text and using Edmodo generates more positive responses.

Regarding the benefits and problems of using Edmodo, the writer states that the students are generally happy with high enthusiasm for using Edmodo. They assume that Edmodo keeps teacher-student interaction inside and outside the classroom during the learning process. Students carry on to learn and review materials even though the teacher is not available in the classroom. Edmodo gives students motivation to learn because they feel joyful, comfortable, and easy to use using Edmodo. Edmodo also develops teachers’ creativity and improves student learning experience by means of the new learning system. However, Edmodo also has barriers during the teaching and learning process, such as an internet connection that must be good and stable.

Referring to the previous conclusions, this research also ends up with the following suggestions for students, teachers, and future researchers. The results of this study can be an illustration for students to take part in learning using Edmodo, especially in learning to write recount text. They should be more motivated and serious about learning writing to improve their writing skills. In addition, for teachers who will teach writing using Edmodo, the findings

of this study can be used as a reference in teaching activities, including providing more motivation and attention to their students. In Edmodo, there are features for microblogging discussions, managing and responding to polls, managing and submitting assignments, giving feedback, assigning grades, sending links, storing and sharing content, and managing and submitting quizzes. Users can also add profile photos, links, and videos. So, the class will be active and more fun. A teacher who never uses Edmodo is recommended to use Edmodo just for online learning. Edmodo will not go to waste. Edmodo is one of the educational sites that help teachers and students in learning activities easily. Finally, the results of this study provide significant learning to write recount text using Edmodo. In addition, future researchers who want to do the same research, are suggested to do research with a longer duration to access more accurate data. Last, of all, the researcher realizes that various shortages exist in this research. Thus, the researcher expects criticism and suggestion for improvements and also hope this research can be a significant contribution to the EFL teachers and students as well as further research.

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