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## BEYOND THE APPLICATION OF EDMODO IN CLASSROOM: STUDENTS' PERCEPTIONS AND THEIR BARRIERS IN THE PROCESS OF UTILIZING IT IN WRITING CLASS

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### ABSTRACT

*This research was done to investigate the students' perceptions and barriers in using Edmodo in their writing class. Besides, the barriers can be also the main points within the implementation of their writing class process. Edmodo is a free and secure learning platform that can be used in all lesson especially in university. It provides a very simple ways and simply make good pathway for teachers and students to communicate for a particular lesson especially for writing because the constructive comments were already stated within the platform. Since the focuses are perceptions of the students, a qualitative method was used through the use of documentation and interview were utilized to gather data. The findings showed that they strongly agreed that Edmodo very helpful in writing class, they can directly obtain the feedback, save their data safely and they can read it after a while and the rest perceptions will be explained more clearly.*

**Keywords:** *Students' perceptions, Students' barriers, Edmodo, Writing*

### INTRODUCTION

Nowadays, teaching and learning process is quite different from past. In the past, students and lecturer simply do the thing through face to face, reading literatures, jotting down notes on papers which is stated by Al-Kathiri (2015). It can be said that teaching and learning process impossibility cannot be done effectively because they need more than just those things. On the other hand, today, technology is the counter and be the major role in the education field especially with the emergency situation recently. Lecturers and students may not be ready yet with the rapid changing but it is urgently required to shift to the conventional way through the use of technology itself. Since they offer functions that can be used easily by educators in finding what they need for their classroom process Haygood, Garner, & Johnson (2012) and Edmodo is one of the examples of it.

Within the Edmodo itself, students and lecturer may work collaboratively and cooperatively to promote better learning process especially in writing class. It also can promote to their psychological health which is stated by Holland and Muilenburg (2011). It is important to look at further what makes traditional learning

environment is quite different from the online one and desire the students' readiness to face and utilize it. Al-Said (2015) stated that online learning allows students to learn everywhere within unlimited time they want and it refers to the flexibility to use the mobile tools to support the learning for themselves. Furthermore, the accessibility was also the main point to take in.

To sum up, with the rapid development of ICT recently, it is crucial to integrate teaching and learning process for teachers. Video, internet, web and Edmodo are four out of a number of platforms that have been proven to be effective in fostering the students' performance, to be more specific in writing as stated in previous studies mentioned earlier. On the other hand, what becomes a problem may arouse as the teaching and learning of writing is running in the classroom. The teacher tends to focus only on the product of the students' writing without giving any pressure or intention of their process in producing such a good composition in writing. As long as the students submit the task on time, the teacher will not give any such constructive comments for their writing. Once the teacher gives some constructive comments, it is not always being something benefits for the students since they do not know how to rearrange the writing itself. It is urgently required to look up again what is happening around the writing class that is crucial to look closer how is actually writing class should be done well to meet the expectation.

Furthermore, there have been lots of research studies focusing on writing that have been integrated with the technology. Suparmi (2017) for instance, integrated subtitled and unsubtitled video to teach the students to write a procedure essay. Her study revealed that the students' performance in writing a procedure essay was better after they were exposed to subtitled and subtitled video. Similarly, Cahyono and Rahayu (2015) also used video to empower the students' ability in writing process analysis essay. This video-based task, based on the research finding, could improve the students' performance as shown by their higher score in writing. Another study was also conducted by Kusumaningrum (2012) who considered video as the media to assist the students to construct an argumentative essay. The finding of the study also suggested that the students' performance in writing will be better and the situation of the process of teaching and learning will be more comfortable for them.

Although there are a lot of studies which are related to using technology, but the study on the perceptions and barriers towards it was quite few. Finally, what makes this study important is the determination whether the students expose themselves to positive perceptions or not especially in writing class. Knowing also their barriers also help the lecturer and also the field of learning by using technology to be solved and in long run the Edmodo itself will meet their truly needs when they use the application.

## **LITERATURE REVIEW**

### **Online learning short overview**

In the recently time, people use mobile devices like mobile phones, laptop, or netbooks was not something new but rather it is very essentials in daily lives. As the fact exists, the use of mobile devices increased so fast. Edmodo provides a ground for training safely through the internet. They can practice and communicate with peers and lecturers privately and secured. It is similar to Facebook since students often use Facebook for their social media, Edmodo seems quite familiar also for them. Besides its recreational function, lecturer can directly give comments to their works that nobody can see it and they start to think critically towards the things that they need to fix. The site allows lecturer to create and manage the online class easily. It is a simple way for lecturer and students to send quizzes, assignment, give score and keep safe all the documents like what Kongchan (2008) stated. Furthermore, through the use of Edmodo, students not only obtain the experience to do the task within network but it is more than they experience life skill contemporary technology-saturated lifestyle. Unconsciously, through the use of Edmodo in writing class, has changed the way they work, communicate, collaborate, socialize and learn with a network society.

In social media like in Edmodo, such a collaboration may happen between teacher and students. It provides so many integrated information including tasks, projects, tests, evaluation or other activities. Yet its unlimited time that people can use Edmodo anytime they want yet it is also most possible accessible mobile platform for the students. It mostly possible to come up with face to face experience of interaction. The use and development of educational technology, information and communication have created a learning process that can be conducted online. One

is the use of online media. Learning media based on Edmodo are learning environments through the use sophisticated technology that are safe and comfy for both teachers and students. The aim of Edmodo and related to services is to combine the results from many sources into a single entity and equip them with a communication and evaluation background.

### **Steps in using Edmodo**

At the previous semester, identifying learning outcome of the course and the content and also the number of the students was done. Before conducting the research, the lecturer firstly made an account and registered in [www.edmodo.com](http://www.edmodo.com). by using email address. After that, he signed into the account and create the class and give name to it and gave the code to the students to join the group. The next step was starting to teach writing. Here, the lecturer combined the conventional teaching and learning through the use of Edmodo and also giving explanation theoretically within the meetings in a classroom.

### **METHOD**

Since this study has aims to know the students' perceptions and their barriers in using Edmodo in their writing class, a qualitative method was used here. The subjects in this study were about 33 students of STKIP PGRI Bangkalan in semester 4 who have writing lesson. The lecturer has already made the account and every student has already joint the account by inserting the code given by the lecturer. Neither the lecturer not the students had ever used and known Edmodo before this study. The instruments were used here such as interview and documentation. The lecturer delivered and noted some questions to be given to the student in order to know their perception and barriers within an open ended questions to gain more information. The data from the students were analyzed descriptively based on the reasons and opinions and finally come to the conclusion.

### **DISCUSSION**

#### **The students' perceptions and barriers**

Regarding to the discussion, it is crucial to see what were the question delivered to the students in order to know their perceptions in barrier along the use of Edmodo in their writing class. The questions were about how they do login and logout quickly, register to the account, do the quiz given by the lecturer, load any

link given in the feedback by the lecturer, attach file, submit the works, post messages and download materials, given to the students and they answered those open ended questions differently. Due to the different reasons and opinions makes this study more interesting and what is actually students feel during the process of using the site were quite various too. It should be taken into account for the lecturer to see these further as a better experience. This table serve three general aspects that were asked to the students.

**Table 1.** Points of questions

No	Aspects
1.	The appropriateness of the media
2.	Students' interest on online lecturing
3.	Students' difficulties or barriers in using Edmodo and doing tasks

Those aspects covered all the sub questions, open ended question which was previously mentioned above. These are the result of the students' answer.

**Table 2.** Students' Answers

No	Students' name (initials)	Students' answer towards the questions
1.	RR	<i>I think the login quite easy because the account integrated to email address. Sending file quite fast but we need to "refresh" the application to see updates. What makes me confuse was how to attach file because I need to learn more button although finally I got it.</i>
2.	RS	<i>I think the log in and log out must remember username and password. Submit tasks was so easy and fast. Edmodo is quite comfortable than other similar application</i>
3.	FR	<i>Fr thinks, when I want to submit tasks, the connection always "times out" means poor connection. It is easier to open Edmodo from the web than from the application</i>
4.	DKO	<i>Attaching a file: I need only copy the task, very easy I need strong internet connection to upload the task</i>
5.	BY	<i>-Login logout and register is quick because it has 3rd party quick -Login and register like Google and Facebook -For doing task it's easy to follow the steps, just click and click -Response time is good, but not good as Google classroom - Attaching file it's easy. The button for attaching is easy to find at the center -Submit easily with fixed position to submit</i>

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		<i>-The app is small only 14 Mb so it's quick to download it And for the teacher I think you waste many feature I think you should use the other feature too. Variation for new knowledge is always good</i>
6.	LL	<i>When I login to the application very easy and also when I log out. Directly connect with my email and attach file is so easy, Edmodo is very practical</i>
7	LLK	<i>If I open the application prefer from the web, it is faster. It is easy to submit tasks. Using application through web need stable internet connection</i>

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The data from the interview shown in table 1 indicate that the students' perceptions propose to positive way rather than the opposites one. They commonly stated that they felt very easy when the log in and log out to the application. It is because the application is similar to Facebook that they are familiar to it so that it is easy for them to do those things. Their email address directly connected to the application and they need only to insert username and password, it is a must to remember the username and password to utilize the application.

Next, is all about how they submit the task through uploading the file or directly jot down on the wall. It is also very easy since it is clear for them how to upload the file and make sure they have already written their writing on the group agreed by the lecturer and students. They also write in another application like Microsoft word before copying it to the wall. Edmodo make their activities in writing become so easy and they were not per se because they were in a group and what were they doing documented well. Time allocated become a crucial thing because they were pushed to do the task on time otherwise they fail on the quizzes.

Besides the positive perceptions, the barriers also come up. While opening the application, it is very faster when they open it through the web but not from the direct application they have downloaded before. They need more stable internet connection if they open the application through the downloaded application and that make them suffer. The notification of new activities was not also directly emerging to their account so they need to click on refresh button to see what is next. They were not quite familiar with the buttons inside the application so they need to learn it more and more.

There were actually a lot of features that the lecturer can use but it seemed that only several of it were used. The activities within the application should cover

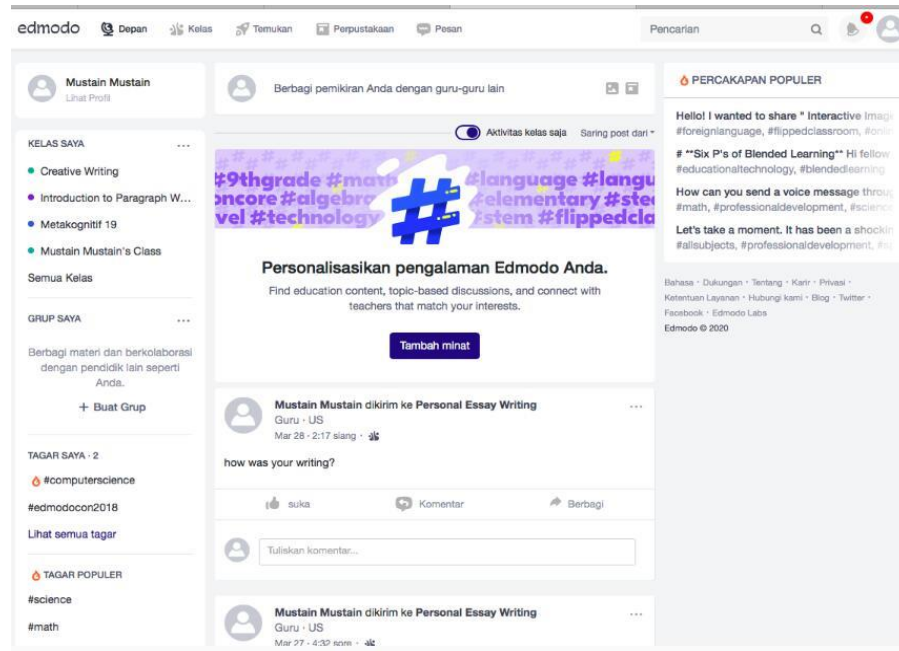
all the features to make use all the part of it. It is the barrier for the students if they only know little from many things that actually they can learn Edmodo more. But, it is again needs more awareness from the lecturer and the students to see what is actually needed to create good writing class through the use of Edmodo.

Meanwhile, it is important to serve the screen capture of the Edmodo as a brief example how actually this application runs writing class and affect students to have such perceptions mentioned above.

The screenshot shows the Edmodo interface for a 'Personal Essay Writing - Beginning' assignment. The student Nur Aini has submitted an essay titled 'Perfect Woman'. The lecturer has provided feedback, asking for more detail in the introduction and suggesting the use of 'to be' for the mother's role. The interface also shows a list of students and a 'Minta Pengiriman Ulang' button.

### Capture 1. Screen capture of students' feedback from the lecturer

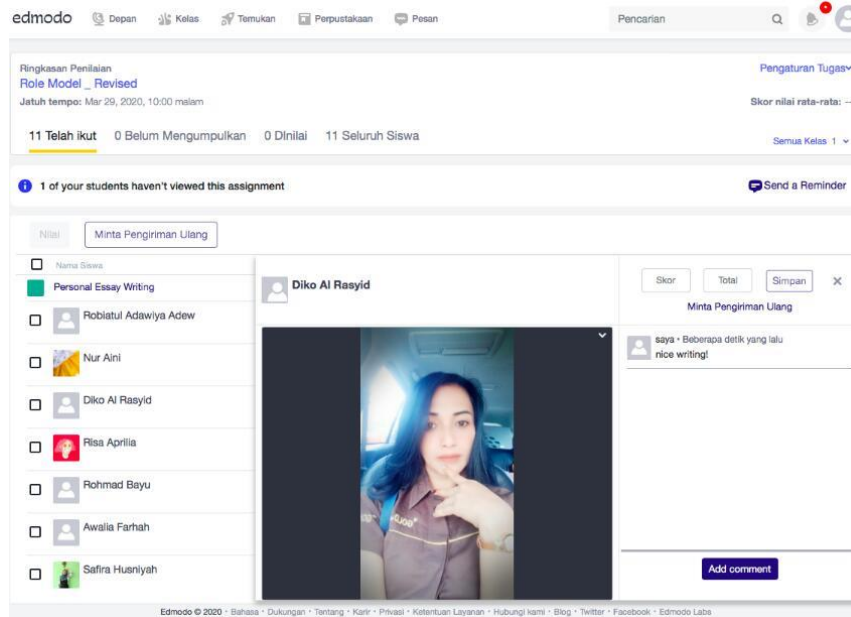
In capture 1 it can be seen that students directly received feedback for their writing task. The comments could be only read by him or her without anyone knows what was the problems with her or his writing. But, it can be an open session of the lecturer open the discussion session. It makes the students feel private and secure of what is actually should be revised without any tendencies commented by peers because not all students kindly accept comments from their peers rather than from the lecturer.



**Capture 2.** Screen capture of the latest Edmodo activity

In capture 2 shown activities in writing class. When it was the first time the lecturer introduced them to Edmodo, they were curious but confuse how to start it with. When they opened the layout and it turned out similar to Facebook make them quite happy. Firstly, the lecturer made several class according to the lesson. Once again, the screen is like Facebook which is very familiar to the students but not the button. Both should learn more the buttons. They can interact directly towards the comments box provided by Edmodo and everything was well recorded and avoid missing file as students' portfolios. Students kept their own process of their writing from the drafting till publishing and those things were quite good experience for them. But, there were also information come in to the application that we do not need the information and sometimes disturbing the wall. But students should be patient since the application is free for all and it is also barrier for them to read information which is not quite helpful for their writing. On the other hand, on the right side, students can click some information they can read according to their needs if they want to. But, commonly they ignore it because the need to make quick the activities through the use of Edmodo due to spending too much internet connections which is directly connected to spending too much cost. That is the real barrier that the students feel.





**Capture 3.** Screen capture when students can easily upload or attach file to their writing task

It is interesting to see capture 3 where it was a picture attached with the writing task. Since the task was about role model and the students mentioned that his mother is his role mother, he automatically attached his mother' picture and it was so easy make their writing more interesting. It is again private where nobody can see his mother's picture and it was so much fun and easier for the students to describe someone or something. It was the proof of the students answer that also stated on the table above.

Nama Siswa	Pengumpulan	Nilai
Personal Essay Writing		
Robiatul Adawiyah Adew	29 Mar 2020 - 13.30	Masukkan Nilai
Nur Aini	29 Mar 2020 - 18.32	Masukkan Nilai
Diko Al Rasyid	28 Mar 2020 - 15.24	Masukkan Nilai
Risa Aprilia	29 Mar 2020 - 19.10	Masukkan Nilai
Rohmad Bayu	28 Mar 2020 - 19.14	Masukkan Nilai
Awalia Farhah	29 Mar 2020 - 17.56	Masukkan Nilai
Safira Husniyah	28 Mar 2020 - 11.47	Masukkan Nilai

**Capture 4.** Screen capture of students' scores

The last capture, it is capture 4 was about giving score. It is very challenging in giving students score directly on the application. It is better because the students can put themselves why they can get the score. It depends on the constructive comments to see whether they get high or low score. Nothing was missed when students utilize it. They learnt from their mistakes and anytime they can open the previous file and maybe they show it to their parents to get badge from them.

The most wonderful thing from this study is that this site or platform seemingly emerge to be a good learning network which makes students easy to do their writing tasks. It is shown by good response while the barriers also come up with some consideration but again the lecturer and students could utilize Edmodo successfully without any help from technician but it was from the students who have more capability in surfing the Edmodo itself. It is highly believed that later students can also utilize Edmodo to be on of tools to create their own online classroom.

## CONCLUSION

Regarding to the research finding, it can be concluded that the students of STKIP PGRI Bangkalan who utilized Edmodo in their writing class have good perceptions and consider that the use of Edmodo gave many benefits for them rather than the barriers they suffered from it. Since Edmodo allowed them to learn effectively by receiving direct feedback from the lecturer, facilitated and increased effectiveness of communication with peers and lecturer and also they felt different experience when they used it. On the other hand, the barriers itself should be also taken into account and it is not easy to be ignored in short time. Such as the lack of internet connection, lack of information how to utilize Edmodo due to its features may become consideration for the university to works seriously to overcome those limitations.

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