

**LECTURER AND STUDENT'S PERCEPTION TOWARD THE USE OF
EDMODO IN ENGLISH EDUCATION STUDY PROGRAM IN IAIN
PALANGKA RAYA**

THESIS



BY

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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMEN NT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M/1441 H**

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PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements
For the Degree of *sarjana* in English Language Education



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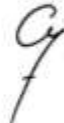
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MOTTO AND DEDICATION

“Take care of Allah, Then Allah Protect Us”

(QS. Ar Ra’du : 11)



This Thesis dedicate to :

My beloved father and mother. My husband and My Daughter for the support, suggest and happiness in conducting this research and also all of my friends of English Educaation Study Program academic year 2013 with their support and help. Thank a million!

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim

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Declare that:

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Yours Faithfully,



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ABSTRACT

Agustin, Rima Amelia. 2019. The Lecturer' and the Students' Perception toward the Use of Edmodo in Writing Class of English Education Study Program at IAIN Palangka Raya. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) Aris Sugianto, M.Pd.

Keywords: perceptions, edmodo, writing.

In the present research, the researcher aimed at finding the lecturer' perceptions toward the use of Edmodo in English writing class of English Education Study Program in IAIN Palangka Raya, and the students' perceptions toward the use of Edmodo in English writing class of English Education Study Program in IAIN Palangka Raya.

To reach first objective of the research, the researcher used *five* questionnaires as the instrument of the research which were answered by the English lecturer. To find the result of the study, researcher used descriptive qualitative design, which the lecturer's answer were compared to related research findings or some theories. To find the second objective of the research, the researcher used 13 closed ended questionnaire to the respondents with design of survey research. The questionnaire consisted of *three* main discussions. They are Edmodo as an effective tool in writing class, The Advantages Use of Edmodo as a Supplementary tool in writing class, and The Disadvantages Use of Edmodo as a Supplementary Tool for Learning. The questionnaires is adapted from Kongchan (2012) and Manowong (2016).

Based on the data findings, it can be concluded that: (a) On the lecturer's perceptions toward the use of Edmodo in English writing class of English Education Study Program in IAIN Palangka Raya. Edmodo is a useful and helpful tool to teach and learn English writing particularly. Edmodo *helps EFL teacher to control and maintain students'* learning. Edmodo *provide the overview of students' progress and also achievement* (b) perceptions toward the use of Edmodo, the result showed that the majority of the participants stated: Explanation, quizzes, and other online task given by lecturer in Edmodo help students to improve learning and comprehension about the course of English writing. The reference materials from the internet such as links of materials, video, pictures, and articles posted by lecturer are useful in understanding the course. Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face to face classroom interaction;

ABSTRAK

Agustin, Rima Amelia. 2019. Persepsi Dosen dan Mahasiswa terhadap Penggunaan Edmodo di Kelas Menulis pada Program Studi Pendidikan Bahasa IAIN Palangka Raya. Skripsi, Jurusan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya. Advisors: (I) Sabarun, M.Pd., (II) Aris Sugianto, M.Pd.

Kata Kunci: persepsi, edmodo, menulis.

Dalam penelitian ini, peneliti bertujuan untuk menemukan persepsi dosen terhadap penggunaan Edmodo dalam kelas Menulis Bahasa Inggris dari Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya, dan persepsi siswa terhadap penggunaan Edmodo dalam kelas menulis bahasa Inggris Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya.

Untuk mencapai tujuan pertama penelitian, peneliti menggunakan lima kuesioner sebagai instrumen penelitian yang dijawab oleh dosen bahasa Inggris. Untuk menemukan hasil penelitian tersebut, peneliti menggunakan desain kualitatif deskriptif, yang mana jawaban dosen dibandingkan dengan temuan penelitian terkait atau beberapa teori. Untuk menemukan tujuan kedua dari penelitian, peneliti menggunakan 13 kuesioner tertutup untuk responden dengan pendekatan survey research. Kuisisioner tersebut terdiri dari tiga diskusi pokok. Mereka adalah Edmodo sebagai alat yang efektif dalam kelas menulis, Keuntungan Penggunaan Edmodo sebagai alat tambahan dalam kelas menulis, dan Kelemahan Penggunaan Edmodo sebagai Alat Pelengkap untuk Belajar. Kuesioner diadaptasi dari Kongchan (2012) dan Manowong (2016).

Berdasarkan temuan data, dapat disimpulkan bahwa: (a) Mengenai persepsi dosen terhadap penggunaan Edmodo di kelas menulis Bahasa Inggris Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya. Edmodo adalah alat yang berguna dan bermanfaat untuk mengajar dan belajar menulis bahasa Inggris khususnya. Edmodo membantu guru EFL untuk mengendalikan dan memelihara pembelajaran siswa. Edmodo memberikan ikhtisar tentang kemajuan dan juga prestasi siswa; (b) persepsi terhadap penggunaan Edmodo, hasilnya menunjukkan bahwa mayoritas peserta menyatakan: Penjelasan, kuis, dan tugas online lainnya yang diberikan oleh dosen di Edmodo membantu siswa untuk meningkatkan pembelajaran dan pemahaman tentang kursus penulisan Inggris. Materi referensi dari internet seperti tautan materi, video, gambar, dan artikel yang diposting oleh dosen berguna dalam memahami kursus. Edmodo adalah salah satu metode pengajaran tambahan yang inovatif dan kreatif yang dapat digunakan untuk mendukung interaksi kelas.

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Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and the writer herself especially.

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Palangka Raya, October 4th, 2019

The writer,

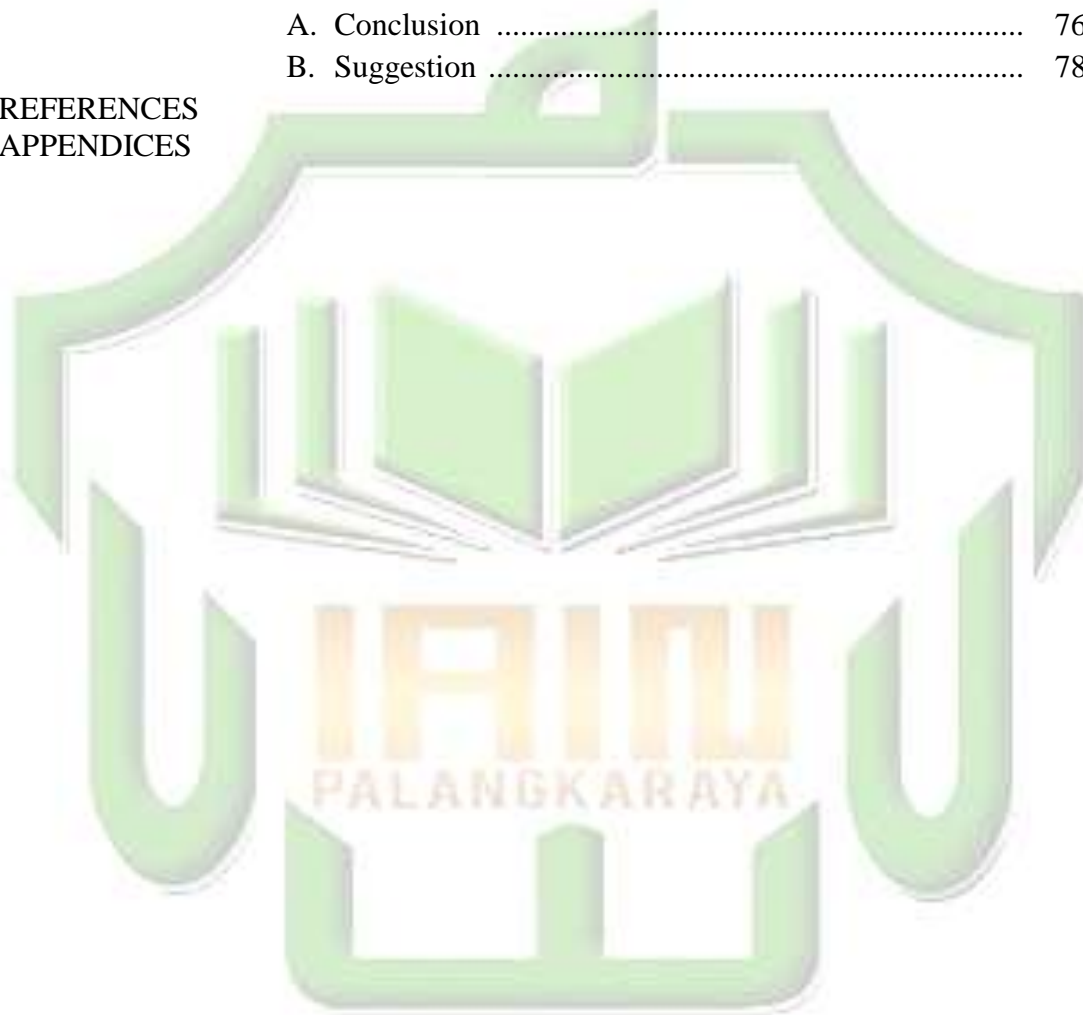


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LIST OF ABBREVIATION

IAIN : Institut Agama Islam Negeri

SPSS : Statistical Package for the Social Sciences

ICT : Information and Communication Technology

EFL : English as Foreign Language



CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research problems, objectives of the study, assumption, scope and limitation, significant of the study, and definition of key terms.

A. Background of the Study

Writing skills are very important for every student learning the English language. Through the mastery of writing skills, students can communicate ideas, thoughts, feelings, and emotions to others in writing. For some people, communicating in written words is easier than communicating orally. Those people with difficulties communicating their ideas and feelings orally will be helped by the media writing. In addition to assisting the communication process, good writing skills will help learners to acquire better jobs. Today, many companies require mastery of good writing skills for prospective applicants. Each job requires employs to communicate effectively both orally and written. However, good writing skills are more necessary because almost all activities in companies involve writing, such as writing letters, e-mails, making presentation materials and reports, and others.

Thus, it can be said that the skills writing is very important to the students. However, the reality does not match the expectations. The students' ability to write is still low. They still have many problems writing, such as spelling, punctuation, structure, organization, ideas, and others. Some students do not even know what they

will and should write. Their interest and motivation to write is very low. They think writing is a very difficult thing. To overcome these problems, teachers need a strategy that is capable of building writing skill. This strategy is also expected to provide opportunities for the students to practice their writing skills. Not only in the form of controlled exercise but also activities that reflect real life. Some English lecturers of IAIN Palangka Raya have tried to use technologies as a strategy in teaching writing. Technologies for writing that facilitate the flexible manipulation of text enable drafting and redrafting to occur easily, and the eventual product may be presented to a professional standard (Pennington, 2004). This media is expected to improve students' interest and motivation in write.

ICT (information communication technology) as the most dynamic innovation of science, many countries now regard understanding ICT and mastering the basic skill and concepts of ICT as a part of the core of education. The use ICT in education has been a priority in most countries during the last decade. Ict enables self-paced learning through various tools such as assignment, computer etc as a result of this the teaching learning enterprise has become more productive and meaningful. ICT helps facilitate the transaction between producers and users by keeping the students update and enhancing teachers capacity and ability fostering a live contact between the teacher and student through e-mail, e-learning, web-based learning including internet, TV audio-videotape. Edusat technology has become very powerful media for interactive participant. Information and communications technoligy (ICT) are a diverse set technological tools and resources used for creating, storing,

managing, and communicating information, and to support teaching and learning activities Vajargah, Jahani & Azadmaanesh(2010,p.1).

ICT have become within a very short time, one of the basic building blocks of modern society Daniels (2002,p.4). However, there appears to be a misconception that ICTs generally refers to computer ing activities. This is fortunately not the case, althought computers and their application play a significant role in modern information management, other technologies and or systems also comprise or the phenomenon that is commonly reegarding as ICT. ICT-based education has long been established since 1960s with computers-based school. Computer are mostly used for drill and practice. The phenomenon of utilization of Information and Communication Technology (ICT) in learning in schools increasingly resonate. Even in the immediate 2013 curriculum, ICT plays a very important role in the implementation of learning. In the 2013 curriculum it is explained that learning applies the principle of whoever is a teacher, whoever is a student and everywhere is a class.

Al-Ansari (2006,p.1) argues that a great deal of research has proven the benefits, to the quality of education. ICT have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and enggage students, to help relate school experience to work practice, create economic viability for tomorrow's workers, as well as strengthening teaching and helping school change. The student who have positive perception toward the use of ICT tend to use it as the source of information. In other words, those who have skill to operate ICT are able to win the job compeetition because they are capable of gaining much informastion of vacancies.

ICT plays a vital role in the development. It has been an instrument for achieving social, economic, educational, scientific, and technological development. According to Allen the application of Information Communication Technology (ICT) is not only emphasised in corporative business and the industrial sector, but it is an essential part of education at all levels. This study specifically aims to investigate the perceptions of students in the English education program at IAIN Palangkaraya, according to Md Yunus, writing skill which is an important aspect of language learning refers to the process of encoding the words. Although ICT can be regarded as an important tool to enhance the teaching of writing skills, there are some disadvantages in terms of using this tool. Moreover, lecturers have to take note of the matters in planning the activities involving the use of ICT and managing problems arising from the activities planned.

Kelly and Safford (2013, p.2) state that one of the popular tools commonly adapted in the teaching of writing skills is the use of blogs, blogging provides “a real-world digital medium for communication”. It is a multi-dimensional tool that not only offers a container for writing but also has the possibility of multiple audiences and access points. According to Jaffer, Ngambi and Johnson (2007, p.4) such benefits include their impact on catalyzing teaching practice thoughts; motivating learners; enhancing students’ academic performances and enhancing pedagogy. Research shows that despite the benefits, higher education institutions have been rather slow in tapping on ICT potentiality particularly for teaching and learning purposes. The application of ICT in higher education from institutional policies and initiatives and policy strategies is very important for the purpose of national and economic

development, this plan is very strategic because to support the university in promoting, but facilities that must be supported by the university is in the form of internet access, a set computer tools and of course adequate internet facilities.

Dede (1998, p. 3) state this strategy has benefits for the students some of the benefits in ICT use of in education are that it help improve memory retention, increase motivation and understanding. ICT is a useful strategy in overcoming the challenges of continuous teaching and learning, which then becomes a challenge when students have only a very basic knowledge in the field of ICT which then complicate the application of ICT itself it becomes the task of lecturers to combine traditional and modern learning ICT especially in accessing computers and internet. the application of ICT is viewed by the author as a necessity of profit that will be given in the future is for the user itself, the lecturer and then the university itself, the advantage will be able to resist lag and improve the quality of education at the university then make the lesson of writing not only fixated on the writing activities on paper only but also can be read many people through the modern publication of the internet, and provide benefits to students and lecturers in order to doing writing wherever whenever necessary with the tools and internet networks that support.

Teachers can use both traditional face to face teaching instruction and online learning or by blended both learning styles, usually called as blended learning, by using online tool or platform. One of favorite learning platforms used by many educators is Edmodo. Edmodo is usually known as Facebook for Education. The display looks similar but is much more private and safe because it allows teachers to create and

manage accounts and only for their students by typing group code to register in the group; no one else can participate or spy on the group without knowing the group code (Jarc, 2010). For Example, one of English writing lecturer of IAIN Palangka Raya used Edmodo in writing class. The chosen strategy to provide a medium that appeals to learners in writing involves edmodo. According to Cauley (2012), Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips.

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 benefit of this online learning tool is that it 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.

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.

Based on the discussion, researcher would like to search about the lecturer' and the students' perception toward the use of Edmodo in writing class of English Education Study Programin IAIN Palangka Raya.

Jones (2010) stated some of the benefits of edmodo, they are; First, by giving teachers and students a private place to share thoughts and ideas, Edmodo connects teachers and students both inside and outside of the classroom. To access information outside classroom environment, Edmodo is available from computer and it makes easy to use. Second, teachers have the ability to post useful resources and have good quality in the library tab that is found by them. It gives students another resource for academic information and make easy to find it without must spend much time. Third, it provides quick and easy access to assignments, polls, calendars, and other information on the web. Fourth, Students' parents also can control their children and see what their children learning or doing in the classroom by log on to account with class code. Students' parents

can log in to Edmodo anywhere and anytime. Fifth, Students will have a running record of when assignments are due and a complete description of what is expected. When students finish an assignment earlier, they can move to do the next assignment. Sixth, Teachers can share files, ideas, and other materials with other teachers. It allows them to develop their own library and teaching techniques. Furthermore, students don't need to study more about Edmodo because in design of Edmodo is like Facebook and it is easier to use (Wadman, 2013).

There are some reasons why the researcher choose the title above. (1) There are some researches that investigate about the perceptions of using Edmodo in writing class. Those researches have positive and negative perceptions toward Edmodo. For example, the first one is Erwin Gay (2017) found 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. The second one is Laila (2014) found that Edmodo as an effective tool to support their English learning even though they had difficulty with the internet connection. The third one is Maryem Al-Jabri (2018) found that students have positive perceptions towards using Edmodo in language learning. The forth one is Al-Said found also that Edmodo gave positive perceptions towards Edmodo as an application for Mobile learning environment Different from the results above, the research which was conducted by Purnawarman, Susilawati, Wachyu Sundayana (2016) found that Students' Perception towards the Use of Edmodo gave positive and

negative responses towards the use of Edmodo in their writing classes; (2) As we know that using Edmodo is using technology. Students have varying attitudes of their different levels of proficiency in using such programs. Using Edmodo is only as a tool for learning not learning about the program. The students should be focus on to things, learning the program and English writing. The researcher wonders how their responses of using Edmodo in English writing class; (3) IAIN Palangka Raya is located in Palangka Raya or Central Kalimantan, which the internet connection is still low. Using Edmodo needs good internet connection. By this problem, The researcher also wonders how their responses of using Edmodo in English writing class; (4) there is no research about the lecturers' and the students' perception toward the use of Edmodo in writing class of English Education Study Programin IAIN Palangka Raya.

B. Research Problems

1. How are the lecturer' perceptions toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya?
2. How are the students' perceptions toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya?

C. Objectives of the Study

1. To find out the lecturer' perceptions toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya.
2. To find out the students' perceptions toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya.

D. Assumpiton

In this research, the researcher would like to search about the teachers' and students' perceptions toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya. The present research assumpts that the teachers and the students will have different perceptions toward the use of ICT in English writing class of English Education Study Programin IAIN Palangka Raya.

E. Scope and Limitation

1. Scope

This present research is to find out the lecturer' and the students' perceptions toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya. The scope in the research are only in writing class, to lecturer who teaches the class using edmodo, and to students who take English writing class English Education Study Programin IAIN Palangka Raya.

2. Limitation

This present research is conducted in survey research to find out the lecturers' and students' perceptions toward the use of Edmodoin English writing class of English Education Study Programin IAIN Palangka Raya. The most significant limitation of this researchisthe Emdodo used by English lecturer in writing class. Then the lecturers and the students English Education Study Programin IAIN Palangka Raya will be asked their perceptions toward the use of Edmodo as a technology in teaching writing.

F. Significant of The Study

Theoritocally, this study is significant to give a theoritical description about the usability of Edmodo in improving quaaality of teaching and learning process as well as creating a positive learning environment in the classroom, especially for English writing course. Finally, the result of this study can give contribution to extend the theory of teaching and learning process.

Practically, The study is expected to be significant for the students, teacher, and future researcher. This present study can solve problems in Edmodo learning methods, especially the making of sensing using ICT method as a learning medium. Then, this study is expected to give contribution to the English lecturers as the enrichment of English teaching strategy.

G. Definition of key term

1. Perception: According to Steward L. Tubbs and Stylvia Mors (1990), Perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceivers past experiences, assumptions about human behavior, knowledge of the others circumstances, present moods / wants / desires and expectations. In statistic, perception is a process by which people regard, analyze, retrieve and react to any kind of information from the environment. It means that the perception use scale to in statistic to measure the preceptions. This research will use likert scale as a method to measure the lecturers' and teachers' perception. In this study perceptions mean the proces of interpreting information toward the use of

edmodo in writing class of English Education Study Program at IAIN Palangka Raya.

2. Edmodo: According to Cauley (2012), Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. In this research, Edmodo is a kind of social network that is designed for lecturer and students in teaching and learning to make them connect each other.
3. Writing: According to H. Douglas Brown (2002) Writing is a system of symbols which represents the sounds, syllables, and words of a language. Good writing skills are essential for effective communication. The better you write, the more easily readers will understand you. Learning to write well takes time and practice, It has been agreed that writing is a means of communication made possible through graphics symbols, arranged according to certain conventions to form words which in turn are arranged to form sentences. The sentences are logically and grammatically connected to form a piece of writing, writing like listening involves a writer (producer) and a reader (receiver). Writing involves interaction between the writer (encoder) and the reader (decoder).
4. Communicative writing means the use of orthography in order to construct grammatically correct sentences which communicate a meaning to the readers.
5. Edmodo: Edmodo is one of the online tools or the educational social networking sites (Anbe, 2013). Jeff O'Hara and Nick Borg has designed and developed it and make it available at www.edmodo.com since 2008 (Kongchan, 2013). It is free,

private and secure learning network, which is similar to Facebook (Jarc (2010) in Kongchan, 2013). Edmodo is useful for both teachers and students.



CHAPTER II

REVIEW OF RELATED LITERTURES

This chapter covers the related studies, writing, definition of perception of ICT in writing, and Edmodo.

G. Related Studies

There are several previous studies that related whit this present research as follow:

1. A study conducted by Erwin Gay and Nurlaily Sofyan (2017) with the title the effectiveness of Using Edmodo in Enhancing Students' Outcomes in Advance Writing Course of the Fifth Semester at FIP – UMMU found 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. The differences between the present research and the related research above are: (a) the present research is to find out the teachers' and students' perceptions toward the use of Edmodo in English writing class of English Education Research Program in IAIN Palangka Raya, while the research above only searched about students' perception of the use Edmodo; (b) the present research try to search about the perception, while the research above search about the effectiveness of

using Edmodo; (c) and the present research has different time, participants, and place of the research. The similarity of the present research and the research above is on the research focus to find students' perceptions toward the use of Edmodo. Based on the explanation, the research above is relevant to the present research which both studies investigate about the students' perceptions toward the use of Edmodo.

2. A study conducted by Ishaq Al-Naibi, Maryem Al-Jabri, and Iman Al-Kalbani (2018) with title the effectiveness of integrating a social networking website "Edmodo" in students' writing performance in an EFL classroom at Arab Open University (Oman Branch) found that students have positive perceptions towards using Edmodo in language learning. The differences between the present research and the related research above are: (a) the research above searched about the effectiveness of using Edmodo on students' writing performance, the present research focus on the lecturers' and students perceptions of using Edmodo in writing Class. (b) the present research has different time, participants, and place of the research. The similarity of the present research and the research above is on the research focus to find use of Edmodo in English writing class. Based on the explanation, the research above is relevant to the present research which both studies investigate about the use of Edmodo in teaching English writing.
3. A study conducted by Laila (2014) with the title Students' perceptions toward the use of Edmodo as an effective for learning English found that the majority of participants considered Edmodo as an effective tool to support their English

learning even though they had difficulty with the internet connection. The differences between the present research and the research above are: (a) the present research will ask teacher's and students' perception while the related research above only asked students' perceptions; (b) the present research will only focus on writing classroom while the research above searched students' perceptions toward the use of Edmodo in learning English which means it does not have any focus in the classroom of certain skill; (c) the present research and the research above have different participants, place and the time of the research. The similarity is the research above also asked the students' perceptions toward the use of ICT of Edmodo in teaching and learning process. The related research is relevant to the present research which both studies investigate about students' perceptions on the use of Edmodo in teaching and learning process.

4. A research conducted by Al-Said (2015) with the title the students' perceptions levels of Edmodo and Mobile learning and the real barriers at Taibah University in KSA found that students' perceptions of Edmodo and Mobile learning is in "High" level in general, and majority of students have positive perceptions towards Edmodo and Mobile learning since they think that learning using Edmodo facilitates and increases effectiveness communication of learning, and they appreciate Edmodo because it save time. Regarding the barriers of Edmodo and Mobile learning that facing several students seem like normal range, however, they were facing a problem of low mobile battery, and storing large files in their mobile phones, but they do not face any difficulty to enter the

information on small screen size of mobile devices. Finally, it is suggested adding as action for M-learning in the universities to start application of M-learning and prepare a visible and audible guide for using of M-learning in teaching and learning. The differences the research above and the present research are: (a) the reseacch above does not only focus on Edmodo but also focus on Mobile learning and the real barriers. While the present research on focus on the perceptions of using Edmodo in writing class; (b) the research above and the present researcch have different participants, place and the time of the research. The similarity is the research above also asked the students' perceptions toward the use of Edmodo in teaching and learning process. The related research is relevant to the present research which both studies investigate about students' perceptions on the use of Edmodo in English writing class.

5. A research conducted by M. Zaini Mitah (2018) with title the utilization of Edmodo as an online tool in EFL writing class found that Edmodo as virtual writing community can significantly increase the students' ability in writing argumentative essay. The difference between the research above and the present research is the research above use CAR as the research method to find the reult of the research. While the present research will use survey research as the method of the researcch. The similarity is the research above and the present research have the same focus which focused on the use of Edmodo in English writing class. By knowing the similarity which focus on the use of Edmod in English writing calss, the research above and the present research is releveant.

6. A study conducted by Alfred Henry Makura (2014) with the title *Students' perceptions of the use of ICT in higher education teaching and learning context* found that lecturers' knowledge of ICT is indispensable as a tutor in the classroom, and students receive well-informed learning using ICT and are considered very useful and help facilitate the enrichment of learning in the writing class. The differences between the present research and the related research above are: (a) the present research is to find out the teachers' and students' perceptions toward the use of ICT in English writing class of English Education Research Program in IAIN Palangka Raya, while the research above only searched about students' perception of the use of ICT in higher education teaching and learning context; (b) and the present research has different time, participants, and place of the research. The similarity of the present research and the research above is on the research focus to find students' perceptions toward the use of ICT. Based on the explanation, the research above is relevant to the present research which both studies investigate about the students' perceptions toward the use of ICT. It gives a depth knowledge on the use of ICT.
7. A study conducted by Arwa Qasem (2016) with the title *Teacher's perceptions toward ICT Integration* found that the important issues that must be handled by professional teachers in learning development programs if schools and other educational institutions fully exploit the potential of computers and the internet as educational tools. Furthermore, teachers must be prepared for changes in technology. In particular, the number of computers in secondary schools has

greatly increased in the last ten years in Yemen. ICT can improve students' performance and can make a change in the nature of core subject practice and pedagogy, but only with proper guidance. This helps to determine teacher professional development needs for proper ICT integration in classroom. The differences between the present research and the research above are: (a) the present research will ask teachers' and students' perception while the related research above only asked teachers' perception; (b) the research above integrated ICT use in classroom while this present research only focuses on Edmodo as an online tool; (c) the present research and the research above have different participants, place and the time of the research. The similarity is the research above also asked the teachers' perceptions toward the use of ICT in classroom. The related research is relevant to the present research which both studies investigate about the students' perceptions on the use of ICT in learning.

8. A study conducted by Mewcha Amha Gebremedhin (2015) with the title *Assessing Teachers' Perceptions on Integrating ICT in Teaching Learning Process* found that the integration of information and communication technologies can help teachers and students to improve and develop the quality of education by providing curricular support in difficult subjects areas. Most of the teachers in college agree the contribution of the college on employing technical support units in ICT sector is good to satisfactory. The differences between the present research and the research above are: (a) the present research will ask teachers' and students' perception while the related research above only asked

teachers' perceptions; (b) the research above integrated ICT use in classroom while this present research only focus on the use of Edmodo as online tool; (c) the present research only focused in writing classroom while the research above searched in teaching and learning classroom; (d) the present research and the research above have different participants, place and the time of the research. The similarity is the research above also asked the teacher's perceptions toward the use of ICT in classroom. The related research is relevant to the present research which both studies investigate about the teachers' perception on the use of ICT in teaching and learning process.

9. A study conducted by Susanne Thelma Aldrich (2017) with the title The students' and teachers' perceptions toward the use of mobile technology in University preparation classes showed that both parties agreed that devices were useful educational tools to use in class. The differences between the present research and the research above are: (a) the research above asked teachers' and students' perceptions toward the use of mobile technology while in the present research will ask teachers' and students' perceptions toward the use of Edmodo in writing class; (b) the present research and the research above have different participants, place and the time of the research. The similarity is the research above also asked the teacher's perceptions toward the use of ICT in classroom. The related research is relevant to the present research which both studies investigate about teachers' and students' perception on the use of ICT in teaching and learning process.

The studies above discussed on the different ares:(a) Erwin Gay and Nurlaily Sofyan (2017) discussed about the Effectiveness of Using Edmodo in Enhancing Students' Outcomes in Advance Writing Course; (b) Ishaq Al-Naibi, Maryem Al-Jabri, and Iman Al-Kalbani (2018) discussed about the effectiveness of integrating a social networking website "Edmodo" in students' writing performance; (c) Al-Said (2015) discussed about the students' perceptions levels of Edmodo and Mobile learning and the real barriers; (d) M.Zaini Mitah (2018) discussed about the utilization of Edmodo as an online tool in EFL writing class found that Edmodo as virtual writing community can significantly increase the students' ability in writing argumentative essay; (e) Laila (2014) discussed about students' perceptions toward the use of Edmodo as an effective for leaning English; (f) Alfred Henry Makura (2014) discussed about the students' perceptions of the use of ICT in higher education teaching and learning context; (g) Arwa Qasem (2016) discussed about the teacher's perceptions toward ICT Integration; (h) Mewcha Amha Gebremedhin (2015) discussed about assesing teachers' perceptions on integrating ICT in teaching learning process; (i) Susanne Thelma Aldrich (2017) discussed about the students' and teachers' perceptions toward the use of mobile technology in University preparation classes. Different from the studies above, the present study will discuss about the teacher's and students' perceptions toward the use of ICT based Edmodo in writing class of English Education Study Progam in IAIN Palangka Raya and the research methods, time, place, and participants of the study are also different from them.

H. Writing

1. The Nature of Writing

Dulay (1982) stated that writing is the only mode in which both linguistics manipulation tasks and communications tasks have been given. Fuziati (2010) also gives statement that writing as a process is orientated towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other. In the other words, Nunan (2004) also states that writing activity as commonly conceived, is a highly sophisticated skill combining a number of diverse elements, only of which are strictly linguistic.

According to *Oxford Advanced Learner's dictionary* that writing is the activity or occupation of writing e.g. books, stories or articles. Writing is the representation of language in a textual medium through the use of sign of symbols. Writing began as a consequence of the burgeoning needs of accounting.

Writing is also one of the four skills- listening, speaking, reading, and writing that plays an important role in a daily international communication. Gebhard, J.G. (2000) stated 75% of all international communication is in writing, 80% of all international information is the world computers, and 90% of internet contents are in English. This can be seen in the development of email, facsimile, short message service (SMS) via a mobile phone as increasingly popular forms of communication. Most developed and developing countries use them as a medium for transferring information and technology from one to another. Moreover, there are many books, magazines, and newspaper written in English. Since English has great importance in

daily interpersonal communication, Indonesia, as a developing country, does not have much choice other than to teach students to be able to write in English. In the teaching and learning process, Ur (1996) stated that writing can be used as a means, as an end, and as means to an end. As a means, writing is widely used in foreign language courses as a tool for involving aspects of language other than writing itself. The objective of writing itself is used as a means of getting students to attend and to practice a specific language point or more frequently as a method of testing it. As an end, the writing itself is the main objective of the activities.

Based on the explanation above it can be stated writing is an active productive skill and it will be used to communicate and to pour out ideas in our mind and more clearly. Writing is an act or process to produce some information from arranging and combining the words or sentences in order to expressing the idea in right grammatical, so the message can be received by the reader from our mind in the form of words or writing. Writing is also used by the educated people to record something, to report, to explain, to inform, to ensure and to influence the readers.

2. Writing Process

Writing is never a one-step action. Writing as one productive skill needs process. Writing process gives any benefit. It guides students from the topic to the finished product. Teaching the writing process is fairly straight forward, so it's the way students interact with the writing process that proves most beneficial. Harmer (2010) divided writing process into:

2.1. Planning

This process refers to pre-writing process and the point at which we discover and explore our initial ideas about a subject. Pre-writing is the thinking, talking, reading and writing you do about the topic before we write a first draft. Pre-writing is a way to get ideas. In this step, the researcher can choose a topic and collect ideas to explain the topic". The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. There are several activities we can choose from in the prewriting stage. During Prewriting we are creating or generating a lot of ideas about our topic. The most important part of Prewriting is to generate as many ideas as possible. These prewriting activities include listing, brainstorming, free writing, clustering.

2.2. Drafting

The next step is to write drafts, using your outline as a guide. Drafting is the actual writing of the paragraph. Write your own draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all; this is just a rough draft. Then this process needs an editing for checking the text and fixes errors.

2.3. Revising and Editing

This stage is called revising and editing. Polishing is most successful if you do two steps. First, revising is attacking the big issue of content and organization.

Then, editing is last process of writing process. In editing, the researcher focuses on the smaller issue of grammar, punctuation, and mechanics.

3. Kinds of Writing

Onukwugha, U. (2007) stated that there are two kinds of writing:

3.1. Paragraph

Paragraph is defined as a group of sentences that develops one main idea, in order words, a paragraph develops a topic, a topic is the subject of the paragraph; it is what the paragraph is about.

3.2. Essay

The essay, like the paragraph, is controlled by one central idea; an essay is a group of paragraphs that develops one central idea. In the essay, the sentence containing the central idea is called the thesis statement.

I. Writing Assessment

Brooke Horvath (2000) assessment is the gathering of information about student learning. It can be used for formative purposesto adjust instructionor summative purposes: to render a judgment about the quality of student work. It is a key instructional activity, and teachers engage in it every day in a variety of informal and formal ways.

Brown (2007) describes that there are two main methods in the assessment of writing that are commonly used by assessments, namely the Holistic Scoring Method and the Analytic Scoring Method.

In the assessment of writing, a major advantage of holistic over analytic scoring is that each writing sample can be evaluated quickly by more than one rater for the same cost that would be required for just one rater to do the scoring using several analytic criteria (cf. Davies et al, 1999). One possible disadvantage of holistic judgment is that different raters may choose to focus on different aspects of the written product. On the other hand, an advantage of analytic scoring is that raters are required to focus on each of various assigned aspects of a writing sample, so that they all evaluate the same features of a student's performance. But the practical disadvantage of analytic scoring, as indicated by Davies et al above, is that it is more time-consuming than holistic scoring. The choice of scoring method is not always easy.

In the assessment of writing, a major advantage of holistic over analytic scoring is that each writing sample can be evaluated quickly by more than one rater for the same cost that would be required for just one rater to do the scoring using several analytic criteria (cf. Davies et al, 1999). One possible disadvantage of holistic judgment is that different raters may choose to focus on different aspects of the written product. On the other hand, an advantage of analytic scoring is that raters are required to focus on each of various assigned aspects of a writing sample, so that they all evaluate the same features of a student's performance. But the practical disadvantage of analytic scoring, as indicated by Davies et al above, is that it is more time-consuming than holistic scoring. The choice of scoring method is not always easy.

Table 2.2. Writing Assessment

Aspects	Level	Score	Criteria
Content	Excellent to Very Good	4	Substantive, through development of topic, effective and appropriate details of topic or story
	Good to Average	3	Adequate range, adequate development of topic, sufficient details of topic or story
	Fair to poor	2	Little substance, inadequate development of topic and detail
	Very poor	1	Non-substantive, nor pertinent, or not enough to evaluate
Organization	Excellent to Very Good	4	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to Average	3	Somewhat choppy, loosely organized but main ideas stand out, logical but incomplete sequencing
	Fair to poor	2	Non-fluent, ideas confused or disconnected, lacks logical sequencing
	Very poor	1	Does not communicate, no organization or not enough to evaluate
Vocabulary	Excellent to Very Good	4	Effective idiom/word choice and usage, word form mastery
	Good to Average	3	Frequent errors of word idiom form, choice, usage but meaning not obscured
	Fair to poor	2	Frequent errors of word idiom form, choice, usage, meaning confused or obscured
	Very poor	1	Little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language	Excellent to Very Good	4	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	Good to Average	3	Effective but simple construction, minor in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	Fair to poor	2	Major problem in simple/complex constructions, frequent errors of negation, agreement, number, word order/ function, articles, pronouns, prepositions and/ or fragments, nouns, deletion, meaning confused or obscured
	Very poor	1	Virtually no mastery of sentence construction

			rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	Excellent to Very Good	4	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	3	Ocassional errors of spelling, punctuation, capitalixzation, paragraphing but meaning not obscured
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very poor	1	No mastery of conventions, dominated by errors of spelling, pucntuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric above provides five aspects of writing namely content, organization, vocabulary, language use, and mechanics in which each of them is scaled from 1 to 4. Hence the maximum score is 20 while minimum score iss 5. By knowing the highest and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calcukated as follow:

$$\begin{aligned}
 \text{Maximum Score} &= C + O + V + L + M \\
 &= (4 + 4 + 4 + 4 + 4) \times 5 = 100 \\
 \text{Minimu Score} &= C + O + V + L + M \\
 &= (1 + 1 + 1 + 1 + 1) \times 5 = 25
 \end{aligned}$$

Ideal means, excellent, very good, good, fair, poor, very poor. The table is preented as follow:

Table 2.3. Conversion Assessment

Class Interval	Interpretation
80 – 100	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
25 – 49	Very poor

1. Holistic Scoring

An efficient and increasingly popular approach to writing assessment is holistic scoring, which aims to rate the *overall proficiency level* reflected in a given sample of student writing. In a typical holistic scoring session, each writing sample is read quickly and then judged against a rating scale, or scoring rubric, that outlines the scoring criteria. Holistic scoring rubrics generally consist of 4 to 10 levels or bands, each of which corresponds to a score and a set of descriptors.

These descriptors in the rubric can be either general or fairly specific. The existence of a scoring rubric distinguishes holistic scoring from its predecessor, *general impression marking*, in which criteria are never explicitly stated.

Holistic scoring is more economical than analytic scoring since readers are required to make only one decision (i.e., a single score) for each writing sample. For this reason, holistic scoring is commonly used in large-scale assessment of writing.

The major disadvantage of holistic scoring emerges from the limitations of the single score, which gives useful ranking information but no details. That is, holistic scoring cannot provide useful diagnostic information about a person's writing ability, as a single score does not allow raters to distinguish between various aspects

of writing such as control of syntax, depth of vocabulary, organization, and so on. This is especially problematic for second-language writers since different aspects of writing ability may develop at different rates for different L2 learner.

Hence, the same holistic score assigned to two different texts may represent two entirely different distinct sets of characteristics, even if the raters' scores reflect a strict and consistent application of the rubric.

Despite the drawbacks mentioned above, researchers in both L1 and L2 writing generally agree that holistic scoring is reliable, provided guidelines pertaining to rater training and rating session administration are faithfully adhered to (Perkins, 1983; White, 1994). Opinions on the validity of the procedure, however, tend to vary. Charney (1984), for example, states that "the validity of holistic scoring remains an open question" (p.67), while Perkins (1983) claims that "holistic scoring has the highest construct validity when *overall attained writing proficiency* is the construct assessed" (p.652).

2. Analytic Scoring

Analytic scoring procedures involve the separation of the various features of a composition into components for scoring purposes. Depending on the purpose of the assessment, texts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Analytic scoring schemes thus provide more detailed information about a test taker's performance in different aspects of writing.

Analytic scoring is preferred over holistic schemes by many writing specialists for a number of reasons. First, as mentioned above, it provides more useful diagnostic information about students' writing abilities. That is, it provides more information about the strengths and weaknesses of students, and thus allow instructors and curriculum developers to tailor instruction more closely to the needs of their students. Second, analytic scoring is particularly useful for L2 learners, who are more likely to show a *marked* or *uneven profile* across different aspects of writing (e.g., some L2 learners may have excellent writing skills in terms of content and organization, but may have much lower grammatical control; others may have an excellent control of sentence structure, but may not know how to organize their writing in a logical way).

Third, it is easier to train raters to use analytic scoring schemes, by virtue of such schemes' explicit criteria in separate components, than to train raters to use holistic rubrics (Cohen 1994; Mc Namara, 1996). For example, inexperienced raters may find it easier to work with an analytic scale than a holistic rubric because they can evaluate specific textual features. Finally, the explicitness of analytic scoring guides offers teachers a potentially valuable tool for providing writers with consistent and direct feedback.

The major disadvantage of analytic scoring is that it takes longer than holistic scoring since readers are required to make more than one decision for every writing sample. Critics of analytic scoring also point out that measuring the quality of a text by tallying accumulated sub skill scores diminishes the interconnectedness of

written discourse, and gives the false impression which writing can be understood and fairly assessed by analyzing autonomous text features (Hillocks, 1995; White, 1994). Consequently, component scales may not be used effectively according to their internal criteria, resulting in a halo effect in which one component score may influence another. An additional problem with some analytic scoring schemes is that even experienced essay judges sometimes find it difficult to assign numerical scores based on certain descriptors (Hamp-Lyons, 1989). Thus, qualitative judgments about coherence, style, and so on are not always easily accommodated by analytic scoring methods.

J. Definition of Perception of ICT in Writing

1. Perceptions

Perception is defined as process of one's ultimate experience of the world and involves further processing of sensory input. Sensation and perception are virtually impossible to separate, because they are part of one continuous process. Perception in human processes sensory stimulation and translated into organized experience. The world is full of stimuli that can attract our attention through various senses. Thus we are able to describe systematically the sights, sound, smell and taste that populate our conscious experience. It is a fundamental process in all interpersonal communication encounters. Stimulation, organization, interpretation-evaluation, memory and recall (Devito, 2009).

2. ICT

The application of Information Communication Technology (ICT) is not only emphasized in corporative business and the industrial sector, but it is an essential part of education at all levels (Allen, 2011). ICT, including computers, is generally believed to foster cooperative learning, provide more information and, through simulation, make complex learning experiences easier to understand. Therefore, the use of ICT cannot be ignored either by teachers or by students. This sentiment is stressed by Van der Westhuizen (2004) who points out that, in relation to the use of ICT for learning, technology holds a promise of improved access to information and increased interactivity and communication between teachers and their students.

3. Learning Media:

Media education in general, is a teaching and learning tool. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning. This limitation is quite broad and includes in-depth understanding of the source, the environment, human beings and the method used for the purpose of learning / training. Meanwhile, according to Briggs (1977) is a physical means of learning media to deliver content / learning materials such as books, movies, videos and so on. Then, according to the National Education Associaton (1969) revealed that learning is a means of communication media in print and point of view heard, including technology hardware.

K. Edmodo

1. The Nature of Edmodo

According to Cauley (2012), Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips.

Edmodo was created by Nic Borg and Jeff O'Hara (2008), who realized the need to evolve the school environment to meet the connectedness of the 21st century world. Edmodo is a safe environment and free of advertisements, games and other distractions that might interfere with students learning. Teachers post announcements and assignments for their students. Students use Edmodo to communicate with their teachers to ask questions about lessons and homework, and collaborate with other classmates on activities and project ideas. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo (Mills & Chandra, 2011).

Early studies revealed that using Edmodo in teaching writing is more effective than using traditional media. Shams-abadi et al. (2015) investigated the effect of Edmodo on EFL learners' writing performance. The result showed that the use of Edmodo in writing was more effective on EFL learners' writing performance participating in this research. Similarly, Al-Khatiri (2015) investigated the prospects of integrating Edmodo into Saudi EFL female secondary school instruction. It

concentrated on students' perceptions and challenges regarding Edmodo use and its effect on their attitudes towards EFL learning. Findings of the post-treatment questionnaire show that students' perceptions towards Edmodo were highly positive and that although there were considerable challenges to its integration. Notably, some studies focusing on using Edmodo to teach writing (see, Lara, 2013; Shams-abadi et al., 2015) proved that this learning platform is an effective media to improve students writing. In this case, the present research would like to investigate the teacher's and students' perception toward the use of ICT with Edmodo in writing class.

According to Looi and Yusop (2011), integrating Edmodo in teaching and learning provides some pedagogical benefits. Firstly, Edmodo allows students to post comments, send notes, links, files, alerts, assignments, events, and direct messages to the instructor. This can be a beneficial tool for enhancing learning. Secondly, online discussion on Edmodo encourages incidental learning to take place. Teachers are able to encourage the learners by awarding them with reward badges when they perform well in their quizzes and assignments. This will motivate them to engage in the learning activities. Lastly, Edmodo provides students with a sense of community and engagement in their learning. A number of recent studies (Looi and Yusop, 2011; Kongchan, 2012; Sanders, 2012; Cruz and Cruz, 2013) have proven many benefits of employing Edmodo as a technology tool for classroom teaching and learning. Edmodo was found to be a supportive tool encouraging effective learning as it had a positive impact on student engagement and responsible learning. In

addition, students had better experience, better engagement and appreciated social learning experience. More research results found by Wallace (2014), Batsila et al. (2014) and Thongmak (2013) all indicated that Edmodo could be a teaching tool that helps to motivate learners as it was perceived useful and fun by the students and at the same time it makes teachers' work easier as well as the lesson more effective and organized. Manowong (2016) also searched about students' perception toward the use of Edmodo. He found that Edmodo was perceived as a useful and beneficial learning tool to supplement traditional face-to-face classroom settings since it provides various features supporting the students' learning process. In addition, it was considered an effective learning tool as it increased students' motivation, flexibility, and participation in online learning activities. Further research about the use of Edmodo on students with different levels of education, cultural backgrounds and learning styles is suggested. The findings could be used as bases in developing and designing blended learning classroom.

2. How to get started with Edmodo



There are three accounts that can be used in Edmodo, they are as a teacher, a student, and a parent. In this research, researcher only explain how to use Edmodo as a teacher and a student.

2.1. As a teacher

- Go to www.edmodo.com. Select the "**I'm a Teacher**" button.
- Fill out the registration form and select the "**Sign Up**" button to complete the sign up process.
- Check your **e-mail** for a **confirmation** to view the next steps for setting up your Edmodo Account.

2.2. As a student

- Obtain a Group Code from your teacher.
- Go to www.edmodo.com and click "**I'm a Student.**"
- Fill out the **registration form** with the Group Code, a unique username, and password. *An email address is not required to sign up for a Student Account.*
- Select the "**Sign up**" button to complete the sign up process.

3. The characteristics of Edmodo

- Teachers and students can collaborate in a secure, closed environment.
- A message board allows secure and open communication that can be monitored and controlled by the teacher.
- It is easy to monitor student interaction.

- Teachers can post assignments and assessments that are electronically submitted and automatically graded.
- A built-in survey tool can be used to check for understanding (no clickers required).
- Teachers and other school personnel can create professional groups, subject area communities, and other networks to extend professional development.
- Teachers and students can store and share documents and files in a wide variety of formats in a cloud-based environment.
- Teachers can maintain a personal content library and share content with members.
- Students can instantly access their files 24/7 through their cloud-based 'Library'.
- Folder-sharing allows teachers to share all content for particular units of study with select groups or all students.
- Parents can create a parent account to connect with their child's groups.
- You get cloud capabilities and convenience with airtight security.
- A brilliantly simple user interface – little or no formal training required
- Edmodo is free and free of ads

4. The Features of Edmodo

Edmodo has various useful features that can help both teachers and students. Ali (2015) outlined several features of Edmodo in his study. He reported that Edmodo permits users to upload profile pictures, documents, links and videos. These uploaded materials can be stored in the Library and can be reused and shared with others.

Besides, it is free of most disturbing advertisements and games that may hamper learners' attention and learning (Mills & Chandra as cited in Shams-Abadi et al.). This tool can help teachers in their teaching, delivering the content and sharing the files that learners can easily access. Not only documents or files teachers can upload, but they can share digital videos that can enrich the course content. Other organizational features of this platform for teachers are monitoring students' interaction, making quizzes, assignments, posts, notes, polls and award badges. Once posted, students can read, reply or solve the quizzes or assignments electronically anywhere and anytime. Added to that, quizzes can be graded and submitted automatically to every student in a secure way (Bayne, n.d.). Edmodo offers a mobile website which can be easily accessed through smart mobile phones and tablets. This allows easy access to posts, quizzes and notifications.

5. How to access the true Edmodo

- Browse to <http://susd.edmodo.com>
- Click "I'm a Teacher"
- Complete Teacher Sign Up Form
 - a. School code: Contact Mary Biera at mbiera@susd.org or the Help Desk (HelpDesk@susd.org) for your school code. Your school's administrative assistant might also have your school code.

- b. **Username:** Create a unique username (note: the username you try to use might already be taken, as Edmodo is a world-wide web tool. Keep trying until you create one that is available)
- c. **Password:** Create a unique password
- d. **E-mail address:** Use your school e-mail address
- e. **Title:** Choose from Mr., Mrs., Ms., etc.
- f. **First Name:** Enter your first name
- g. **Last Name:** Enter your last name
- h. Click on “**Sign Up**”
- i. Once your sign-up form is submitted you never have to click ‘I’m a Teacher’ again at the Edmodo portal – just login and go.

6. Benefits of Edmodo

Jones (2010) stated some of the benefits of edmodo, they are; First, by giving teachers and students a private place to share thoughts and ideas, Edmodo connects teachers and students both inside and outside of the classroom. To access information outside classroom environment, Edmodo is available from computer and it makes easy to use. Second, teachers have the ability to post useful resources and have good quality in the library tab that is found by them. It gives students another resource for academic information and make easy to find it without must spend much time. Third, it provides quick and easy access to assignments, polls, calendars, and other information on the web. Fourth, Students’ parents also can control their children and see what their children learning or

doing in the classroom by log on to account with class code. Students' parents can log in to Edmodo anywhere and anytime. Fifth, Students will have a running record of when assignments are due and a complete description of what is expected. When students finish an assignment earlier, they can move to do the next assignment. Sixth, Teachers can share files, ideas, and other materials with other teachers. It allows them to develop their own library and teaching techniques. Furthermore, students don't need to study more about Edmodo because in design of Edmodo is like Facebook and it is easier to use (Wadman, 2013).

7. Weaknesses of Edmodo

In term of the weaknesses, Edmodo has several weakness (Jones, 2010) such students may use technology as more of a social networking site than as an educational tool. Also, It is difficult to control what students write on each other's wall. Inappropriate and non-academic content can easily be written on a student's main page. Moreover, some students don't have access of internet and it will give disadvantages for them when they want to use Edmodo or to submit their assignment through Edmodo. Therefore, students will easily be able to share and access other student's files. It will give the problem of students' ethical if they cheat and copy others' work. Sometimes, some of students can forget the password, if it happens, it can be reset but it will need much time. And finally, teachers will spend more time in front of the computer to set up the classroom, edit files, and create assignments.

8. The Use of Edmodo in Writing Class

Process writing has been distinguished from product writing in the sense that the teacher guides learners to follow a specific procedure which helps them eventually improve their writing product. Accordingly, the focus is directed mainly at raising learners' awareness of the different steps of process writing which is recursive in nature (Seow, 2002). White and Arndt (1991) proposed a writing process model which includes a set of interrelated and recursive stages including drafting, structuring, reviewing, focusing and generating ideas and evaluation (as cited in Harmer, 2007:258).

Hedge (2003) has pointed out two major issues that teachers encounter when teaching process writing which are the lack of time and the lack of a real audience for students' writings. Teachers usually complain of limited time to teach students through all the stages of process writing in addition to the time needed for the students to write and to give feedback. Utilizing social media websites like Edmodo facilitates communication among teachers, learners and their parents, which can provide extra time for teachers to elaborate on their lessons online and, at the same time, offer an audience from the real world for their students.

The prewriting phase of process writing includes planning and organizing of ideas. Planning can be initiated by the teacher through providing a stimulus for learners to brainstorm ideas, to cluster relevant words to the writing topic and other types of strategies (Seow, 2002). Using Edmodo for this stage offers many choices for the teacher to help students embark on their thinking. The teacher, for example,

can post discussion questions for students to think about or post relevant images of the writing topics for students to comment on them. Edmodo is claimed to be an effective tool for interaction, wider exposure and use of the target language among learners (Hariri & Bahanshal, 2015). Organizing ideas, on the other hand, can be guided by the teacher through posting links that provide students with model writings. Teachers can find some examples for their students to help organizing their ideas according to certain instructions.

During the second stage of process writing, students write and edit their work using their prior knowledge of vocabulary and structuring. With students' limited knowledge of language, they struggle in putting their generated ideas together. Technology use influences the overall quality of writing by provides students with mechanics that allow them to develop from focusing on the sentence level to an overall focus on a paragraph or an essay level (Hedge, 2003). The cutting, pasting and automatic corrections of spelling help students to focus on major writing problems rather than minor mistakes. Students can write and edit their writings through opening a Google Docs file in Edmodo (Kongchan, 2015). Also, teachers, having virtual classes on Edmodo, can enforce their students to spell words properly and use punctuations correctly in their discussions. Consequently, students get the habit of spelling whole words like writing 'you' instead of 'u' and 'I' instead of 'i'. Moreover, using Edmodo by students accelerates their improvement in writing accurate structures. Yagci (2015) conducted are search to measure the effectiveness of integrating Edmodo in teaching reading comprehension for 2nd grade students in

an Iraqi institution. The experimental group received extra reading materials and exercise on Edmodo. Yagci, although the main focus of his study was reading comprehension, concluded that Edmodo has helped students to improve their grammatical structures in writing.

Teachers using the traditional way of collecting students' writings, checking each paper and writing feedback takes long time that students would have forgotten about the topic when they receive their papers back. Instant online feedback via Edmodo allows students to make changes to their drafts while the topic is still fresh in their minds (Carolan & Kyppö, 2015). Also, a long time is saved for teachers through using any type of automatic feedback processors for each student's draft which gives them more time to give feedback on other features of students' writings (Ware & Warschauer, 2006). Therefore, using a web-based tool like Edmodo that facilitates communication among learners and teachers offers rich resources of peer feedback and teacher feedback at the same time. In addition to that, students will have more opportunities to redraft their writings using Edmodo than in the traditional way in which students can write one or two drafts maximally for each piece of writing before handing in their final drafts. Furthermore, Edmodo enables teachers to use certain features when giving feedback to students like using different colors in commenting and highlighting texts.

According to a study on the effectiveness of using Edmodo in teaching writing, Shams-Abadi et al., (2015) concluded that students who received feedback through Edmodo became more conscious of their writing errors as a result of using

these features. Edmodo, therefore, provides an active platform through which teachers can enhance their learners' writing skills in an engaging environment. The learners, on the other hand, have a wider range of options that guide them through all the stages of process writing. As they compose their texts, they receive various types of guidance, corrections and suggestions which are expected to accelerate students' writing abilities.

L. Theoretical Framework

Herve Corvellec (2013) a theoretical framework consists of concepts and, together with their definitions and reference to relevant scholarly literature, existing theory that is used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of your research paper and that relate to the broader areas of knowledge being considered. The theoretical framework is most often not something readily found within the literature. You must review course readings and pertinent research studies for theories and analytic models that are relevant to the research problem you are investigating. The selection of a theory should depend on its appropriateness, ease of application, and explanatory power.

As stated by Grant and Osanloo (2014), "Without a theoretical framework, the structure and vision for a study is unclear, much like a house that cannot be constructed without a blueprint. By contrast, a research plan that contains a theoretical framework allows the dissertation study to be strong and structured with an organized flow from one chapter to the next."

In the present study, researcher will use theoritical framework as the following figure:

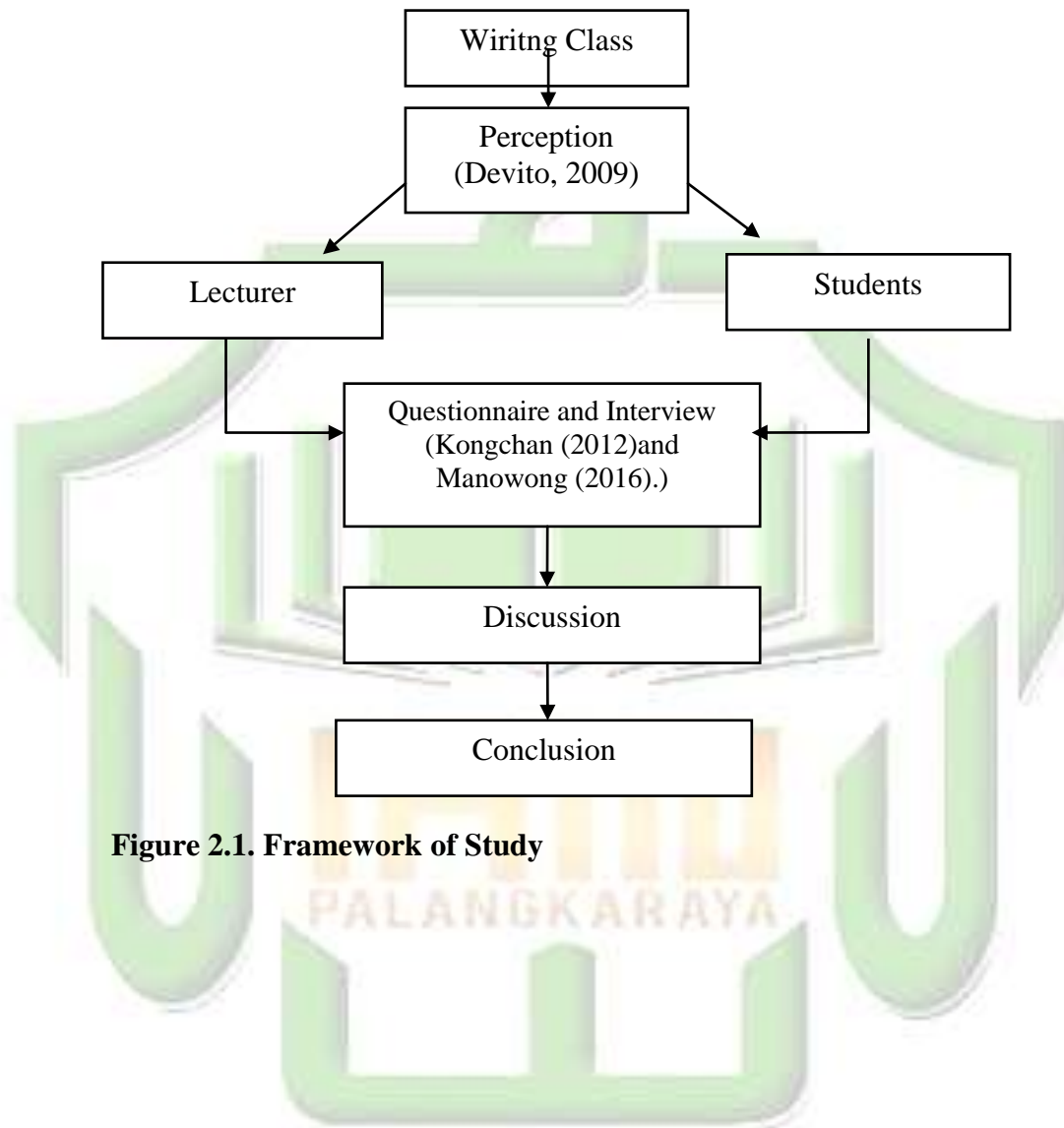


Figure 2.1. Framework of Study

CHAPTER III

RESEARCH METHOD

This chapter covers the research design, population and sample, research instrument, data collection procedures, and data analysis procedures.

F. Research Desain

The design of this research was qualitative and quantitative research. This research focused on students' and lecturer's perceptions toward the use of Edmodo in writing class. The quantitative approach to the study of social and behavioral phenomena holds that the aim and methods of the social sciences are, at least in principle, the same as the aim and methods of the natural or physical sciences. Quantitative research more typically relies on measurement tools such as scales, tests, observation checklists, and questionnaires. Based on the goal of the study which focuses on students' and teachers' perceptions toward the use of ICT in writing class, it can be known that this present study belongs to survey study. Donald Ary, Lucy S.J, Chris Sorensen, Asghar Razavieh (2010) state that Survey research (also called descriptive research) uses instruments such as questionnaires and interviews to gather information from groups of individuals. Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issue.

G. Population and Sample

1. Population

Donald Ary (2010) states that population is the larger group about which the generalization is made. A population is defined as all members of any well-defined class of people, events, or objects. In the present research, the population is the students who already took English writing subject which means all the 5th semester English Education Department students of IAIN Palangka Raya. They are about 80 students who are from class A (20 students), B (20 students), C (20 students), and D (20 students).

2. Sample

Zoltan (2010) claims that sample is the group of people whom researchers actually examine. In the present research, the researcher used purposive sampling technique to the sample. The researcher took class D which consists of 20 students as the participants of the research. The reason why the researcher took class D as the participants of the research was because the class used Edmodo as ICT in writing class.

H. Research Instruments

The mixed method approaches have recently risen to prominence. The reason that more researchers are opting for these types of research is that both qualitative and quantitative data are simultaneously collected, analyzed and interpreted. In this research, the main research instruments are closed ended and open ended questionnaires. In the present research, the researcher used closed-ended

questions and opened-ended questions. Closed-ended questions were given to the students and opened-ended questions were given to the lecturer.

Donald Ary (2010) stated that questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response. In the present research, the researcher used closed-ended questions and opened-ended questions. Closed-ended questions were given to the students and opened-ended questions were given to the lecturer. These types were suitable with the topic of the research which asks the lecturer' and students' perceptions toward the use of Edmodo as ICT in writing class. The lecturer and the students had different questions toward the use of Edmodo as ICT in writing class. There are 13 closed-ended questions which had been asked to the students as on appendix adapted from Kongchan (2012) and Manowong (2016). The questions consist of the effectiveness of Edmodo, advantages of Edmodo, and disadvantages of Edmodo in writing class. Then *five* opened-ended questions were asked to the lecturer. The researcher used the likert - scale, the interval scales also used for coding the question. Each respondents gave a number for example 1 being strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree, to indicate the level of agreement or disagreement with the use Information Communication Technologies (ICT) of Edmodo.

1. Instrument Try Out

The researcher of the present research tried out the instruments before it would be applied to the participants. The researcher analyzed the test instruments to

gain the information about the instruments quality that consists of instrument validity and instrument reliability. The procedures of the try out as follows:

- 1.1. The researcher tried out the instruments to the participants.
- 1.2. The researcher gave score to students' answers, the answers would be analyzed to know the instrument validity and reliability.

2. Instrument Reliability

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kinds of measurement (Donald Ary: 2010). On a theoretical level, reliability is concerned with the effect of error on the consistency of scores. In order to assure the reliability of a survey, several measures can be used (Sandra Lee: 2006). First, the same survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents give the same response to the same item. The second way of assuring reliability is to have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked. The final way to achieve reliability is to check the internal consistency of responses in a survey. In this case, if a survey contains several items that ask similar questions but in different forms, then the researcher can check to see how consistently there spondents have answered these questions.

To know the reliability of the questioner item, researcher gave the questionnaire for the other class that have ever used Edmodo too in learning process and ask them to fill the questionnaire, then the questionnaire was measured by SPSS

23. Item that was used for reliability measurement is Cronbach Alpha test. Here is the table of reliability interpretation coefficient which adopted from *Djiwandono (2008)* in *Nofridawati (2013)*:

Table 3.1 Reliability Interpretation Coefficient

<i>Coefficient</i>	<i>Interpretation</i>
0.80 – 1.00	High
0.60 – 0.79	Quite High
0.40 – 0.59	Enough
0.20 – 0.39	Low
0.00 – 0.19	Meaningless

If the cronbach alpha is around 0.40 – 0.59, it can be concluded that the questionnaire is reliable to be used, but if the score of cronbach alpha is less than 0.40, it means that the questionnaire is not reliable to be used.

The cronbach alpha of the reliability of this questionnaire is 0.73 as mentioned above, cronbach alpha reach score more than 0.40 – 0.59 means that the questionnaire is reliable to be used. Moreover, the researcher used the questionnaire in real class to get the data of students' perception toward the use of Edmodo.

I. Data Colection Procedures

In collecting the data of the research, the researcher used interview and questionnaires to obtain the data in order to answer the problem of the research. To get the objective data, the researcher applied the steps as follows:

1. The researcher observed the kind of ICT used by the teacher. The result is one of English teacher uses Edmodo in writing class.
2. The researcher decided the respondents of the research.
3. The researcher prepared the questionnaires and interviews guidance of the research.
4. The researcher measured the reliability of the instruments.
5. The researcher gave the questionnaires to the respondents.
6. The researcher gave the English teacher and the respondents.
7. The researcher collected the result of the questionnaires.

J. Data Analysis Procedures

The procedures of the present research can be explained in the following steps:

1. The researcher collected the main data of questionnaires and interviews from the respondents.
2. The researcher arranged the data into distribution frequency of score table.
3. The researcher calculated the mean, median, and modus.
4. The researcher counted the data of questionnaires using Likert Scale. In counting the data using Likert Scale, researcher did the following steps:
 - a. Collect the items which are related to the research problems and the items options must be clear.
 - b. Test the items to the respondents.

- c. Each respondent gave a number for example 1 being strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree, to indicate the level of agreement or disagreement with the use Information Communication Technologies (ICT) of Edmodo.
 - d. the total score of each respondent is the sum of the scores of each item from that individual.
 - e. Responses were analyzed to find out which items would be the most obvious boundaries between high scores and low scores on the total scale. For example, respondents in the upper 25% and lower 25% are analyzed to see how far each item in this group is different. Items that do not show significant differences, whether entering in a high or low score are also discarded to maintain the internal consistency of the question.
 - f. The formula is $T \times P_n$.

T = Total responden yang memilih (the total respondents)

P_n = Pilihan angka skor likert (Choice of Likert score numbers)
5. The researcher interpreted the analysis result. The following steps are the steps to get the result of interpretation:
- a. In order to get the results of the interpretation, it must first be known the highest score (X) and the lowest score (Y) for the assessment item with the following formula:
- Y = highest Likert score x number of respondents

$X = \text{lowest Likert score} \times \text{number of respondents}$

- b. The researcher counted the index % with formula:

Total Score / Y x Number of respondents

Pre Finishing

Before completing it, we also needed to know the interval (distance range) and interpretation of percent in order to find out the assessment by the method of finding the percent score interval (I).

The Formula of Interval is:

$I = \text{The number of respondents} : \text{Total Score}$

Finishing

In order to get the result of interpretation, the researcher used the following formula:

Total Score / Y x The number of respondents

6. The researcher described the result of interviews.
7. The researcher concluded the result of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the data which had been collected from the research in the field. It covers the data presentation, research finding, and discussion.

D. Data Presentation

In the present research, the researcher aimed at finding two the lecturer's perceptions toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya, and the students' perceptions toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya.

To reach first objective of the research, the researcher used *five* questionnaires as the instrument of the research which were answered by the English lecturer. To find the result of the study, researcher used decritive qualitative design, which the lecturer's answer were compared to related research findings or some theories.

To find the second objective of the research, the researcher used 13 closed ended questionnaire to the repondents. The questionniare consisted of *three* mains discussion. They are Edmodo as an efective tool in writing class, The Advantages

Use of Edmodo as a Supplementary tool in writing class, and The Disadvantages Use of Edmodo as a Supplementary Tool for Learning. To decide the interpretation, researcher used interpretation of mean score which adopted from Hadiyanto (2012) as follow:

Table 4.1. Interpretation of Mean Score

No	Mean Score	Interpretation
1	1.00 – 1.80	Very Low
2	1.81 – 2.60	Low
3	2.61 – 3.40	Medium
4	3.41 – 4.20	High
5	4.21 – 5.00	Very High

The table above shows the criterion of the mean scores that have been categorized in five criteria namely (very low category mean score is 1.0 to 1.80), for (score 1.81 to 2.60 is categorized as low), (category mean score for score 2.61 to 3.40 is categorized as medium), (category mean score 3.41 to 4.20 is categorized as high), and for (4.21 to 5.00 is categorized as very high). If the mean score in high level, it means that positive perception, but if the mean score is low, it means that negative perception.

E. Research Findings

1. Lecturer's Perception

In the first research problem, researcher tried to find out the lecturer's perception toward the use of Edmodo in the writing class. There were *five* open-ended questions which were asked to the English writing lecturer. They are: (1) Is Edmodo a useful and helpful tool to teach and learn English writing particularly?; (2)

Does Edmodo help EFL teacher to control and maintain students' learning?; (3) Does Edmodo provide the overview of students' progress and also achievement that can help teachers to know their students' improvement in learning English?; (4) Does Edmodo increase students' motivation in learning English writing?; (5) What are the problems faced by the English teacher in using Edmodo?.

Dealing with the question number one, "Is Edmodo a useful and helpful tool to teach and learn English writing particularly?", the lecturer explained "Facing R1 4.0, teaching should improve the way of teaching by utilizing technology and sure Edmodo can be a useful and helpful tool to teach and learn English writing. Dealing with the question number two, "Does Edmodo help EFL teacher to control and maintain students' learning, the lecturer explained? "Edmodo helps EFL teacher to control and maintain students' learning. Dealing with the question number three, "Does Edmodo provide the overview of students' progress and also achievement that can help teachers to know their students' improvement in learning English?", the lecturer explained "Certainly, Edmodo changes the learners' mindset in learning English". Then dealing with the question number four "Does Edmodo increase students' motivation in learning English writing?", the lecturer explained "Based on the lecturer's experience, it increased the students' motivation in learning English writing. Dealing with the last question "What are the problems faced by the English lecturer in using Edmodo?", the lecturer explained "The problems faced by the English lecturer in using Edmodo is the access of the internet still limited, some students can not use the Edmodo in the class".

Based on the explanation above, it can be concluded that Edmodo gave advantages in the teaching and learning process. 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.

2. Students' Perceptions

In the present research, each student was given a number of options to choose such as 1 being strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree, to indicate the level of agreement or disagreement with the use of Edmodo in writing class. The questionnaire is adapted from Kongchan (2012) and Manowong (2016). There were 13 statements in the questionnaire about students' perception toward the use of Edmodo in the writing class which can be categorized to be three kinds of category. They are (a) statements from number *one* to *five* belong to category of Edmodo as an affective tool in the writing class; (b) statements from number six to nine belong to category of the advantages use of edmodo as a supplementary tool in

writing class; (c) statements from number 10 to 13 belong to the disadvantages use of edmodo as a supplementary tool for learning. In the following table is the table of the questionnaires list:

Table 4.2. Questionnaires List

No	ITEM	Agree	Disagree	Total
1	Explanation, quizzes, and other online task given by lecturer in Edmodo help me to improve my learning and comprehension about the course of English writing	19 (95%)	1 (5%)	100%
2	The reference materials from the internet such as links of materials, video, pictures, and articles posted by lecturer are useful in understanding the course	15 (75%)	5 (25%)	100%
3	Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face to face classroom interaction	19 (95%)	1 (5%)	100%
4	Feedback from the lecturer and classmates at Edmodo can improve the quality of my English writing	20 (100%)	0 (0%)	100%
5	Edmodo helps me to communicate using English outside class	16 (80%)	4 (20%)	100%
6	Edmodo allows me to easily interact with classmates and teacher about course via online	17 (85%)	3 (15%)	100%
7	Edmodo is easy to use because we can take assignment, quiz, and task via online	17 (85%)	3 (15%)	100%
8	Edmodo allows me to access reference, more explanation about the course provided by lecturer	15 (75%)	5 (25%)	100%
9	Online activities and discussions in Edmodo motivate me to learn more about English writing	16 (80%)	4 (20%)	100%
10	Online activities such as discussion, quizzes, and assignment are time consuming	8 (40%)	10 (60%)	100%
11	Students with no access on the internet could be left behind	14 (70%)	6 (30%)	100%
12	The procedure of Edmodo is difficult to understand and to follow for the students	2 (10%)	18 (90%)	100%

13	Edmodo needs good internet connection and not all students has good internet connection	12 (60%)	8 (40%)	100%
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The table above showed that: (1) 95% of respondents or 19 respondents of 20 agreed that explanation, quizzes, and other online task given by lecturer in Edmodo help them to improve their learning and comprehension about the course of English writing; (2) 15 respondents of 20 (75%) agreed that the reference materials from the internet such as links of materials, video, pictures, and articles posted by lecturer are useful in understanding the course; (3) 19 respondents of 20 (95%) agreed that Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face to face classroom interaction; (4) 20 respondents of 20 (100%) agreed that feedback from the lecturer and classmates at Edmodo can improve the quality of their English writing; (5) 16 respondents of 20 (80%) agreed that Edmodo helps them to communicate using English outside class; (6) 17 respondents of 20 (85%) agreed that Edmodo allows them easily interacting with classmates and teacher about course via online; (7) 17 students of 20 (85%) agreed that Edmodo is easy to use because they can take assignment, quiz, and task via online; (8) 15 respondents of 20 (75%) agreed that Edmodo allows them to access reference, more explanation about the course provided by lecture; (9) 16 respondents of 20 (80%) agreed that online activities and discussions in Edmodo motivate them to learn more about English writing; (10) 8 respondents (40%) agreed that online activities such as discussion, quizzes, and assignment are time consuming and 12 respondents (60%) disagreed about the tenth statement; (11) 14 respondents of 20

(70%) agreed that students with no access on the internet could be left behind; (12) 2 of 20 respondents (10%) agreed that the procedure of Edmodo is difficult to understand and to follow for the students, and 18 respondents of 20 (90%) did not agreed about the statement; (13) 12 respondents of 20 (60%) agreed that Edmodo needs good internet connection and not all students has good internet connection.

Based on the data findings, it can be concluded that: (a) the first category starting from statement number to number five showed that Edmodo is an affective tool in the writing class; (b) the second category starting from number six to nine showed that Edmodo give advantages use of edmodo as a supplementary tool in writing class; (c) the third category starting from number 10 to 13 showed that Edmodo has some weaknesses. One of them is Edmodo needs good internet connection and not all students has good internet connection.

F. Discussion

1. Lecturer' perception toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya.

In the first question, the respondent answered that Edmodo is a useful and helpful tool to teach and learn English writing particularly. Then the respondent added his statement that eaching should improve the way by teaching of utilizing technology. It is in line with Jones (2010) which stated some of the benefits of Edmodo, they are ; First, by giving teachers and students a private place to share thoughts and ideas, Edmodo connects teachers and students both inside and outside of

the classroom. To access information outside classroom environment, edmodo is available from computer and it makes easy to used. Second, teachers have the ability to post useful sources and have good quality in the library tab that is found by them. It gives students another resource for academic information and make easy to find it without must spend much time. Third, it provides quick and easy access to assignments, polls, calendars, and other information on the web. Fourth, Students' parents also can control their children and see what their children learning or doing in the classroom by log on to account with class code.

In the second question, the lecturer's answer was Edmodo help EFL teacher to control and maintain students' learning. It is in line with Cauley (2012), Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips.

In the third question, the lecturer responded that Edmodo provide the overview of students' progress and also achievement that can help teachers to know their students' improvement in learning English. According to a study on the effectiveness of using Edmodo in teaching writing, Shams-Abadi et al., (2015) concluded that students who received feedback through Edmodo became more conscious of their writing errors as a result of using these features. Edmodo, therefore, provides an active platform through which teachers can enhance their learners' writing skills in an engaging environment. The learners, on the other hand,

have a wider range of options that guide them through all the stages of process writing.

In the fourth question, the lecturer stated that Edmodo increases students' motivation in learning English. It is in line with Manowong (2016) which stated that Edmodo is an effective learning tool as it increased students' motivation, flexibility, and participation in online learning activities.

In the fifth question, the lecturer answered that the problem in using Edmodo is the access of the low internet connection made students can not use Edmodo in the class well. Jones (2010) also stated that Edmodo has several weaknesses such as students may use technology as more of a social networking site than as an educational tool. Moreover, some students don't have access of internet and it will give disadvantages for them when they want to use Edmodo or to submit their assignment through Edmodo.

2. Students' Perception toward the use of Edmodo in English writing class of English Education Study Program in IAIN Palangka Raya.

In the present research each student was given a number of 1 being strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree, to indicate the level of agreement or disagreement with the use of Edmodo in writing class. In the present research, researcher used SPSS 23 to measure the students' perception toward the use of Edmodo in English writing class of English Education Study Program in IAIN Palangka Raya.

2.1. Edmodo as an effective tool in writing class

Table 4.3 Edmodo as an effective tool in writing class

No	ITEM	Agree	Disagree	Total
1	Explanation, quizzes, and other online task given by lecturer in Edmodo help me to improve my learning and comprehension about the course of English writing	19 (95%)	1 (5%)	100%
2	The reference materials from the internet such as links of materials, video, pictures, and articles posted by lecturer are useful in understanding the course	15 (75%)	5 (25%)	100%
3	Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face to face classroom interaction	19 (95%)	1 (5%)	100%
4	Feedback from the lecturer and classmates at Edmodo can improve the quality of my English writing	20 (100%)	0 (0%)	100%
5	Edmodo helps me to communicate using English outside class	16 (80%)	4 (20%)	100%

From the table above, it can be seen that 95% of participants agreed that activities delivered via Edmodo helped the learners comprehend the teaching course and 5% of the participants disagreed that online activities helped them to understand the course. It means that the majority of participants perceived Edmodo as an effective tool to help them in their learning and help them to understand the course. The results from the questionnaire are also in line with the results from the interview. Among 20 participants, 19 said that activities delivered via Edmodo had helped them in learning specific course. Because they can recheck and review the materials posted at Edmodo anytime and anywhere that can help them to learn more about the course. However, in statement 1, 5 % of participants

answered disagreed. This was maybe the learner still think that activities via face to face interaction is far more helpful rather than via online yet the participant cannot say disagree since online activities also helped them learning even not as much as via traditional teaching.

When it comes to the references materials posted at Edmodo, 75% of participants agreed that those materials given by lecturer at Edmodo account helped them to understand the course better. The disagree response of this statement is quite high which is 25% from the total participants. The results of the interview also showed positive attitude toward the statement 2. Among 20 students, 15 students said that most materials such as poster, link from the internet, pictures and video helped them to understand the course better. Statement 3 also received positive responses from the participants. Most of participants that is 95% agreed that Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face to face classroom interaction. Students can have access on Edmodo via their mobile everywhere as long as there is internet connection. Teachers can give extra room to discuss specific materials or course via online learning platform, Edmodo, without coming to the classroom. This is in line with Robertson (2008) stated that Edmodo provides students with an English online communicative environment to practice language skills and to develop their linguistic competence.

On the question whether feedback received by participants at Edmodo helped them to improve their works, 100% of participants agreed that the feedback help them to the betterment of their works whereas 0% of disagreed that feedback

they received from Edmodo helped them to get their works better. Based on the results from the interview, the participants said that feedback they got via Edmodo helped them to improve their works. Statement 5 tried to seek answer whether Edmodo can support the participants to communicate using English outside classroom or not. The majority answered that Edmodo was very helpful to practice English even after class was over since in Indonesia English is only foreign language. English is used and learnt only at school not for daily life. In EFL environment where English is not used for everyday conversation, having Edmodo as a supporting media to learn is very useful to communicate via online. Teacher can have conversation by using English at Edmodo with students even they are not a school or campus (Kodriyah, 2015).

Based on the discussion above, Edmodo is an effective tool in writing class. In addition Ali (2015) outlined several features of Edmodo in his study. He reported that Edmodo permits users to upload profile pictures, documents, links and videos. These uploaded materials can be stored in the Library and can be reused and shared with others. Besides, it is free of most disturbing advertisements and games that may hamper learners' attention and learning (Mills & Chandra as cited in Shams-Abadi et al., 2015). This tool can help teachers in their teaching, delivering the content and sharing the files that learners can easily access. Not only documents or files teachers can upload, but they can share digital videos that can enrich the course content.

This finding was accordance with Jones (2010) also stated some of the benefits of edmodo, they are ; First, by giving teachers and students a private place to

share thoughts and ideas, Edmodo connects teachers and students both inside and outside of the classroom. To access information outside classroom environment, edmodo is available from computer and it makes easy to used. Second, teachers have the ability to post useful resources and have good quality in the library tab that is found by them. It gives students another resource for academic information and make easy to find it without must spend much time. Third, it provides quick and easy access to assignments, polls, calendars, and other information on the web. Fourth, Students' parents also can control their children and see what their children learning or doing in the classroom by log on to account with class code. Students' parents can log in to Edmodo anywhere and anytime. Fifth, Students will have a running record of when assignments are due and a complete description of what is expected. When students finish an assignment earlier, they can move to do the next assignment. Sixth, Teachers can share files, ideas, and other materials with other teachers. It allows them to develop their own library and teaching techniques. Furthermore, students don't need to study more about Edmodo because in design of Edmodo is like Facebook and it is easier to use (Wadman,2013).

This finding was also supported by Shams-abadi et al. (2015) investigated the effect of Edmodo on EFL learners' writing performance. The result showed that the use of Edmodo in writing was more effective on EFL learners' writing performance participating in this research. Similarly, Al-Khatiri (2015) investigated the prospects of integrating Edmodo into Saudi EFL female secondary school instruction. It concentrated on students' perceptions and challenges regarding Edmodo use and its

effect on their attitudes towards EFL learning. Findings of the post-treatment questionnaire show that students' perceptions towards Edmodo were highly positive and that although there were considerable challenges to its integration. Notably, some studies focusing on using Edmodo to teach writing (see, Lara, 2013; Shams-abadi et al., 2015) proved that this learning platform is an effective media to improve students writing. In this case, the present research would like to investigate the teacher's and students' perception toward the use of ICT with Edmodo in writing class.

2.2. The Advantages Use of Edmodo as a Supplementary Tool in Writing Class

Table 4.4 The Advantages Use of Edmodo as a Supplementary Tool in Writing Class

No	ITEM	Agree	Disagree	Total
1	Edmodo allows me to easily interact with classmates and teacher about course via online	17 (85%)	3 (15%)	100%
2	Edmodo is easy to use because we can take assignment, quiz, and task via online	17 (85%)	3 (15%)	100%
3	Edmodo allows me to access reference, more explanation about the course provided by lecturer	15 (75%)	5 (25%)	100%
4	Online activities and discussions in Edmodo motivate me to learn more about English writing	16 (80%)	4 (20%)	100%

Based on the table above, the result of the data showed that 15% of participants chose disagree and 85% agreed about the first statement which stated that Edmodo allows them to easily interact with classmates and teacher about course via online. Although there is 15% participant chose disagree, but most students stated

that Edmodo allows them to easily interact with classmates and teacher about course via online. As stated by Jarc (2010) teachers can send notes (SMS), and alerts to individual students, and also, send assignments and quizzes, receive completed assignments, and conduct polls. Students can also share content, submit homework, assignments, and quizzes, receive their teacher's feedback, notes, and alerts, as well as vote on polls.

It is similar with the first, the second statement result showed that 15% of participants chose disagree and 85% agreed. It means that most of the participants stated that Edmodo is easy to use because students can take assignment, quiz, and task via online. Students like to use it due to its simplicity in supporting their learning. Said (2015) said that Edmodo it has become a popular virtual M learning platform because it is a secure, ease to use, accessible via web browser and a free Smartphone app for Windows phone, iOS, Android, etc., it provides a virtual space for teachers and educators to share and discuss ideas, and files (text, images, audio, and video) through mobile devices.

The third statement was asked student to state whether Edmodo allows students to access reference, more explanation about the course provided by lecture. There was 25% participant choosing disagree. Although it is big enough choosing disagree, the majority of participants stated that Edmodo allows them to access reference, more explanation about the course provided by lecture with 75% participant agreed. It is in line with Hedge (2003) which has pointed out two major issues that teachers encounter when teaching process writing which are the lack of

time and the lack of a real audience for students' writings. Teachers usually complain of limited time to teach students through all the stages of process writing in addition to the time needed for the students to write and to give feedback. Utilizing social media websites like Edmodo facilitates communication among teachers, learners and their parents, which can provide extra time for teachers to elaborate on their lessons online and, at the same time, offer an audience from the real world for their students. The prewriting phase of process writing includes planning and organizing of ideas. Planning can be initiated by the teacher through providing a stimulus for learners to brainstorm ideas, to cluster relevant words to the writing topic and other types of strategies (Seow, 2002). Using Edmodo for this stage offers many choices for the teacher to help students embark on their thinking. The teacher, for example, can post discussion questions for students to think about or post relevant images of the writing topics for students to comment on them. Edmodo is claimed to be an effective tool for interaction, wider exposure and use of the target language among learners (Hariri & Bahanshal, 2015). Organizing ideas, on the other hand, can be guided by the teacher through posting links that provide students with model writings. Teachers can find some examples for their students to help them organize their ideas according to certain instructions.

On the last question whether online activities in Edmodo motivated them to learn the course, 80% of the participants agreed that activities in Edmodo allowed them to be motivated in studying the course. Based on the results of the questionnaire, majority of participants agreed that Edmodo is indeed a great platform

as an effective 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. The results from the questionnaire were also in accordance with the results of the interview. The majority of interviewees agreed that Edmodo is beneficial for them to learn English outside classroom. They said that they had English environment even they were not at campus. Students were motivated to write using English although they made some mistakes. More research results found by Wallace (2014), Batsila et al. (2014) and Thongmak (2013) all indicated that Edmodo could be a teaching tool that helps to motivate learners as it was perceived useful and fun by the students and at the same time it makes teachers' work easier as well as the lesson more effective and organized. Manowong (2016) also searched about students' perception toward the use of Edmodo. He found that Edmodo was perceived as a useful and beneficial learning tool to supplement traditional face-to-face classroom settings since it provides various features supporting the students' learning process. In addition, it was considered an effective learning tool as it increased students' motivation, flexibility, and participation in online learning activities. Further research about the use of Edmodo on students with different levels of education, cultural backgrounds and learning styles is suggested. The findings could be used as bases in developing and designing blended learning classroom.

2.3. Students' Perceptions about the Disadvantages Use of Edmodo as a Supplementary Tool for Learning

Table 4.5 Students' Perceptions about the Disadvantages Use of Edmodo as a Supplementary Tool for Learning

No	ITEM	Agree	Disagree	Total
1	Online activities such as discussion, quizzes, and assignment are time consuming	8 (40%)	10 (60%)	100%
2	Students with no access on the internet could be left behind	14 (70%)	6 (30%)	100%
3	The procedure of Edmodo is difficult to understand and to follow for the students	2 (10%)	18 (90%)	100%
4	Edmodo needs good internet connection and not all students has good internet connection	12 (60%)	8 (40%)	100%

From the table above, it can be seen 40% of participants agreed that online activities such as discussion, quizzes, assignment are time consuming, and 60% of participants disagreed to that statement. When it comes to the second statement, 70% of participants agreed that students with no access on the internet could be left behind, and there was only 30% of participants disagreed. Edmodo needs good internet connection and not all students has good internet connection. This caused student with no access of internet could be left behind. Another downside of using Edmodo is students can easily view or copy the works of their classmates because it can easily be access in the said educational platform site. The results from the interview showed that actually they did enjoy learning via Edmodo. The problem

relied on the internet connection since in Banjarmasin some areas had poor internet connection. In term of the weakness, Jones (2010) stated students may use technology as more of a social networking site than as an educational tool. Also, It is difficult to control what students write on each other's wall. Inappropriate and non-academic content can easily be written on a student's main page. Moreover, students do not have access of internet and it will give disadvantages for them when they want to use Edmodo or to submit their assignment through Edmodo.

Based on the disussion, the researcher conclude that:

1. On thelecturer's perceptions toward the use of Edmodo in English writing class of English Education Study Programin IAIN Palangka Raya. Edmodo is a useful and helpful tool to teach and learn English writing particularly. Then the respondent added his statement that eaching should improve the way by teaching of utilizing technology. It is in line with Jones (2010) which stated some of the benefits of edmodo, they are; First, by giving teachers and students a private place to share thoughts and ideas, Edmodo connects teachers and students both inside and outside of the classroom. To access information outside classroom environment, edmodo is available from computer and it makes easy to used. Second, teachers have the ability to post useful resources and have good quality in the library tab that is found by them. It gives students another resource for academic information and make easy to find it without must spend much time. Third, it provides quick and easy access to assignments, polls, calendars, and other information on the

web. Fourth, Students' parents also can control their children and see what their children learning or doing in the classroom by log on to account with class code.

In the second question, the lecturer's answer was Edmodo help EFL teacher to control and maintain students' learning. It is in line with Cauley (2012), Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips.

In the third question, the lecturer responded that Edmodo provide the overview of students' progress and also achievement that can help teachers to know their students' improvement in learning English. According to a study on the effectiveness of using Edmodo in teaching writing, Shams-Abadi et al., (2015) concluded that students who received feedback through Edmodo became more conscious of their writing errors as a result of using these features. Edmodo, therefore, provides an active platform through which teachers can enhance their learners' writing skills in an engaging environment. The learners, on the other hand, have a wider range of options that guide them through all the stages of process writing.

In the fourth question, the lecturer stated that Edmodo increases students' motivation in learning English. It is in line with Manowong (2016) which stated that Edmodo is an effective learning tool as it increased students' motivation, flexibility, and participation in online learning activities.

In the fifth question, the lecturer answered that the problem in using Edmodo is the access of the low internet connection made students can not use Edmodo in the class well. Jones (2010) also stated that Edmodo has several weaknesses such as students may use technology as more of a social networking site than as an educational tool. Moreover, some students don't have access of internet and it will give disadvantages for them when they want to use Edmodo or to submit their assignment through Edmodo.

2. On students' perceptions toward the use of Edmodo in English writing, the result showed that the majority of the participants stated: (a) Explanation, quizzes, and other online task given by lecturer in Edmodo help students to improve learning and comprehension about the course of English writing; (b) The reference materials from the internet such as links of materials, video, pictures, and articles posted by lecturer are useful in understanding the course; (c) Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face to face classroom interaction; (d) Feedback from the lecturer and classmates at Edmodo can improve the quality of students' English writing; (e) Edmodo helps me to communicate using English outside class; (f) Edmodo allows students to easily interact with classmates and teacher about course via online; (g) Edmodo is easy to use because students can take assignment, quiz, and task via online; (h) Edmodo allows students to access reference, more explanation about the course provided by lecture; (i) Online activities and discussions in Edmodo motivate students to learn more about English writing; (j) Online

activities such as discussion, quizzes, and assignment are time consuming; (k) Students with no access on the internet could be left behind; (l) The procedure of Edmodo is not really difficult to understand and to follow for the students; (m) Edmodo needs good internet connection and not all students has good internet connection.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the data which had been discussed from the research. It covers the conclusion and the suggestion.

C. Conclusion

Based on the findings and discussion, the researcher concluded:

1. On the lecturer's perceptions toward the use of Edmodo in English writing class of English Education Study Program in IAIN Palangka Raya. Edmodo is a useful and helpful tool to teach and learn English writing particularly. Edmodo helps EFL teacher to control and maintain students' learning. Edmodo provides the overview of students' progress and also achievement.
2. On students' perceptions toward the use of Edmodo, the result showed that the majority of the participants stated: (a) Explanation, quizzes, and other online tasks given by lecturer in Edmodo help students to improve learning and comprehension about the course of English writing; (b) The reference materials from the internet such as links of materials, video, pictures, and articles posted by lecturer are useful in understanding the course; (c) Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face-to-face classroom interaction.

D. Suggestion

Based on the finding the following suggestions are made:

1. Students in this study have positive perceptions toward the use of Edmodo in teaching and learning process. Many students agreed that Edmodo gives benefit and gives positive mark in students' learning, it can be an alternative for the another lecturers to use Edmodo for teaching their students to make the learning be attractive and also can help shy students that want to involve in discussion actively through Edmodo.
2. It is suggested for lecturer that uses Edmodo in teaching their students to often active in the use of Edmodo, such as upload the material through it, give assignment and create a bank of information related to content taught in the classroom, to make their students became more active in learning, because if lecture often does activities for teaching learning through it, the students also will be more active in learning through it.
3. In this research, the researcher realizes that design of the research is very simple. There are still many weaknesses in the writing and the finding. Therefore, for further researcher; it is expected that the other researchers can improve this research with better design and different object in order to support the result finding. In other word, the other researcher can use this research as the reference for conducting their research.



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APPENDIX 1 INSTRUMENT OF THE RESEARCH

Dear respondents

Technological environments and demands of the new teaching/learning paradigms have paved the way for teacher education institutions to use ICT to enhance the quality of student learning. This research aims to investigate the students' perceptions toward the use of Edmodo as an online tool of ICT of the 5th semester English Education Department students at IAIN Palangka Raya.

Your answers to these questions will be of great benefit in helping to shape the use of ICT in teacher education and will be kept confidential and solely used for the purpose of this research.

Thank you for giving me your valuable time to complete this questionnaire.

Researcher

Rima Amelia Agustin

The English Education Department Student of IAIN Palangka Raya

Name :
 NIM :
 Date :
 Semester :

A. Rank the items below on a scale of 1 – 5, 1 being strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree, to indicate your level of agreement or disagreement with the use Information Communication Technologies (ICT) of Edmodo.

No	ITEM	Ranking Scales				
1	Edmodo as an effective tool in writing class	Scales				
1.1	Explanation, quizzes, and other online task given by lecturer in Edmodo help me to improve my learning and comprehension about the course of English writing	1	2	3	4	5
1.2	The reference materials from the internet such as links of materials, video, pictures, and articles posted by lecturer are useful in understanding the course	1	2	3	4	5
1.3	Edmodo is one of innovative and creative supplementary teaching methods that can be used to support face to face classroom interaction	1	2	3	4	5
1.4	Feedback from the lecturer and classmates at Edmodo can improve the quality of my English writing	1	2	3	4	5
1.5	Edmodo helps me to communicate using English outside class	1	2	3	4	5
2	The Advantages Use of Edmodo as a Supplementary tool in writing class	Scales				
2.1	Edmodo allows me to easily interact with classmates and teacher about course via online	1	2	3	4	5
2.2	Edmodo is easy to use because we can take assignment, quiz, and task via online	1	2	3	4	5
2.3	Edmodo allows me to access reference, more explanation about the course provided by lecture	1	2	3	4	5
2.4	Online activities and discussions in Edmodo motivate me to learn more about English writing	1	2	3	4	5
3	The Disadvantages Use of Edmodo as a Supplementary Tool for Learning	Scales				
3.1	Online activities such as discussion, quizzes, and assignment are time consuming	1	2	3	4	5
3.2	Students with no access on the internet could be left behind	1	2	3	4	5

3.3	The procedure of Edmodo is difficult to understand and to follow for the students	1	2	3	4	5
3.4	Edmodo needs good internet connection and not all students has good internet connection	1	2	3	4	5

Adapted from Kongchan (2012) and Manowong (2016)

B. Answer the following question in brief!

How is your comment on the use of Edmodo in L2 writing class?

C. Interview Lists for Teacher

Section A: Data

1. Gender :
2. Age :
3. Profesional Qualification :
4. School Chategory :

Section B: Lecturer's Perception

1. Is Edmodo a useful and helpful tool to teach and learn English writing particularly?
.....
2. Does Edmodo *help EFL teacher to control and maintain students'* learning?
.....
3. Does edmodo *provide the overview of students' progress and also achievement that can help teachers to know their students' improvement in* learning English?
.....
4. Does edmodo increase students' motivation learn English writing?
.....
5. What are the problems faced by the English teacher in using admodo?
.....

APPENDIX 2 RESULT OF THE QUESTIONNAIRE

1. Lecturer's Perception

C. INTERVIEW LISTS FOR TEACHER

Section A: Data

1. Gender :
2. Age :
3. Profesional Qualification :
4. School Chategory :

Section B: Lecturer's Perception

1. Is Edmodo a useful and helpful tool to teach and learn English writing particularly? *Yes. of course.*
Facing RI 4.0, teaching should improve the way of teaching by utilizing technology
2. Does Edmodo help EFL teacher to control and maintain students' learning? *Well, edmodo evidences & maintain students' learning in ELT context. They are familiar with technology*
3. Does edmodo provide the overview of students' progress and also achievement that can help teachers to know their students' improvement in learning English?
Certainly, it changes the learners' mindset in learning English.
4. Does edmodo increase students' motivation learn English writing?
Based on the my class' experience, it increases motivation.
5. What are the problems faced by the English teacher in using admodo?
The access of internet is still limited, some students are not familiar with Edmodo class

2. Students' Perception

Respond.	Items of the Questionnaire													Total
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	
1	4	4	5	4	4	5	5	5	5	3	5	3	5	57
2	3	4	4	4	4	4	5	4	4	3	3	4	5	51
3	4	3	3	4	3	3	3	4	3	3	3	2	1	39
4	4	4	4	4	4	5	5	5	5	2	5	2	3	52
5	5	5	5	4	5	5	5	4	5	2	4	1	4	54
6	4	4	5	5	3	4	5	4	3	3	3	3	3	49
7	4	5	4	5	5	5	5	5	5	3	4	3	5	58
8	5	4	4	4	3	3	3	3	3	3	4	2	3	44
9	4	4	4	4	5	5	5	3	4	4	3	2	3	50
10	4	4	4	4	5	4	4	5	4	3	3	3	3	50
11	5	3	4	4	4	5	4	4	3	5	4	2	5	52
12	4	4	4	4	3	3	3	3	4	4	3	4	4	47
13	5	5	4	4	4	4	4	5	5	4	5	2	4	55
14	4	3	4	4	4	4	4	4	4	3	4	2	4	48
15	4	4	4	4	4	4	4	3	4	4	4	3	3	49
16	5	4	5	5	4	5	4	4	4	4	4	2	4	54
17	4	3	4	4	4	4	4	4	5	3	4	3	3	49
18	4	4	4	5	5	4	4	4	5	4	4	1	4	52
19	5	3	4	4	4	4	4	3	4	4	4	2	4	49
20	4	4	4	5	5	5	5	5	4	4	5	3	4	57
Mean Score	4.25	3.9	4.15	4.25	4.1	4.25	4.25	4.05	4.15	3.4	3.9	2.45	3.7	-
Standard Daviation	0.55	0.64	30.49	40.44	50.72	60.72	70.72	80.76	90.75	100.76	110.72	120.83	130.98	-
Level of Interpret.	Very High	High	High	Very High	High	Very High	Very High	High	High	Low	High	Low	High	-

Interpretation of Mean Score adopted from Hadiyanto (2012)

No	Mean Score	Interpretation
1	1.00 – 1.80	Very Low
2	1.81 – 2.60	Low
3	2.61 – 3.40	Medium
4	3.41 – 4.20	High
5	4.21 – 5.00	Very High

APPENDIX 3 RESPONDENTS' CODE

Respondents Code of the Research

No	Name	Code
1.	M. Abdurrahman	1
2.	Rika Soraya	2
3.	Rina Alya Fitria	3
4.	M. Alpian Sari	4
5.	R. Alifa Yulianti	5
6.	M. Ridan Farid	6
7.	Rizal Setiawan	7
8.	Desy Rahmiati	8
9.	Sherina Kusramadhhani	9
10.	Nurul Hidayati	10
11.	Fuyudhatul Husna	11
12.	Fajar Purwatmiasih	12
13.	Muhammad Yusuf	13
14.	Raudah Melawati	14
15.	Nurul Hidayati	15
16.	Anisa Rahmah	16
17.	Molidah	17
18.	Anggi Kristiana Wardana	18
19.	Lisma Tiana	19
20.	Dyah Amukti	20

Article I.

Article II.

Article III.

Article IV.

Article V.

Article VI.

Article VII.

Article VIII.

Article IX. APPENDIX 4 THE VALIDITY OF THE DATA

Article X.

Article XI. The following data is measured using SPSS 16

No		Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7	Item_8	Item_9	Item_10	Item_11	Item_12	Item_13	Total _Score
1	Pearson Correlation	1	.075	.244	-.054	-.067	.100	-.301	-.158	-.096	.254	.333	-.608**	.049	.729
	Sig. (2-tailed)		.754	.299	.822	.780	.674	.198	.507	.686	.280	.151	.004	.838	.792
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
2	Pearson Correlation	.075	1	.386	.277	.366	.287	.401	.335	.474*	-.240	.206	-.010	.285	.571
	Sig. (2-tailed)	.754		.093	.236	.112	.220	.079	.148	.035	.309	.384	.967	.223	.009
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
3	Pearson Correlation	.244	.386	1	.303	.105	.488*	.488*	.120	.224	-.171	.195	-.046	.429	.534
	Sig. (2-tailed)	.299	.093		.195	.660	.029	.029	.613	.343	.471	.411	.849	.059	.015
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
4	Pearson Correlation	-.054	.277	.303	1	.247	.289	.289	.273	.040	.157	.082	-.036	.182	.477
	Sig. (2-tailed)	.822	.236	.195		.293	.216	.216	.244	.868	.508	.730	.881	.444	.068
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
5	Pearson Correlation	-.067	.366	.105	.247	1	.665**	.563**	.376	.561*	.019	.224	-.257	.344	.651
	Sig. (2-tailed)	.780	.112	.660	.293		.001	.010	.102	.010	.935	.341	.273	.137	.002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
6	Pearson Correlation	.100	.287	.488*	.289	.665**	1	.795**	.460*	.419	.000	.460*	-.200	.488*	.808
	Sig. (2-tailed)	.674	.220	.029	.216	.001		.000	.041	.066	1.000	.041	.397	.029	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
7	Pearson Correlation	-.301	.401	.488*	.289	.563**	.795**	1	.460*	.419	-.292	.256	.067	.413	.711
	Sig. (2-tailed)	.198	.079	.029	.216	.010	.000		.041	.066	.211	.276	.780	.070	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
8	Pearson Correlation	-.158	.335	.120	.273	.376	.460*	.460*	1	.451*	-.313	.492*	.046	.234	.597
	Sig. (2-tailed)	.507	.148	.613	.244	.102	.041	.041		.046	.180	.027	.847	.321	.005

	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
9	Pearson Correlation	-.096	.474*	.224	.040	.561*	.419	.419	.451*	1	-.300	.521*	-.115	.354	.630
	Sig. (2-tailed)	.686	.035	.343	.868	.010	.066	.066	.046		.199	.018	.628	.126	.003
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
10	Pearson Correlation	.254	-.240	-.171	.157	.019	.000	-.292	-.313	-.300	1	-.019	.034	.243	.671
	Sig. (2-tailed)	.280	.309	.471	.508	.935	1.000	.211	.180	.199		.935	.887	.303	.767
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
11	Pearson Correlation	.333	.206	.195	.082	.224	.460*	.256	.492*	.521*	-.019	1	-.275	.329	.590
	Sig. (2-tailed)	.151	.384	.411	.730	.341	.041	.276	.027	.018	.935		.240	.156	.006
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
12	Pearson Correlation	-.608**	-.010	-.046	-.036	-.257	-.200	.067	.046	-.115	.034	-.275	1	.176	.625
	Sig. (2-tailed)	.004	.967	.849	.881	.273	.397	.780	.847	.628	.887	.240		.458	.916
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20
13	Pearson Correlation	.049	.285	.429	.182	.344	.488*	.413	.234	.354	.243	.329	.176	1	.742
	Sig. (2-tailed)	.838	.223	.059	.444	.137	.029	.070	.321	.126	.303	.156	.458		.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20

Article XII.

Article XIII.

Article XIV.

Article XV.

Article XVI.

Article XVII.

Article XVIII.

Article XIX.

Article XX.

Article XXI.

Article XXII.

Article XXIII.

Article XXIV.

Article XXV.

Article XXVI.

Article XXVII.

Article XXVIII.

Article XXIX.

Article XXX.

Interpretation:

If $r_{\text{calculate}} > (\text{higher})$ than $r_{\text{table}} = \text{Valid}$

If $r_{\text{calculate}} < (\text{lower})$ than $r_{\text{table}} = \text{Not Valid}$

Article XXXI.APPENDIX 5 r TABLE

DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

APPENDIX 6 THE RESULT OF THE QUESTIONNAIRE

APPENDIX 7 DOCUMENTATION OF THE RESEARCH

APPENDIX 8 CURRICULUM VITAE

PERSONAL

Name	: Rima Amelia Agustin
Place, date of birth	: Palaangka Raya, 09 agustus 1994
Religion	: Islam
Nationality	: Indonesia
Marital Status	: married
Address	: Jl. Cendrawasih no 44
Email Address	: rimaamelia6@gmail.com
Whatsapp/phone	: 085752336309

PERSONAL

Kindergarten	: TK Al-Falah	year	2000
Elementary School	: SDN 9 Palangka Raya	year	2001-2007
Junior High School	: MTs Hidayatul Insan	year	2007-2010
Senior High School	: MA Hidayatul Insan	year	2010-2013

PERSONAL

1. HMPS TBI
2. HMI

LEMBAR PERSETUJUAN PROPOSAL SRIKPSI

Judul : Penerapan Strategi *Cooperative Learning Type*
Jigsaw Pada Mata Pelajaran PAI Materi Saling
Menasihati Dalam Islam Kelas XI di SMKN YPSEI
Palangka Raya

Nama : Untung Almajid

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tarbiyah

Program Studi : Pendidikan Agama Islam

Jenjang : Strata Satu (S.1)


Palangka Raya, Juli 2019

Menyetujui

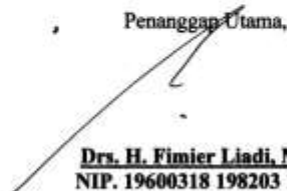
Pembimbing 1,


Dr. H. Mazrur, M.Pd
NIP. 19620608 198903 1 003

Pembimbing 2,


Jasiah, M.Pd
NIP. 19680912 199803 2 002

Penanggung Utama,


Drs. H. Fimier Liadi, M.Pd
NIP. 19600318 198203 1 002



INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
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JURUSAN TARBIYAH

Jalan G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telepon 0536-3226356, Fax 3222105, Email : iainpalangkaraya@iainpalangkaraya.ac.id
Website : http://iain-palangkaraya.ac.id

**BERITA ACARA
SEMINAR PROPOSAL SKRIPSI MAHASISWA**

Pada hari ini, Selasa tanggal 25 Bulan Juni Tahun

Dua Ribu Sembilan Belas Tim Seminar Proposal Skripsi Mahasiswa Jurusan Tarbiyah
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Tahun 2019, telah diseminarkan

Proposal Skripsi, atas nama:

Nama : Ualang Almasid

NIM : 150 1111 974

Program Studi :

Dinyatakan : LULUS / MENGULANG

dengan judul Penerapan Strategi Cooperative Learning

Tipe Pengajaran dan Pendekatan Struktural pada pembelajaran PAI
di SMPN 1 Palangka Raya

Palangka Raya, Selasa, 25 Juni 2019

Penguji Proposal,

H. Firdaus Lodi M. Pd
NIP

Pembimbing,

Dr. H. Muztur M. Pd
NIP

Moderator,

Mahmud Makbini
NIP 150 117 0025

Pembimbing,

Jasiah M. Pd
NIP 150 112 199003 2002

CATATAN SEMINAR PROPOSAL SKRIPSI MAHASISWA

Nama : Untung Almajid
 NIM / Prodi : 150 111 074
 Judul : Penerapan Strategi Cooperative learning tipe Jigsaw
 dan Pendekatan Struktural pada Pembelajaran PAI
 di SMPN 1PSEY Palangka Raya
 Pembimbing : 1. Dr. H. Maznur, M.Pd
 2. Jannah M.Pd
 Penguji : H. Fimer Ladi, M.Pd

No	Uraian
1	Perbaikan dan Ferapan terhadap Penulisan Proposal
2	— — — orit. ayat Al-Qur'an
3	latar belakang diperjelas
4	Perombakan Kutipan di teori-teori
5	Perbaikan daftar Pustaka
6	memperjelas materi yang ingin di teliti yang cocok dan Jigsaw
7	Pergantian Judul
8	Respon dan informasi di lengkapi
9	

Palangka Raya, Selasa 25 Jani 2019
 Moderator,

M. Qasbi M. H. H. H.
 NIP. 150 117 0025



**INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA**

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Telpon 0536-3226356, Fax. 3222105, Email : iaipalangkarya@kenenag.go.id
Website : <http://iaipalangkarya.ac.id>

SURAT KETERANGAN

76/In.22/III.1.B/PP.00.09/06/2019

Ketua Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya menerangkan bahwa:

Nama : Rima Amelia Agustin
NIM : 130112088
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Seminar dan Perbaikan Proposal Skripsi dengan Judul :

**LECTURERS' AND STUDENTS' PERCEPTION TOWARD THE USE
OF EDMODO IN ENGLISH EDUCATION STUDY PROGRAM IN IAIN
PALANGKA RAYA.**

Penguji Proposal : M. Zaini Miftah, M.Pd.
Pembimbing I : Sabarun, M.Pd.
Pembimbing II : Aris Sugianto, M.Pd.
Moderator : Zaitun Qamariah, M.Pd.

Hari, Tanggal : 27/05/2019.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 21 Juni 2019
Sekretaris Pendidikan Bahasa,

Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
Telepon/Faksimili (0536) 3226356 Email : info@iain-palangkaraya.ac.id
Website : http://iain-palangkaraya.ac.id

SURAT IZIN PENELITIAN

Nomor: B- 968 /In.22/III.1/PP.00.9/07/2019

Berdasarkan surat dari saudara/i RIMA AMELIA AGUSTIN, Tanggal 01 Juli 2019 perihal Mohon Izin Penelitian, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya memberikan izin kepada:

Nama : RIMA AMELIA AGUSTIN
NIM : 1301120884
Tempat/Tgl. Lahir : PALANGKA RAYA, 09-08-1994
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Semester : XII (Dua Belas)

Untuk mengadakan penelitian pada:

Lokasi Penelitian : Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya
Judul Skripsi : LECTURER AND STUDENT'S PERCEPTION TOWARD THE USE OF EDMODO IN WRITING CLASS OF ENGLISH EDUCATION STUDY PROGRAM IN IAIN PALANGKA RAYA
Waktu Penelitian : Selama 2 (dua) bulan, terhitung sejak tanggal 02 Juli sampai dengan 02 September 2019

Dengan Ketentuan :

1. Selama melaksanakan penelitian tidak mengganggu perkuliahan;
2. Setelah melaksanakan penelitian agar melaporkan hasilnya secara tertulis kepada Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Up. Ketua Jurusan Pend. Bahasa FTIK IAIN Palangka Raya untuk mendapatkan surat keterangan telah melaksanakan penelitian.

Demikian surat izin ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di Palangka Raya
Pada Tanggal 02 Juli 2019



Wakil Dekan Bidang Akademik,

Dr. Nurul Wahdah, M.Pd

NIP. 19600307 200604 2 004

Tembusan Yth:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Ketua Jurusan Pend. Bahasa;
3. Ketua Prodi TBI;
4. Kasubbag Mikwa dan Alumni FTIK.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Website : <http://iain-palangkaraya.ac.id>

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: B- 1371 /In.22/III.I/PP.00.9/09/2019

Memperhatikan Surat izin penelitian nomor: B-968/In.22/III.1/PP.00.9/07/2019 dan berdasarkan surat permohonan saudara/i RIMA AMELIA AGUSTIN, maka Dekan Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Palangka Raya, dengan ini menerangkan bahwa:

Nama : RIMA AMELIA AGUSTIN
NIM : 1301120884
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Jenjang : Strata 1 / S1
Lokasi Penelitian : Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya
Judul Skripsi : LECTURER AND STUDENT'S PERCEPTION TOWARD THE
USE OF EDMODO IN WRITING CLASS OF ENGLISH
EDUCATION STUDY PROGRAM IN IAIN PALANGKA RAYA

Mahasiswa tersebut telah dinyatakan selesai melaksanakan penelitian di Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya selama 2 bulan terhitung dari tanggal 02 Juli s.d 02 September 2019.

Demikian Surat Keterangan ini dibuat untuk diketahui dan digunakan sebagaimana mestinya.

Palangka Raya, 17 September 2019



Dekan Bidang Akademik,
Dr. Murni Wahdah, M.Pd
19800307 200604 2 004

Tembusan Yth:
Dekan Fakultas Tarbiyah & Ilmu Keguruan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA

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Telpun 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : <http://iain-palangkaraya.ac.id>

BERITA ACARA
SEMINAR PROPOSAL SKRIPSI MAHASISWA

Pada hari Kamis, 30/05/2019 Pukul 09.00 - 10.00 WIB, Tim Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester **Ganjil/Genap*** Tahun Akademik 2018/2019 telah melaksanakan seminar proposal skripsi atas nama:

Nama : Rima Amelia Agustin
Nim : 1301120884
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris
Dinyatakan : **LULUS/MENGULANG***

Perbaikan proposal skripsi maksimal 7...Hari, apabila waktu yang ditentukan maka proposal skripsi akan diseminarkan kembali.

Judul : The Lecturers' And The Students' Perception Toward The Use Of ICT In Writing class Of English Education Study Programin IAIN Palangka Raya..

Palangka Raya, , Senin, 27/05/2019

Pembimbing 1,

Sabarun, M.Pd
NIP. 196803222008011005

Pembimbing 2,

Aris Sugianto, M.Pd
NIP. 198308192015031001

Penguji,

M.Zaini Miftah, M.Pd
NIP. 197509152009121002

Moderator,

Zaitun Qamarlah, M. Pd
198405192015032003

Keterangan

*Coret yang tidak perlu



CATATAN HASIL SEMINAR PROPOSAL SKRIPSI

[illegible]

Zaitun Qamariah, M. Pd
198405192015032003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT PERGANTIAN PEMBIMBING SKRIPSI

Nomor: B-2133 /In.22/III.1/PP.00.9/10/2019

Assalamu'alaikum Wr.Wb

Berdasarkan Nota Usul dari Ketua Jurusan Pendidikan Bahasa tentang Pergantian Dosen Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya menunjuk:

1. Nama : Sabarun, M.Pd
NIP : 19680322 200801 1 005
Pangkat/Golongan : Penata Tk. I (III/d)
Jabatan : Lektor
Sebagai : Pembimbing I

2. Nama : Hesty Widiastuty, M.Pd
NIP : 19870928 201503 2 003
Pangkat/Golongan : Penata Muda Tk. I (III/b)
Jabatan : Lektor
Sebagai : Pembimbing II

dalam penulisan skripsi;

Nama : RIMA AMELIA AGUSTIN
NIM : 1301120884
Jurusan/Jenjang : Pend. Bahasa / S1
Program Studi : Tadris Bahasa Inggris (TBI)
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PROGRAM IN IAIN PALANGKA RAYA

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya.
Wassalamu'alaikum Wr.Wb.

Palangka Raya, 11 Oktober 2019



Dekan
Wakil Dekan Bidang Akademik,

Dr. Nurul Wahdah, M.Pd
NIP. 19800307 200604 2 004

Tembusan:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
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3. Pembimbing I & Pembimbing II;
4. Mahasiswa yang bersangkutan.



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SURAT KETERANGAN

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Menindak lanjuti surat Permohonan Keterangan Kuliah Kerja Nyata (KKN) An. Rima Amelia Agustin pada tanggal 12 September 2019. Maka Ketua LP2M IAIN Palangka Raya dengan ini menerangkan bahwa:

Nama : Rima Amelia Agustin
NIM : 1301120884
Jurusan/Prodi : Pendidikan Bahasa/TBI

Telah mengikuti dan melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Lokal Angkatan XXIX IAIN Palangka Raya Tahun Akademik 2016/2017 di wilayah Kalimantan Tengah, dengan hasil sebagai berikut:

Nilai : 74,3
Bobot : B (Baik)
Keterangan : Lulus

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palangka Raya, 16 September 2019
Ketua,

M. Ag
103021998031004

