EFL STUDENTS' PERCEPTIONS OF USING EDMODO APPLICATION IN WRITING CLASS DURING COVID-19 OUTBREAK

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Abstract

The purpose of this study was to determine the perceptions of students in the 2019 academic year on the usage of Edmodo as online learning platforms in the Essay Writing course that has been implemented. The researcher employed a quantitative technique, engaging 40 students from IAIN Palangka Raya's English Study Program. Purposive sampling was used to collect the samples. The information was gathered using closed-ended questionnaires, which included 15 statements separated into four categories. The first section discusses the advantages of using Edmodo, the second discusses the disadvantages of using Edmodo, the third discusses evaluations of using Edmodo, and the last section discusses problems of using Edmodo. Descriptive statistics were used to describe the findings. The employment of Edmodo in the educational process was found to be positively received by the majority of students. Edmodo has made it easier for them to study from home during the pandemic. Besides, some obstacles were also experienced by the students such as the slow internet network and according to them, online learning activities took up a lot of their time.

Keywords: Students' Perception, Edmodo, EFL, Writing, COVID-19 Outbreak

INTRODUCTION

For the continuance of the teaching and learning activities today, especially in the pandemic era, online tools or media are required. According to Antonius et al. (2020), the Indonesian government took the necessary procedures to constantly watch the World Health Organization (WHO) status update just on COVID-19 epidemic throughout the world after the deadly virus was discovered in Wuhan, South China in November 2019. The virus then quickly spread over the world. On March 15, 2020, President Joko Widodo implemented several initiatives to establish social separation in the society, four days after WHO recognized COVID-19 as the pandemic. He advised people to work, school, and practice religion from their homes. According to Roxby (in Antosius, 2020:226), a pandemic is a disease that is spreading simultaneously in numerous nations throughout the world. This predicament has had an impact on a variety of industries, especially education. The Minister of Education and Culture of Indonesia, Nadiem Makarim, released a Circular Note giving instructions schools and other academic institutions, such as higher education, to momentarily halt traditional teaching and learning actions for students and encourage students to perform learnings from home via e-learning. He suggested that instructors employ e-learning systems like Rumah Belajar, Quipper School, Ruang Guru, Edmodo, Google Classroom, Zoom, and others. These e-learning systems have gained popularity in Indonesia as a result of their widespread use and installation. One of the most relevant and prospective challenges is online learning. Online learning have become more common in Indonesia during the COVID-19 outbreak, not only in towns but also in village. The optimal operational condition, which has a wide range of application, is determined

by the features of each place. To perform online learning, you'll need access to the Internet. This barrier becomes significant when the Ministry of Education and Culture's Study from Home program is implemented in schools and higher education institutions, particularly in rural regions. Edmodo is one tool that may be utilized to aid in the teaching and learning process. This app is available for free download and use on smartphones, and both instructors and students may effortlessly log in. The use of Edmodo is also used by almost all study programs at IAIN Palangka Raya, one of which is the English study program. The goal of this research is to understand what students think about Edmodo, an alternate learning media employed during the COVID-19 outbreak. It is very important to examine student opinions so that it is known whether the Edmodo application is effectively used as an online learning medium in the English class, in this study, especially in the Essay Writing class. This motivates the researcher to conduct a study on the students' perceptions of Edmodo application in learning activities of the EFL writing class during COVID-19 outbreak. There are some reasons to choose the topic. First, the researcher chooses to examine students' perceptions to find out how their opinions or views of the Edmodo application. The researcher wants to find out whether they think the application is effective for them to study in the Essay Writing course. Second, the researcher choose the Edmodo application as the object of research because the application mostly used by English students and teachers in writing class, it is also used by students as a learning medium in the class. Third, the researcher wants to know if the Edmodo app has a significant influence on students' writing skills, because as it is known, the application is only a place to send assignments, materials or question answer. While writing skill is also skill that require training to be able to master them so it's useful for writing scientific papers, etc. Fourth, the study was conducted at IAIN Palangka Raya. By doing so, the researcher wants to make a scientific contribution to the institution to provide a new perspective on students' views on the Edmodo application as a medium for learning English, especially Essay Writing course.

In the previous research entitled Students' Perception of Edmodo Use as a Learning Tool by Erna Basania Siahaan (2020). According to the results, Edmodo boosted participants' language abilities, enhanced contact and conversation, also raised their willingness to share thoughts. The second research entitled Students' Perception of Using Edmodo in EFL Classroom investigated by Amatulloh et. Al from the Journal of English Language Learning. The outcome was as follows: Edmodo is a useful learning resource since it allows learners to take part in online conversations and projects, which may help them improve their learning. According to the research, Edmodo was viewed as a simple and effective learning tool by a large number of students that allowed them to study anywhere and at any time without having to engage with lecturers or peers in reality. The third research entitled A Study on Student Preference Towards The Use of Edmodo as a Learning Platform to Create Responsible Learning Environment conducted by Balasubramanian et al in 2014. When specific Edmodo features are used, the study's results indicate that adding Edmodo increases both students' motivation and responsible learning. Students prefer Edmodo because of its services, assistance, and communication tools like groups and discussions, including for online activities, according to the conclusions of the research. The fourth research entitled The Students' Perception of Edmodo for English Learning conducted by Handayani et al (2020). In summary, the finding of this study show that students' oponions about Edmodo for English learning are moderate (neutral). There are thirteen medium-level surveys and seven high-level quizzes, according to the results. Only seven surveys found Edmodo to get a positive impact on English learning. This shows that Edmodo has little impact on pupils' English learning. While some features may make it easier for students to learn, teaching may be done with or without them. It can still be utilized as a learning tool if Edmodo includes various features that can support the lecturer in the education process,

but whether it is used or not isn't the issue. The fifth research investigated by Al – Naibi et al in 2018 entitled Promoting Students' Paragraph Writing Using Edmodo: An Action Research. Students had good attitudes of using Edmodo for language learning, according to the results of a post-treatment questionnaire. Next research was conducted by Insani et al entitled Undergraduate Students' Perspectives in Using Edmodo as An Educational Social Network in the year of 2018. As an outcome of this study, it was observed that undergraduate students had a good opinion about utilizing Edmodo in their learning. Additionally, a lack of previous understanding of technology or how to manage schedule allocation were discovered as challenges to Edmodo implementation. The seventh study by Hoesny et al (2020) entitled The Use of Edmodo in ESP Classroom: A Study on Students' Perception and Classroom Activities. Students had positive views about Edmodo since it filled their need to incorporate technology into their education, according to the findings. It may also stimulate shy students who were frustrated when they interacted and participated in classroom instead of using an online system. Learners also mentioned a number of issues they encountered while using Edmodo, including a weak internet connection and a restricted data plan that was necessary to access the internet. And the last is the research by M. Zaini Miftah with title Utilization of Edmodo as an Online Tool in EFL Writing Class to Increase Students' Writing Ability in the year of 2018. The study looked into how Edmodo might be used in an EFL writing course to assist learners improve their ability to produce an argumentative essay. According to the findings of the study, introducing Edmodo into an EFL writing lesson may improve students' capacity to write an argumentative essay.

According to Koentjaningrat in Aprianto (2017) perception is the relialization of a human brain activity that manifests as a point of view on a thing. Cambridge Dictionary stated perception is a belief or opinion, often held by many people and based on how things seem. There were two types of perceptions identified while identifying the students' perceptions: positive and negative perceptions. In this case, the students' perception might be defined as their acquired view following a specific event that requires correction. As a result, the emphasis of this study is already on students' views of engagement, access, materials, and task fulfillment, and also an e-learning platform that is tailored to their requirements and circumstances. These requirements must be met in order to connect students' perceptions of distance learning with the study's objectives, particularly their impressions of Edmodo as the platform they have used in classroom.

Edmodo is a free and secure learning platform created in 2008 by Jeff O'Hara and Nick Borg for teachers, learners, parents, schools, and agencies that can be found at www.edmodo.com (Chada Kongcham, 2013). Many major colleges have adopted Edmodo as an alternate area where students may quickly adapt by everyday actions and interactions with classmates and instructors. It is reinforced by Enriquez (2014), who names Edmodo as one of the best educational tools used by over 500 professionals from 48 countries worldwide. Edmodo is characterized by Hourdequin (2014) as a free online learning management system that provides a safe virtual place for students and teachers to exchange and analyze texts, photos, audio recordings, and videos. According to Makmun Khairani (2014: 5) Learning is an interaction among both humans and their environment that tries to modify a human personality, attitudes, routines, knowledge, talents, and so on. Acquiring the English language entails learning the four basic abilities of the language: listening, reading, writing, and speaking. So, throughout the outbreak, Edmodo may be utilized as a really unique media for acquiring these four English skills. Edmodo is said to be an excellent tool for interactivity, increased exposure, and the use of the target language among students (Hariri & Bahanshal, 2015).

EFL is an abbreviation for English as a Foreign Language. According to Peng Si (2019), EFL is mostly utilized by non-native English learners, such as Chinese English learners in China. EFL's target audience includes countries where English is also not the primary or official language, such as China, Japan, and South Korea. English is not required for daily conversation in these nations. Productive skills, as described by Jaramillo and Medina (2011), are an important type of expression used to persuade or convince others, and to convey ideas and views. And the skill that will be discussed in this research is writing skills. In December 2019, the World Health Organization has declared the coronavirus disease 2019 (COVID-19) pandemic to be a worldwide medical crisis. Coronaviruses are one diverse category of viruses that can produce a variety of symptoms, from minor to severe. Coronaviruses cause the illnesses Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) that can produce severe symptoms (SARS). Coronavirus Disease 2019 (COVID-19) is a novel illness that's never been observed in people. COVID-19 is caused by the virus Sars-CoV-2. This study investigated students' perceptions of Edmodo in learning activities of the EFL writing class during COVID-19 outbreak with research objective:

a. To know how students think about the advantage of the Edmodo application as an online learning medium in the Essay Writing class.
b. To know how students think about the disadvantage of the Edmodo application as an online learning medium in the Essay Writing class.
c. To know how students think about the evaluation in learning using Edmodo application as an online learning medium in the Essay Writing class.
d. To know how students think about the challenge using Edmodo application as an online learning medium in the Essay Writing class.

METHOD

This research used quantitative research with a descriptive approach. According to Creswell (2013), quantitative research is a sort of study that explains an issue by gathering numerical data and then analyzing it using statistics. This study was carried out at IAIN Palangka Raya's English Study Program. The object of research was to know how students think about Edmodo as learning tool during COVID-19 pandemic. The research participants were fourth semester English study program students who'd already finished the Essay Writing course in 2019. The researcher used purposive sampling technique to select the subject. Survey method was choosen as research design by distributing questionnaires to respondents as instruments research. Siyoto & sodik (2013) defined survey research method as a critical observation or investigation to get a clear and good description of a particular problem and within a certain area. The researcher employed a questionnaire as the data collection tool in this study, which was sent to students as part of a sample of the study. The questions on the questionnaire were all closed-ended. The questionnaire includes items that are evaluated using a Likert scale. Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree are the five types on a five-point scale. In collecting data, the researcher did the following steps: (1) The researcher observed the subjects to be studied such as class, semester, and number of students who have taken Essay Writing course in batch 2019 at State Islamic Institute of Palangka Raya. (2) The researcher distributed the questionnaire to students in online form using Google Form. (3) The researcher provided the students with an understanding of the aim of the questionnaire and how to respond it. (4) The students answer the online questionnaire that has given at that time. (5) Once the data from the questionnaire was obtained, the researcher categorized and examined it.

After gathering the data, the researcher went through a series of steps to analyze it. First, the researcher calculated the frequency and percentage of respondents. With the following formula:

$$P = F / N \text{ x } 100\%$$

Where:

P = Percentage
F = Frequency / number of respondents' answers
N = Number of respondents

Then, calculate Mean of the score obtain that divided into Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The following weights are used on the Likert scale:

Table. 1 Questionnaire Assessment Criteria

`Assessment Criteria	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The researcher categorised the proportion of questionnaires after obtaining the entire percentage of the respondents' responses. The formula that used to calculate the percentages is:

$$\text{Index (\%) = Total score / Y x 100\%}$$

Where:

Total score = S x F
S = Likert score number
F = Total number of respondents who chose
Y = Likert highest score x number of respondents x number of questions

The questionnaire results were classified depending on the following intervals:

Table. 2 Interpretation of Scores

Interval	Interpretation
0% - 19,99%	Very Bad
20% - 39,99%	Not Good
40% - 59,99%	Pretty Good
60% - 79,99%	Good
80% - 100%	Excellent

RESULTS AND DISCUSSION

Results

Based on the findings of descriptive statistical analysis, the following conclusions were reached:

Table. 3 Result of Questionnaire Analysis

Items	Alternative Answers					Total	MN	STD	Score	Grade
	SA	A	N	D	SD					
Item 1	12 30.0%	16 40.0%	11 27.5%	-	1 2.5%	40 100%	3.95	0.904	79	Good
Item 2	21 52.5%	13 32.5%	6 15.0%	-	0 0%	40 100%	4.38	0.740	87.5	Excellent
Item 3	9 22.5%	18 45.0%	10 25.0%	3 7.5%	0 0%	40 100%	3.83	0.874	76.5	Good
Item 4	7 17.5%	13 32.5%	18 45.0%	-	2 5.0%	40 100%	3.63	0.838	72.5	Good
Item 5	14 35.0%	18 45.0%	8 20.0%	-	-	40 100%	4.15	0.736	83	Excellent
Item 6	8 20.0%	10 25.0%	9 22.5%	8 20.0%	5 12.5%	40 100%	3.20	1.324	64	Good
Item 7	8 20.0%	13 32.0%	12 30.0%	7 17.5%	-	40 100%	3.55	1.011	71	Good
Item 8	4 10.0%	2 5.0%	9 22.5%	13 32.5%	12 30.0%	40 100%	2.33	1.248	46.5	Pretty Good
Item 9	4 10.0%	4 10.0%	11 27.5%	15 37.5%	6 15.0%	40 100%	2.63	1.170	52.5	Pretty Good
Item 10	10 25.0%	18 45.0%	12 30.0%	-	-	40 100%	3.95	0.749	79	Good
Item 11	4 10.0%	12 30.0%	22 55.0%	2 5.0%	-	40 100%	3.45	0.749	69	Good
Item 12	3 7.5%	9 22.5%	12 30.0%	13 32.5%	3 7.5%	40 100%	2.90	1.081	58	Pretty Good
Item 13	5 12.5%	5 12.5%	18 45.0%	9 22.5%	3 7.5%	40 100%	3.00	1.086	60	Good

| Item 14 | 7 17.5% | 5 12.5% | 19 47.5% | 7 17.5% | 2 5.0% | 40 100% | 3.20 | 1.091 | 64 | Good |
| Item 15 | 6 15.0% | 4 10.0% | 16 40.0% | 8 20.0% | 6 15.0% | 40 100% | 2.90 | 1.236 | 58 | Pretty Good |

The description of the data that has been obtained is as follows:

A. Advantage of using Edmodo

1. *Edmodo helps me to interact with peers and lecturer about the subject being taught via online*

   Based on the results of testing the descriptive statistics for item 1, the results obtained mean value 3.95 and standard deviation of 0.904. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 12 students (30%), 16 students (40%) stated **agree**, and 11 students (27.5%) stated **neutral**. Meanwhile, there was 1 students (2.5%) stated **strongly disagree**. According to calculation of the index, it was found that 79% if it is interpreted at an interval of 60% - 79.99% then the interpretation is good. From these results, it meant that respondents agree that Edmodo helps students to interact with peers and lecturer about the subject being taught via online.

2. *Edmodo is easy to use because I can do quizzes and tasks online*

   Based on the results of testing the descriptive statistics for item 2, the results obtained mean value 4.38 and standard deviation of 0.740. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 21 students (52.5%), 13 students (32.5%) stated **agree**, and 6 students (15%) stated **neutral**. According to calculation of the index, it was found that 87.5% if it is interpreted at an interval of 80% - 100% then the interpretation is excellent. From these results, it meant that respondents strongly agree that Edmodo is easy to use because students can do quizzes and tasks online.

3. *Edmodo helps me access more references which is available online as well as material uploaded by lecturer*

   Based on the results of testing the descriptive statistics for item 3, the results obtained mean value 3.83 and standard deviation of 76.5. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 9 students (22.5%), 18 students (45%) stated **agree**, and 10 students (25%) stated **neutral**. Meanwhile, there were 3 students (7.5%) stated **disagree.** According to calculation of the index, it was found that 76.5% if it is interpreted at an interval of 60% - 79.99% then the interpretation is good. From these results, it meant that respondents agree that Edmodo helps studdents access more references which is available online as well as material uploaded by lecturer.

4. *Online activities and discussion motivate me to study the subject being presented*

Based on the results of testing the descriptive statistics for item 4, the results obtained mean value 3.63 and standard deviation of 0.838. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 7 students (17.5%), 13 students (32.5%) stated **agree**, and 18 students (45%) stated **neutral**. Meanwhile, there were 2 students (5%) stated **disagree.** According to calculation of the index, it was found that 72.5% if it is interpreted at an interval of 60% - 79.99% then the interpretation is good. From these results, it meant that respondents agree that online activities and discussion motivate students to study the subject being presented.

5. *Edmodo can save time and money especially to get information and interaction with peers and lecturer*

Based on the results of testing the descriptive statistics for item 5, the results obtained mean value 4.15 and standard deviation of 0.736. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 14 students (35%), 18 students (45%) stated **agree**, and 8 students (20%) stated **neutral**. According to calculation of the index, it was found that 83% if it is interpreted at an interval of 80% - 100% then the interpretation is excellent. From these results, it meant that respondents strongly agree that Edmodo can save time and money especially to get information and interaction with peers and lecturer.

B. **Disadvantage of using Edmodo**

6. *Online activities such as tasks, quizzes and discussion waste my time*

Based on the results of testing the descriptive statistics for item 6, the results obtained mean value 3.20 and standard deviation of 1.324. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 8 students (20%), 10 students (25%) stated **agree**, and 9 students (20%) stated **neutral**. Meanwhile, there were 8 students (20%) stated **disagree** and 5 students (12.5%) stated **strongly disagree**. According to calculation of the index, it was found that 64% if it is interpreted at an interval of 60% - 79.99% then the interpretation is good. From these results, it meant that respondents agree that online activities such as tasks, quizzes and discussion waste students' time.

7. *Students who don't have internet access can be left behind*

Based on the results of testing the descriptive statistics for item 7, the results obtained mean value 3.55 and standard deviation of 1.011. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 8 students (20%), 13 students (32.5%) stated **agree**, and 12 students (30%) stated **neutral**. Meanwhile, there were 7 students (17.5%) stated **disagree**. According to calculation of the index, it was found that 71% if it is interpreted at an interval of 60% - 79.99% then the interpretation is good. From these results, it meant that respondents agree that students who don't have internet access can be left behind.

8. *Students have to spend a lot of money for Edmodo*

Based on the results of testing the descriptive statistics for item 8, the results obtained mean value 2.33 and standard deviation of 1.248. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 4 students (10%), 2 students (5%) stated **agree**, and 9 students (22.5%) stated **neutral**. Meanwhile,

there were 13 students (32.5%) stated **disagree** and 12 students (30%) stated **strongly disagree**. According to calculation of the index, it was found that 46.5% if it is interpreted at an interval of 40% - 59.99% then the interpretation is pretty good. From these results, it meant that respondents disagree that students have to spend a lot of money for Edmodo.

9. *The use of Edmodo is difficult because many features are difficult to learn*

Based on the results of testing the descriptive statistics for item 9, the results obtained mean value 2.63 and standard deviation of 1.170. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 4 students (10%), 4 students (10%) stated **agree**, and 11 students (27.5%) stated **neutral**. Meanwhile, there were 15 students (37.5%) stated **disagree** and 6 students (15%) stated **strongly disagree**. According to calculation of the index, it was found that 52.5% if it is interpreted at an interval of 40% - 59.99% then the interpretation is pretty good. From these results, it meant that respondents disagree that the use of Edmodo is difficult because many features are difficult to learn.

C. Evaluation

10. *I like this platform for submitting assignments (e.g. reports, portfolio, etc.) because comments from my lecturer are fast*

Based on the results of testing the descriptive statistics for item 10, the results obtained mean value 3.95 and standard deviation of 0.749. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 10 students (25%), 18 students (45%) stated **agree**, and 12 students (30%) stated **neutral**. According to calculation of the index, it was found that 79% if it is interpreted at an interval of 60% - 79.99% then the interpretation is good. From these results, it meant that respondents agree that students like the platform (Edmodo) for submitting assignments (e.g. reports, portfolio, etc.) because comments from the lecturer are fast.

11. *I find the option of giving "Badges" to me by my lecturers is motivating*

Based on the results of testing the descriptive statistics for item 11, the results obtained mean value 3.45 and standard deviation of 0.749. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 4 students (10%), 12 students (30%) stated **agree**, and 12 students (30%) stated **neutral**. Meanwhile, there were 2 students (5%) stated **disagree.** According to calculation of the index, it was found that 69% if it is interpreted at an interval of 60% - 79.99% then the interpretation is good. From these results, it meant that respondents agree that the badge given by the lecturer is very motivating.

D. Challenge of using Edmodo

12. *Edmodo requires long time to master its use*

Based on the results of testing the descriptive statistics for item 12, the results obtained mean value 2.90 and standard deviation of 1.081. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 3 students (7.5%), 9 students (22.5%) stated **agree**, and 12 students (30%) stated **neutral**.

Meanwhile, there were 13 students (32.5%) stated **disagree** and 3 students (7.5%) stated **strongly disagree.** According to calculation of the index, it was found that 58% if it is interpreted at an interval of 40% - 59.99% then the interpretation is pretty good. From these results, it meant that respondents disagree that Edmodo requires long time to master its use.

13. *I feel rushed to do the quiz in Edmodo because of limited time*

Based on the results of testing the descriptive statistics for item 13, the results obtained mean value 3.00 and standard deviation of 1.086. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 5 students (12.5%), 5 students (12.5%) stated **agree**, and 18 students (45%) stated **neutral**. Meanwhile, there were 9 students (22.5%) stated **disagree** and 3 students (7.5%) stated **strongly disagree.** According to calculation of the index, it was found that 60% if it is interpreted at an interval of 60% - 79.99% then the interpretation is good. From these results, it meant that respondents agree that they feel rushed to do the quiz in Edmodo because of limited time.

14. *I get frustased by using Edmodo because of the slow speed internet on my mobile phone*

Based on the results of testing the descriptive statistics for item 14, the results obtained mean value 3.20 and standard deviation of 1.091. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 7 students (17.5%), 5 students (12.5%) stated **agree**, and 19 students (47.5%) stated **neutral**. Meanwhile, there were 7 students (17.5%) stated **disagree** and 2 students (5%) stated **strongly disagree.** According to calculation of the index, it was found that 64% if it is interpreted at an interval of 60% - 79.99% then the interpretation is good. From these results, it meant that respondents agree that they get frustased by using Edmodo because of the slow speed internet on my mobile phone.

15. *I lack of access to computers or any mobile device at home*

Based on the results of testing the descriptive statistics for item 15, the results obtained mean value 2.90 and standard deviation of 1.236. Then based on the results of questionnaire analysis, the respondents who stated **strongly agree** were 6 students (15%), 4 students (10%) stated **agree**, and 16 students (40%) stated **neutral**. Meanwhile, there were 8 students (20%) stated **disagree** and 6 students (15%) stated **strongly disagree.** According to calculation of the index, it was found that 58% if it is interpreted at an interval of 40% - 59.99% then the interpretation is pretty good. From these results, it meant that respondents disagree that they lack of access to computers or any mobile device at home.

Discussion

After receiving the research results, the researcher will provide the discussion and interpretation in this chapter. After analyzing the data, the study's findings were revealed. By doing the analysis, the researcher was able to know the students' perception about advantage, disadvantage, evaluation and challenge of using Edmodo in Essay Writing class for one semester in English study program at State Islamic Institute of Palangka Raya.

The first criteria is Edmodo's advantage. This criteria consist of five statements. According to the findings of the study, students responded positively to this application. It can be seen in table 4.2 - 4.11, many students chose Strongly Agree (SA) and Agree (A). For item 1, 70% agree that Edmodo helps them to interact with peers and lecturer about the subject being taught via online with the score 79 and the interpretation is good. The result in line with (Laili & Nashir, 2018) that Edmodo facilitates communication among lecturers and students, as well as between students. This is also supported by (Ekici, 2017) that Edmodo is a communicative, cooperative, and active web - based learning environment. Furthermore, Edmodo is provided as an online platform which can encourage individuals to participate & communicate with others, particularly throughout the process of learning (Prasad & Prasad, 2012). Then for item 2, 85% agree that Edmodo is easy to use because they can do quizzes and tasks online with the score 87.5 and the interpretation is excellent. The result in line with Dharmawati (2017) that Edmodo is a Course Management System that is incredibly complete, simple to be using, and has quick access. Edmodo is easy to use because teaching and learning activities such as accessing materials, sending assignment, quizzes, discussing with lecturers and classmates are done online. The recent research outcome contradicts Al-Said's (2015) claim that pupils are perplexed while utilizing Edmodo. Next, for item 3. 67.5% agree that Edmodo helps them access more references which is available online as well as material uploaded by lecturer with the score 76.5 and the interpretation is good. This result in accordance with Gay (2017) that Edmodo is a platform designed for the students and teachers to allow them to be connected and sharing materials. Instructors may use Edmodo to design quizzes and projects, provide comments, accept completed assignments, administer scores, save and distribute information, keep a class calendar, run surveys, and distribute changes to specific students or even the rest of the class (Al-Kathiri, 2014). For item 4, 50% agree that online activities and discussion motivate students to study the subject being presented with the score 72.5 and the interpretation is good. This result in accordance with Manowong (2016) which stated that Edmodo is a successful tool for learning since it boosted learners' enthusiasm, adaptability, and involvement in online learning activities. And for item 5, 80% students agree that this application can save time and money especially to get information and interaction with peers and lecturer with the score 83 and the interpretation is excellent. The results of this study are in line with research (Hoesny et al., 2020) that Students believe Edmodo provides several benefits for their studying, and also that utilizing Edmodo is much more cost-effective, personal, straightforward, and adaptable (Sujatmiko, 2017). This one is backed by a research (Kodriyah, 2015) that found Edmodo to be an excellent tool for learning.

The second criteria is Edmodo's disadvantage. Table 4.12 – 4.15 showed that 45% students agree with item 6 that online activities such as tasks, quizzes and discussion waste their time with the score 64 and the interpretation is good. The findings contradict prior study on students' impressions of Edmodo (Kongchan, 2013; Al-Said, 2015), which found that students are highly happy about the use of Edmodo since it allows for further time for outside classroom engagement. 52% of students also agree with item 7 that students who don't have internet access can be left behind with the score 71 and the interpretation is good. The result in line with Irawan (2020) which mentioned that when there is no internet connection, Edmodo is sluggish to load. This is due to the fact that Edmodo requires an internet connection to function, which implies that a wifi or data package must be linked (Hoesny et al., 2020). That means students must have a strong and adequate internet network in order to learn through Edmodo. While Table 4.16-4.19 showed that 62.5% students disagree with item 8 that stated students have to spend a lot of money for Edmodo with the score 46.5 and the interpretation is pretty good. Edmodo, as according Alqahtani (2019), is indeed very easily accessible, operate, and is completely free. The statement supported by (Hakim & Kodriyah, 2015) that Edmodo is a free online system

that instructors may use to design and administer an efficient online class. And 52.5% students disagree with item 9 that the use of Edmodo is difficult because many features are difficult to learn with the score 52.5 and the interpretation is pretty good. Edmodo is designed very modestly, almost similar to Facebook, and provides space for teachers, students, and even parents to maximize teaching and learning process (Kongchan, 2012). The result contradicts Al-Said's (2015) claim that the learners were perplexed when utilizing Edmodo.

The next criteria is learning evaluation through Edmodo on table 4.20–4.23. The results of the analysis and calculations showed that 70% students agree with item 10 that stated they like this platform for submitting assignments (e.g. reports, portfolio, etc.) because comments from the lecturer are fast with the score 79 and the interpretation is good. Learners love Edmodo since it frees up time for outside-of-class engagement, makes life easier by online assignment submission, and lowers education expenses. The findings were consistent with earlier studies on students' views of Edmodo use (Kongchan, 2013; Al-Said, 2015). And 40% agree with item 11 that they find the option of giving "Badges" to them by the lecturer is motivating with the score 69 and the interpretation is also good. Lecturers may motivate students with presenting them with reward badges whenever students do well on quizzes or tasks. It will encourage students to participate in the educational activities. This result is in line with research (Balasubramanian et al., 2014) that it really motivates them to perform better (in learning). This one is confirmed by a research (Hoesny et al., 2020) who found Edmodo could assist learners accomplish and improve. So much research findings by Wallace (2014), Batsila et al. (2014), and Thongmak (2013) all noted that Edmodo might be an instructional tool that allows encourage students because it was regarded beneficial and enjoyable by the pupils while also making instructors' work easier and the thing to learn more efficient and structured.

The last category is the challenge of using Edmodo, which can be seen in table 4.24-4.31. The results of the analysis and calculations obtained showed that 40% students disagree with item 12 that Edmodo requires long time to master its use with the score 58 and the interpretation is pretty good. It means that students easily learn to use Edmodo, they gave a good response where the features in Edmodo are very easy to master because the design is similar to Facebook. This is supported by (Cankaya et al., 2013) that stated learners who already are Facebook users would have no trouble using Edmodo. This is also supported by (Yahfizham et al., 2018) that Edmodo is comparable to Facebook, and many of these benefits have already been discussed in earlier study. Then, 30% students also disagree with item 13 that they felt rushed do the quizzes because time was limited with the score 60 and the interpretation is good and item 15, 35% students disagree that they lack access to a computer or any mobile device at home with the score 58 and the interpretation is good. It means that the two statements above are not an obstacle for students in carrying out quizzes or learning via Edmodo. Edmodo is simple to use even for beginners, supports a wide range of file formats, and can be viewed through a laptop or Android device (Ekayati, 2017). In addition, Said (2015) stated that Edmodo became a popular online learning management system since it is safe, easy to operate, available such as through web page and a free Smartphone app for Windows phone, iOS, Android, and other platforms, and it offers a digital reality for instructors and students to communicate and share suggestions, and file types (message, photos, audio, and video) via mobile devices. However, 30% students agree that they get frustased by using Edmodo because of the slow speed internet on their mobile phone with the score 64 and the interpretation is good. This is supported by (Amatullah et al.) that there seem to be four obstacles that learners confront when utilizing Edmodo. The first obstacle is an internet service and again by Al-Khathiri (2015) and Enriquez (2014) stated that the use of Edmodo in school may present certain difficulties. The first difficulty is a lack of network speed and connectivity issues.

CONCLUSION

According to the findings, Edmodo was shown to be an excellent alternate media that students may utilize during the COVID-19 outbreak. The majority of students who responded positively to Edmodo's advantage that allow students and teachers communicate instead of face-to-face learning demonstrates this. Since Edmodo is an online learning tool that provides many features so activities for teaching and learning during the pandemic can be carried out easily, motivate and without spending a lot of money and effort. On the other hand, Edmodo also has disadvantages that make it difficult for students to operate it. It is a slow internet network and students felt that online activities waste their time. Beside that, Edmodo is an application which is free to download on the Play Store, students only need to buy internet quota in order to access it and it's very easy to master because it's simillar to Facebook. For evaluation itself, students gave good responses to Edmodo which provides many features for students to be able to see course material and assignments as well as quizzes and badges given by lecturers. In addition, Edmodo may also be accessible at any time and from any location, eliminating the need for facial expression contact with lecturers and peers, so that it can save students time. And the last is challenge criteria. Students also gave good responses to Edmodo because they disagree that Edmodo needs long time to learn its use, they don't mind the time limit on quizzes and they also disagree they lack access to operate Edmodo. But, they get frusrtrated if the internet network is not running smoothly. Moreover, students who do not have an internet network will not be able to access this application. Because as we know Edmodo is an online platform that requires an internet network to be accessible to its users. Finally, the researcher recommends Edmodo to be used again in teaching and learning activities in various courses by both lecturers and students.

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