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

THESIS

BY
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STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2022 CE / 1443 H

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THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

BY
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ADVISOR APPROVAL

Thesis Title	:	***EFL STUDENTS' PERCEPTION OF USING EDMODO APPLICATON IN WRITING CLASS DURING COVID-19 OUTBREAK***
Name	:	Renovhya Wisudany Agitha Sutrisno
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Study Program	:	English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasyah by the Board of Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

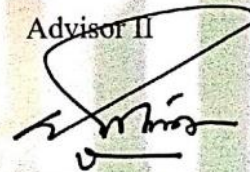Palangka Raya, February 23, 2022

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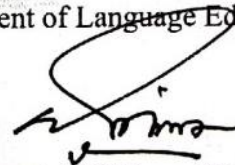
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PERSETUJUAN PEMBIMBING

Judul : ***EFL STUDENTS' PERCEPTION OF USING EDMODO APPLICATON IN WRITING CLASS DURING COVID-19 OUTBREAK***

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NIM : 1701121194

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Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.
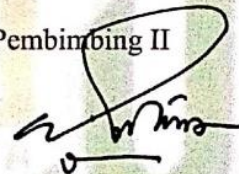
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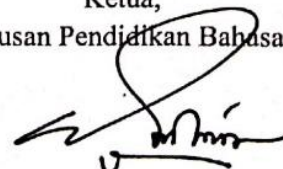**Akhmad Ali Mirza, M. Pd.**
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To
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In –
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Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of:

Name   : Renovhya Wisudany Agitha Sutrisno
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Thesis Title   : **EFL STUDENTS' PERCEPTION OF USING EDMODO APPLICATON IN WRITING CLASS DURING COVID-19 OUTBREAK**

Can be examined in partial fulfillment of requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

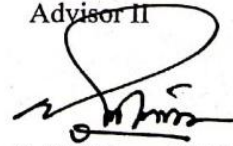Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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Perihal   : Mohon Diuji Skripsi
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Kepada
Yth. Dekan FTIK IAIN Palangka Raya
Di –
Palangka Raya

Assalamu'alaikum Wr. Wb.

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka:

kami berpendapat bahwa Skripsi saudara:

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NIM   : 1701121194
Judul   : **EFL STUDENTS' PERCEPTION OF USING EDMODO APPLICATON IN WRITING CLASS DURING COVID-19 OUTBREAK**

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.
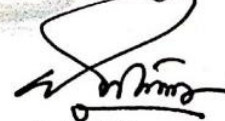
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THESIS APPROVAL

Thesis Title	:	**EFL STUDENTS' PERCEPTION OF USING EDMODO APPLICATION IN WRITING CLASS DURING COVID-19 OUTBREAK**
Name	:	Renovhya Wisudany Agitha Sutrisno
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Study Program	:	English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/ *Munaqasyah* on:

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Date	:	March, 4th 2022 CE / Syaban, 1st 1443 H

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MOTTO AND DEDICATION

"And there is no life of this world but only joking and playing. And verily the real hereafter is life, if only they had known."

(" Dan tidak ada kehidupan di dunia ini melainkan hanya senda gurau dan main-main. Dan sesungguhnya akhirat itulah yang sebenarnya kehidupan, seandainya mereka mengetahui.")

(Q.S. Al-Ankabut: 64)

This thesis is dedicated to:

My beloved father Edy Sutrisno and mother Rewida, S. E for their endless prayer, all sacrifice, support and love. My beloved brother Redychen Boy P. S., Renaldo T. S., and my beloved sister Rewulan N. R. S. for the support and happiness in conducting this research.

DECLARATION OF AUTHORSHIP

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Herewith, I:

Name	:	Renovhya Wisudany Agitha Sutrisno
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Study Program	:	English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.

3. If at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Palangka Raya, February 23, 2022
Yours Faith fully

Renovhya Wisudany A. S.

SRN. 1701121194

ABSTRACT

Sutrisno, Renovhya W. A. 2022. EFL Students' Perceptions of Using Edmodo Application in Writing Class during COVID-19 Outbreak. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (i) Sabarun, M.Pd. (ii) Akhmad Ali Mirza, M.Pd.

Keywords*: Perception, Edmodo, Learning activity, EFL, Writing, COVID-19 Outbreak, Survey

Nowadays, especially in the pandemic era, online tools or media are needed for the continuity of the teaching and learning process. On March 15, 2020, President Joko Widodo implemented several initiatives to establish social separation in the society, four days after WHO declared COVID-19 as the pandemic. He advised people to work, school, and practice religion from their homes. Nadiem Makarim, Indonesia's Minister of Education and Culture, he suggested that instructors employ e-learning systems like Rumah Belajar, Quipper School, Ruang Guru, Edmodo, Google Classroom, Zoom, and others. Edmodo is one tool that may be utilized to aid in the teaching and learning process. This motivates the researcher to conduct a study on EFL Students' Perceptions of Using Edmodo Application in Essay Writing Class during COVID-19 Outbreak.

The objectives of the study are : (1) to know how students think about the advantage of the Edmodo application as an online learning medium in the Essay Writing class. (2) to know how students think about the disadvantage of the Edmodo application as an online learning medium in the Essay Writing class. (3) to know how students think about the evaluation in learning using Edmodo application as an online learning medium in the Essay Writing class. (4) to know how students think about the challenge using Edmodo application as an online learning medium in the Essay Writing class.

The researcher used a quantitative approach by involving 40 students of English study program at IAIN Palangka Raya. The population of this study is all students of English Study Program who had taken the Essay Writing course with a total of 114 students and the sample were taken based on purposive sampling technique. The research design of this study is a survey research. The data were collected through closed-ended questionnaires and quantitative data analyzed using Microsoft Excel and SPSS 24 program.

The result of this study showed that Edmodo is an excellent alternate media that students may utilize during the COVID-19 outbreak. The researcher

was able to know the students' perception about advantage, disadvantage, evaluation and challenge of using Edmodo. The first criteria is Edmodo's advantage. 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. 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. 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. 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. 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 second criteria is Edmodo's disadvantage. 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. 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. 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. 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. The next criteria is learning evaluation through Edmodo. 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. 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. 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. 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 and finally, 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.

ABSTRAK

Sutrisno, Renovhya W. A. 2022. Persepsi Mahasiswa EFL Menggunakan Aplikasi Edmodo di Kelas Menulis selama Wabah COVID-19. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (i) Sabarun, M.Pd. (ii) Akhmad Ali Mirza, M.Pd.

Kata Kunci*: Persepsi, Edmodo, Kegiatan belajar, EFL, Menulis, Wabah COVID-19, Survei

Saat ini, terutama di era pandemi, alat atau media online sangat dibutuhkan untuk kelangsungan proses belajar mengajar. Pada 15 Maret 2020, Presiden Joko Widodo mengimplementasikan beberapa inisiatif untuk menciptakan pemisahan sosial di masyarakat, empat hari setelah WHO menyatakan COVID-19 sebagai pandemi. Dia menyarankan orang untuk bekerja, sekolah, dan ibadah dari rumah mereka. Nadiem Makarim, Menteri Pendidikan dan Kebudayaan RI, menyarankan agar instruktur menggunakan sistem e-learning seperti Rumah Belajar, Quipper School, Ruang Guru, Edmodo, Google Classroom, Zoom, dan lain-lain. Edmodo merupakan salah satu alat yang dapat dimanfaatkan untuk membantu proses belajar mengajar. Hal ini memotivasi peneliti untuk melakukan penelitian tentang Persepsi Mahasiswa EFL Menggunakan Aplikasi Edmodo di Kelas Menulis Esai selama Wabah COVID-19.

Tujuan dari penelitian ini adalah : (1) untuk mengetahui bagaimana pendapat siswa tentang keunggulan aplikasi Edmodo sebagai media pembelajaran online di kelas Menulis Esai. (2) untuk mengetahui bagaimana pendapat siswa tentang kekurangan aplikasi Edmodo sebagai media pembelajaran online di kelas Menulis Esai. (3) untuk mengetahui bagaimana pendapat siswa tentang evaluasi dalam pembelajaran menggunakan aplikasi Edmodo sebagai media pembelajaran online di kelas Menulis Esai. (4) untuk mengetahui bagaimana pendapat siswa tentang tantangan menggunakan aplikasi Edmodo sebagai media pembelajaran online di kelas Menulis Esai.

Peneliti menggunakan pendekatan kuantitatif dengan melibatkan 40 mahasiswa program studi Bahasa Inggris di IAIN Palangka Raya. Populasi dalam penelitian ini adalah seluruh mahasiswa Program Studi Bahasa Inggris yang telah mengambil mata kuliah Essay Writing yang berjumlah 114 mahasiswa dan sampel diambil berdasarkan teknik purposive sampling. Desain penelitian dari penelitian ini adalah penelitian survey. Data dikumpulkan melalui kuesioner tertutup dan data kuantitatif dianalisis menggunakan Microsoft Excel dan program SPSS 24.

Hasil penelitian ini menunjukkan bahwa Edmodo merupakan media alternatif yang sangat baik yang dapat dimanfaatkan siswa selama wabah COVID-

19. Peneliti dapat mengetahui persepsi siswa tentang keuntungan, kerugian, evaluasi dan tantangan menggunakan Edmodo. Kriteria pertama adalah keunggulan Edmodo. Untuk item 1, 70% setuju bahwa Edmodo membantu mereka untuk berinteraksi dengan teman sebaya dan dosen tentang mata pelajaran yang diajarkan melalui online dengan skor 79 dan interpretasinya baik. Kemudian untuk butir 2, 85% setuju Edmodo mudah digunakan karena dapat mengerjakan kuis dan tugas secara online dengan skor 87,5 dan interpretasi sangat baik. Untuk butir 3, 67,5% setuju bahwa Edmodo membantu mereka mengakses lebih banyak referensi yang tersedia secara online serta materi yang diunggah oleh dosen dengan skor 76,5 dan interpretasinya baik. Untuk butir 4, 50% setuju bahwa kegiatan online dan diskusi memotivasi siswa untuk mempelajari materi yang disajikan dengan skor 72,5 dan interpretasinya baik. Untuk butir 5, 80% mahasiswa setuju bahwa aplikasi ini dapat menghemat waktu dan biaya terutama untuk mendapatkan informasi dan interaksi dengan teman sejawat dan dosen dengan nilai 83 dan interpretasi sangat baik. Kriteria kedua adalah kelemahan Edmodo. 45% siswa setuju dengan butir 6 bahwa kegiatan online seperti tugas, kuis dan diskusi membuang-buang waktu dengan skor 64 dan interpretasinya baik. 52% siswa juga setuju dengan butir 7 bahwa siswa yang tidak memiliki akses internet dapat tertinggal dengan skor 71 dan interpretasinya baik. 62,5% siswa tidak setuju dengan butir 8 yang menyatakan siswa harus mengeluarkan banyak uang untuk Edmodo dengan skor 46,5 dan interpretasi cukup baik. 52,5% siswa tidak setuju dengan butir 9 bahwa penggunaan Edmodo sulit karena banyak fitur yang sulit dipelajari dengan skor 52,5 dan interpretasi cukup baik. Kriteria selanjutnya adalah evaluasi pembelajaran melalui Edmodo. 70% mahasiswa setuju dengan butir 10 yang menyatakan mereka menyukai platform ini untuk mengirimkan tugas (misalnya laporan, portofolio, dll) karena komentar dari dosen cepat dengan skor 79 dan interpretasinya baik. 40% setuju dengan butir 11 bahwa mereka menganggap pilihan pemberian "Lencana" kepada mereka oleh dosen memotivasi dengan skor 69 dan interpretasinya juga baik. 40% siswa tidak setuju dengan butir 12 Edmodo membutuhkan waktu lama untuk menguasai penggunaannya dengan skor 58 dan interpretasi cukup baik. 30% siswa juga tidak setuju dengan butir 13 yang merasa terburu-buru mengerjakan kuis karena waktu yang terbatas dengan skor 60 dan interpretasi yang baik dan butir 15, 35% siswa tidak setuju bahwa mereka tidak memiliki akses ke komputer atau perangkat seluler apa pun di rumah dengan skor 58 dan interpretasi baik dan akhirnya 30% siswa setuju bahwa mereka frustrasi menggunakan Edmodo karena kecepatan internet lambat di ponsel mereka dengan skor 64 dan interpretasinya baik.

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The researcher would like to express her sincere gratitude to Allah SWT. for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW. having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.

2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.

3. Chair of Department of Language Education, Akhmad Ali Mirza, M. Pd. for his invaluable assistance both in academic and administrative matters.

4. Chair of Study Program of English Education, Hesty Widiastuty, M.Pd., for her invaluable assistance both in academic and administrative matters.

5. Her thesis advisors, Sabarun, M.Pd. and Akhmad Ali Mirza, M.Pd., for their generous advice, valuable guidance, and elaborated correction during their busy time to the completion of her thesis.

6. All members of the board examiners, for their corrections, comments, and

suggestions which are profitable to the accomplishing of this thesis.

7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

8. her beloved parents, Edy Sutrisno and Rewida for all their greatest supports, sacrifice, and endless prayer to finish her study. Her beloved brother Redychen Boy P. S., Renaldo T. S., and her sister Rewulan N. R. S. for supports and happiness. May Allah SWT bless them all. *Aamiin*.

9. my best friends Sherina Kusramadhani, Desy Rachmiati, Mukaromah, Lisma Tiana and Sulianur.

10. Last, all of my friends and everyone who have helped the accomplishment of this thesis.

<div align="right">

Palangka Raya, February 23, 2022

The Researcher,

Renovhya Wisudany Agitha Sutrisno

SRN. 170 112 1194

</div>

TABLE OF CONTENT

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Tables:

LIST OF ABBREVIATIONS

SA   : Strongly Agree

A   : Agree

N   : Neutral

SD   : Strongly Disagree

D   : Disagree

MN   : Mean

STD   : Standard Deviation

LIST OF APPENDICES

Appendix 1 Research Schedule

Appendix 2 Questionnaires

Appendix 3 Presetantion Data of Students at IAIN Palangka Raya

Appendix 4 Research documentation

Appendix 5 Permission Letter
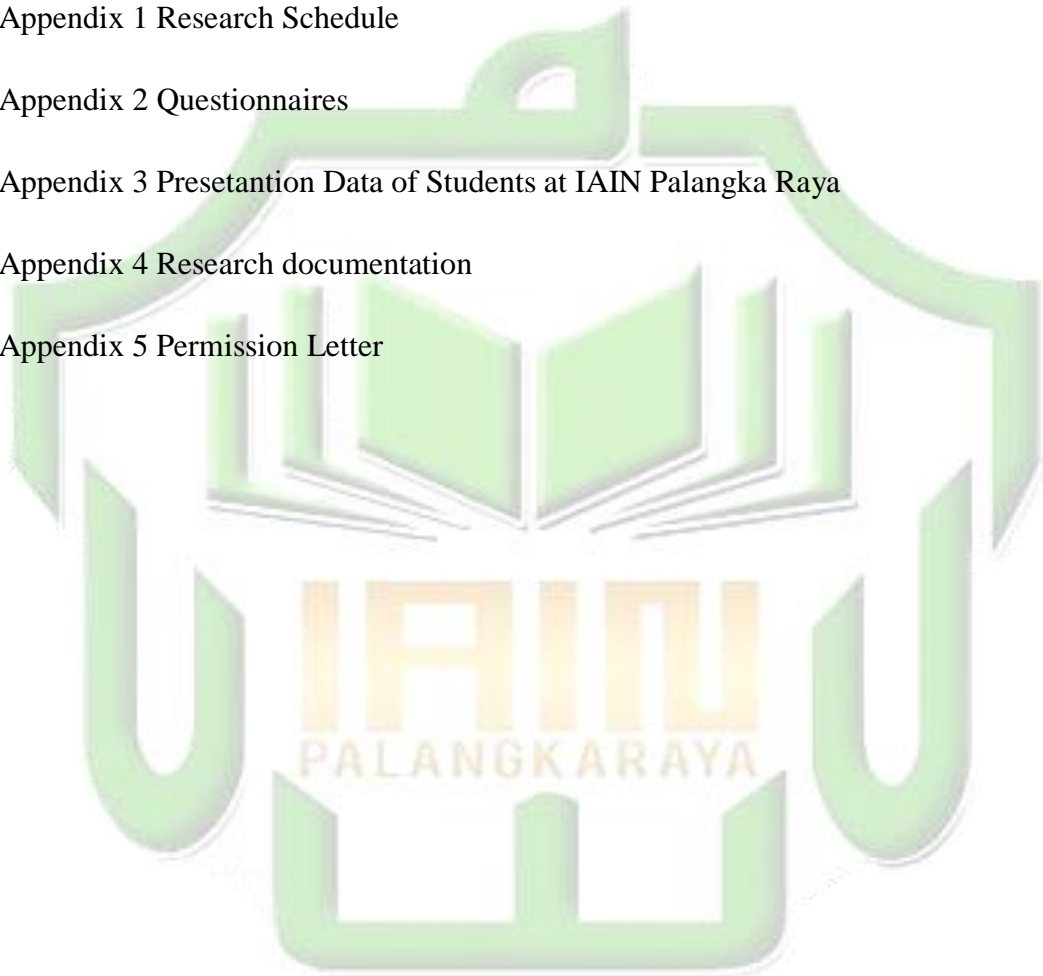
CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

Nowadays, especially in the pandemic era, online tools or media are needed for the continuity of the teaching and learning process. Because the dangerous virus was first found in Wuhan, South China in November 2019, according to Antonius et al. (2020), the Indonesian government has taken the required steps to closely monitor the World Health Organization (WHO) situation report on the COVID-19 epidemic throughout the world. 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. Nadiem Makarim, Indonesia's Minister of Education and Culture, released a Circular Note instructing schools and other academic institutions, including higher education, to

temporarily halt traditional teaching and learning activities for students and encourage students to conduct lessons 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. During the COVID-19 outbreak, online learning became more popular in Indonesia, 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 purpose of this study 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 EFL Students' Perceptions of Using Edmodo Application in Essay 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.

B. Research Problem

The problems of this research are:

1. What do students think about the advantage of the Edmodo application as an online learning medium in the Essay Writing class?

2. What do students think about the disadvantage of the Edmodo application as an online learning medium in the Essay Writing class?

3. What do students think about students' evaluation in learning using the Edmodo application as an online learning medium in Essay Writing class?

4. What do students think about the challenge using Edmodo application as an online learning medium in the Essay Writing class?

C. Objectives of the Study

The objectives of the study are:

1. To know how students think about the advantage of the Edmodo application as an online learning medium in the Essay Writing class.

2. To know how students think about the disadvantage of the Edmodo application as an online learning medium in the Essay Writing class.

3. To know how students think about the evaluation in learning using Edmodo application as an online learning medium in the Essay Writing class.

4. To know how students think about the challenge using Edmodo application as an online learning medium in the Essay Writing class.

D. Scope and Limitation

The scope of this study is the students who used Edmodo application as media in EFL classroom especially in writing class. Then the limitation of this study, it takes place at IAIN Palangka Raya, focused on students in the 2019 academic year semester 3 classes A and C who have taken Essay Writing course in the English study program.

E. Significance of the Study

This study has two significances as follow:

1. Theoretical

Theoretically, this study provides a theoretical explanation of Edmodo's usefulness towards learning activities in Essay Writing class during COVID-19 outbreak. In addition, this is an academic contribution to the institution, especially for the department of language education and providing scientific understanding of the topics in this study where this study forms a new theory on students' views of Edmodo as their learning medium.

2. Practically

This study will give lecturers with information regarding students' perspectives and challenges about implementing Edmodo in writing class.

For students, this study will assist them in expressing their opinions when using Edmodo as a learning tool at their class, and for the next researcher, this study will assist them in providing references that are relevant to their research.

F. Definition of Key Terms

1. Perception

According to Koentjaningrat in Aprianto (2017) perception is the relialization of human brain process and it appears as a view about phenomenon. Cambridge Dictionary stated perception is a belief or opinion, often held by many people and based on how things seem.

a. Students' Perception

Perception is the way a person perceives or evaluates something. Also, students' perceptions are related to how they feel and think about something. In this case, it could be about the class, the learning, the lecturers, the media or the learning method. In this study, the researcher wanted to find out how the views, opinions or comments of students on the advantage, disadvantage, evaluation and challenge of using Edmodo application as a learning medium in Essay Writing class.

2. **Edmodo**

   Edmodo is an educational platform that facilitates teachers to connect and communicate with their students and parents. In this study, Edmodo is an online learning media used in Essay Writing class especially the features in Edmodo that help the performance of students such as the use of assignment feature, award badge, polling, gradebook, file and link and quiz.

3. **Learning Activity**

   Learning activity is a variety of classroom activities aimed to obtaining knowledege. According to Aunurrahman (2010, p.35), learning is a process carried out by individuals with their environment through experience or training to obtain new behavior changes. Merriam Webster dictionary defined that learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns. In this study, students were asked to give their opinion about the advantages, disadvantages, evaluations and obstacles after using Edmodo during learning activities in Essay Writing class.

4. **English as a Foreign Language (EFL)**

   English as a Foreign Language or EFL, is the study and the use of English as a second language in a non-English speaking country.

Another definition stated by Collins English Dictionary that EFL is the teaching of English to people whose first language is not English.

5. **Writing**

Writing is a form of human interaction in which a language is represented by signs and symbols. According to Oxford Dictionary, writing is the activity or skill of writing. Besides that, writing is an activity which expression of idea, message or information in written form (Zhaminang, 2013:2). In this study, writing is one of the skills learned using Edmodo. For practicing writing skill, the teacher can post tasks for students to think about the writing topics for them and write their work using their prior knowledge of vocabulary and structuring. After that instruct them to submit it to the available assignments submit feature.

6. **COVID-19 Outbreak**

According to the WHO, the outbreak of COVID-19 is a pandemic that has infected more than 3 million people at the time and caused more than 200.000 deaths, 38 million cases and deaths are currently >1 million.–> worldwide in 2019.

7. Survey

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160).

CHAPTER II

REVIEW OF RELATED LITERARURE

In this chapter, review of related literature consists of related studies, the definition of perception, Edmodo, Learning Activity, English as a Foreign Language (EFL), Writing, and COVID-19 outbreak.

A. Previous Studies

There are some studies related to the topic. The first study by Erna Basania Siahaan (2020) with title "Students' Perception of Edmodo use as a Learning Tool". The mixed - method approach was used in this research study (quantitative and qualitative research). According to the results, Edmodo boosted participants' language skills, enhanced interaction and communication, and raised their willingness to share thoughts. Second, Edmodo provided them with the opportunity to access and explore a wide range of resources, which increased their vocabulary and creativity. Third, they thought Edmodo was a useful and entertaining tool for improving their English. The subject (English department students) and the object (Edmodo application) are similar in this research and future research. The method and instrument are the only differences. This study used both quantitative and qualitative methods (mix method), however the following study will only use quantitative methods.

This study employed a questionnaire and an interview, whereas the next study will use an online questionnaire.

The second study by Amatulloh et al. entitled "Students' Perception of Using Edmodo in EFL Classroom". The data of this research were obtained by using a qualitative descriptive method with questionnaires and interviews as instruments. The outcome was as follows: Edmodo is an effective education tool because it allows students to take part in online conversations and projects, which may help them improve their learning. According to the research, the number of students saw Edmodo as a simple and effective learning platform that allowed them to study anywhere and at any time without having to engage with lecturers or peers in reality. The similarity between this study and next study is in the object (Edmodo application). Questionnaires and interviews were employed as research instruments, but the next research will only employ online questionnaires. The subject and research approach are also different in this study from the first one. The research subject was high school students, and qualitative descriptive methods were used in this study. However, the study which I will conduct will employ quantitative approaches and it will focus on college students.

The third study was conducted by Balasubramanian et al in 2014 with the title "A study on Student preference towards the use of Edmodo as a learning platform to create responsible learning environment". The quantitative technique was used in this study, and a research-designed

survey was also used to collect questions with answers on a 5-point Likert scale ranging from strongly agree to strongly disagree. 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. Edmodo is a fantastic and user-friendly social learning tool that lets students to experience learning on an online course. It's also may inspire instructors to reconsider how they organize their classes. This study is relevant to mine because it employs quantitative techniques and uses a survey research design. In this study, the research questionnaire was also employed without an interview. The difference is in the research subject, as this study focused on degree students, whereas future study will focus on university students.

The fourth study was conducted by Handayani et al (2020) with the research title "The Students' Perception of Edmodo for English Learning". The research method in this study was a descriptive-quantitative approach. 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. This study and the study I'm planning to conduct are similar in where the research object is Edmodo application and the research subject is students' perceptions. The distinction is that this study's sample consisted of senior high school students, whereas mine will consist of university students. The instrument used was a questionnaire and an interview, however future study will be carried using an online questionnaire.

The fifth study was investigated by Al – Naibi et al in 2018 with the title "Promoting Students' Paragraph Writing Using Edmodo: An Action Research". Quantitative research was the method used in this study. There were 25 respondents in the Foundation Programme studying English. The second writing of pupils demonstrated a statistically significant increase in their writing. According to the outcomes of a post-treatment questionnaire, students have positive perspectives on utilizing Edmodo for language learning. The research method, which is quantitative approach, is comparable with mine, and so are the research participants, who are university students, and also the study object, which is the Edmodo app. And part of the difference is that this study employed three lesson plans to teach students about the process of writing, and students

used Edmodo to take quizzes, discussions, and activities, while other study do not take any action or educate in classroom.

Next study was conducted by Insani et al with the title "Undergraduate Students' Perspectives in Using Edmodo as An Educational Social Network" in the year of 2018. Mixed methodology approach was used in this investigation. The current study sample consisted of 50 undergraduate students from a university in Bandung, Indonesia. Closed-ended and open-ended questionnaires were used to obtain the data. As a result 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. Lastly, Edmodo can be used in college EFL classes, according to the authors. Some similarities between this study and mine can be found in the research subjects, which are university students, the design of the research, which is a survey, and the fact that both research looked into students' perceptions of Edmodo as an educational social media platform for EFL classes. The research methodology is a combination of quantitative and qualitative with the instrument tools such as closed-ended survey questionnaires and open-ended questionnaires. Whereas the following analysis will use a quantitative approach only with one instrument, it is closed-ended questionnaire.

The seventh study by Hoesny et al (2020) entitled The Use of Edmodo in ESP Classroom: A Study on Students' Perception and Classroom Activities. The goal of the study was to see how Edmodo, an online learning platform, was used in a Garuda Maintenance Facility class in the State Polytechnic of Malang's Electronic Engineering program. This investigation was a case study, and also the respondents included 24 GMF students (22 males and 2 females). 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. However, it may be stated that Edmodo's implementation in the GMF class was a success. Two studies investigated the students' perceptions of EFL classes as a learning tool. Following that, there are various distinctions between the two studies: firstly, this study utilized a qualitative method; second, the participants were students and teachers; and third, data was collected through surveys and interviews. Instead, future study will employ a quantitative approach only for students as the subject and an online questionnaire as the instrument.

The last study 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. Observation, writing task, questionnaire, and observation notes were applied as approaches and it was used to gather information. Classroom Action Research was included in this investigation. The information gathered was divided into quantitative and qualitative categories. EFL students enrolled in the Argumentative class were the subjects of this investigation. The study looked into how Edmodo might be used in an EFL writing class to help students improve their ability to write 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.

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. According to UNESCO (2002), ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters". Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education has better

'knowledge', presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

The similarities with previous studies are both investigated students' perceptions and Edmodo as the object of the study. Different from those studies, this study investigates EFL Students' Perceptions of Edmodo Application in Writing Class during COVID-19 Outbreak.

B. Perception

Perception is the experience of object, event, and relationship acquired by resuming information and interpreting message. It gives a meaning toward stimulus-response in resuming information and predicting message which involves attention, hope, motivation, and memory (Rakhmat, 2000). Following it, Michotte (2017) develops perception as a phase of the total process of action which allows us to adjust our activities to the world, we live in. Furthermore, perception is automatically related to certain nature of human being, which his or her psychological features. Perception is process which starts from the sense of organ. That is a process related to acceptance of information by human brain that is said that during the process a person continually interacts with his or her environment (Slameto, 2010:102).

1. Types of Perceptions

According to Amalia (2018, p. 9-10), there were two types of perceptions identified while identifying the students'

perceptions: positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demeanours each individual obtain and choices each human being makes all the way through life.

a) Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

b) Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

In this case, the students' perception might be defined as their acquired view following a specific event that requires correction. As a result, the focus of this study is on the students' perceptions of involvement, accessibility, resources, and assignment delivery, as well as an online-learning platform that is tailored to their requirements and circumstances. These criteria are required to align the students' opinions of online learning with the study's goals, particularly their impressions of Edmodo as the platform they have used in classroom.

C. Edmodo

Edmodo is a free and secure learning platform designed by Jeff O' Hara and Nick Borg in 2008 for teachers, students, parents, schools, and districts, and is available at www.edmodo.com (Chada Kongcham, 2013). Edmodo has been widely used by many top universities as an alternative space wherein students can adapt easily through daily activities and interactions with peers and faculty. It is supported by Enriquez (2014) who declares Edmodo as one of the top learning tools by five hundred plus professionals from 48 countries around the world. According to Hourdequin (2014), Edmodo is described as a free online learning management system that offers a secure virtual space for students and teachers to share and discuss texts, images, audio files, and videos. Thus, Edmodo could be accessed through web browser or smartphone application (iOS and Android). The teachers could create communities or classes for specific groups of students on Edmodo. When a teacher creates an Edmodo group, he or she receives a group code that could be used by students. Besides, not only teachers and students but also parents are able to have a code of their own. It is aimed to allow them to check, support, and work together with their children (Batsila, et al., 2014). Arroyo (2011) viewed Edmodo as an inspiring teaching tool for knowledge to be constructed. It was described by Trust (2012) as an interactive platform based on a social networking and mutual collaboration between teachers and their students.

Here are the steps on how to get started with Edmodo.
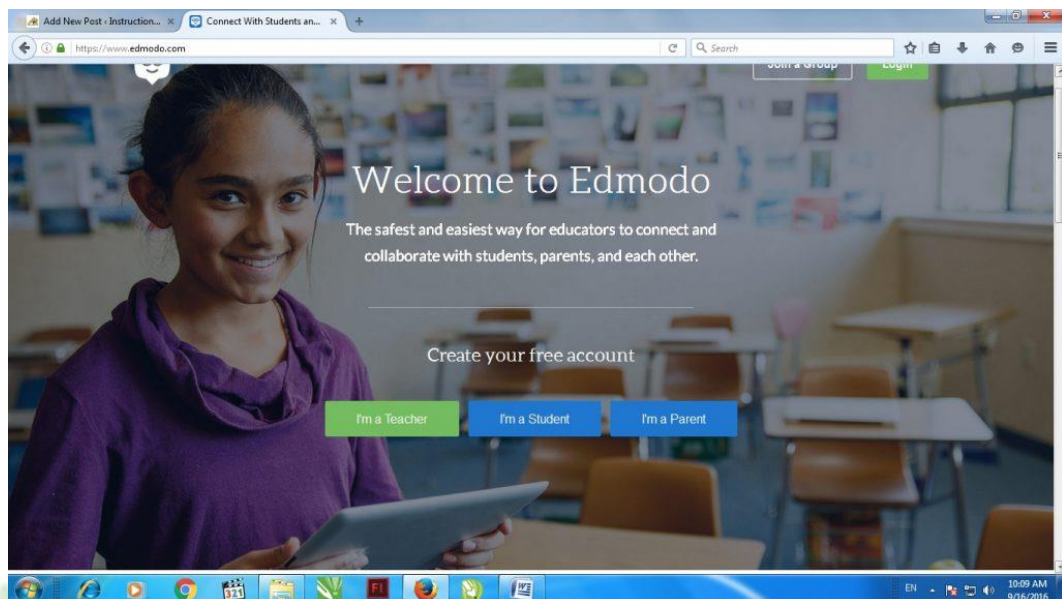
There are three accounts that can used in Edmodo, they are as a teacher, a student, and a parent. In this research, researcher only explain how to use Edmodo as a teacher and a student.

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. 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 Features of Edmodo

Edmodo is an online application made specifically for teaching and learning purposes. It provides some features which are appropriate for learning processes, such as quiz, grade book/progress, assignment submission platform which contains a due date, library, and others (Sumarno: 2019, p. 32). 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 nywhere and anytime. Added to that, quizzes can be graded and submitted

automatically to every student in a secure way (Bayne, n.d. in Agustin, 2019).

4. Benefits of Edmodo Application

According to Looi and Yusop (2011), integrating Edmodo provides some pedagogical advantages in teaching and learning. Firstly, Edmodo provides students to post comments, send notes, links, files alerts, assignments, events, and direct messages to the instructor. This can be a beneficial tool for increasing 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 students to engage in the learning activities. Lastly, Edmodo provides students with a sense of community and engagement in their learning. 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 in Agustin, 2019).

5. Weaknesses of Edmodo Application

The use of Edmodo certainly has some challenges. First challenge is low internet speed and internet connection problems as highlighted by Al-Khathiri (2015) and Enriquez (2014). Second challenge of using Edmodo as an educational

social network is the small-sized screen of the phones which makes it difficult for students to view all the course materials on the phone (Al-Khathiri, 2015). Some students may not always access Edmodo from their laptop. It is also supported by Addison (2011) who notes that small-sized screen is one of barriers in implementing Edmodo as an educational social network.

D. Learning Activity

In general, learning is a process or effort made by everyone in their behavior, knowledge, attitudes, skills, way or ability to think, life values, and various other abilities needed in life to change their life. According to Makmun Khairani (2014: 5) Learning is an activity of interaction between individuals and their environment which aims to make changes in a person including changes in behavior, attitudes, habits, knowledge, skills, etc. which are constant. On the other words, Hamalik, in Hamdani (2011:20) claims that learning is not only studying subjects, but also composing, habits, perceptions, pleasures or interests, social adjustments, various other skills, and ideals. In this study, the learning activity that has used the Edmodo media is the Essay Writing course.

1. Learning Using Edmodo

Learning English language is more or less about learning the four basic skills of English; Listening, reading,

writing & speaking. So, for learning these four skills of English, Edmodo can be used as a medium in a very innovative way during the pandemic. Edmodo is claimed to be an effective tool for interaction, wider exposure and use of the target language among learners (Hariri & Bahanshal, 2015).

For practicing English writing skill, students can be asked to write something on any topic based on their own experience and they are asked to upload those in the assignment submission platform of Edmodo where only the lecturer can see and read their write up. After submitting their write up, the lecturer can also give feedbacks or scores to the learners in the Gradebook feature. Another way of engaging them for writing through Edmodo is to give them various interesting English videos, document files, text, audio, etc. in the File and Link feature and they can be instructed to write their own review on those. Students often like these interesting videos, etc and enthusiastically they engage in the writing activity. In addition, lecturer also motivate students by giving awards for completing assignments or quizzes on the Award Badge feature.

E. English as a Foreign Language (EFL)

EFL is short for English as a Foreign Language. Peng Si (2019) explainde that EFL is mainly used by non-native English learners, such as Chinese learners of English in China. The audience of EFL are those whom English is not the first language or the official language of the country such as China, Japan and South Korea. In these countries, English isn't indispensable for daily communication.

According to Macmillan Dictionary, EFL refers to the English that taught to people who need to learn it for their studies or their career, and who do not live in an English-speaking country. On the other hand, in Collins Dictionary, EFL is the teaching of English to people whose first language is not English. EFL is the practice and theory of learning and teaching English for use in countries where it is not an official medium. English as a Foreign Language (EFL) is the teaching and learning English in countries where English is not a language of majority. Current important places for EFL include Indonesia, South Korea, Japan, Taiwan, China and Thailand. Students study English in their own country, as part of academic requirements in their school systems, or in preparation for travel or study in an English- speaking country (Ashraf Ahmed, 2015).

F. Writing

According to Kridalaksana and Djoko Kentjono (in Chaer, 2014: 32) language is a system of arbitrary sound symbols used by members of

social groups to work together, communicate, and identify themselves. The main function of language is as a communication tool between humans. Mohammed Iqram Hossain (2015) stated that when we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". Reading and Listening are called receptive skills because when we listen and read something we receive the language, understand it and decode the meaning. Speaking and writing are called productive skills because we use the language to produce a message through speech or written text. Receptive skills comprise silent reading and following the media. Productive skills consist of oral presentations, written studies and reports. In addition, they also consist of social values (i.e. making judgments of what has been submitted in writing or of fluency in speaking and delivering oral presentations). As defined by Jaramillo and Medina (2011) Productive skills, speaking and writing, are an important form of expression used to persuade or convince other people as well as to share ideas and feelings. And the skill that will be discussed in this research is writing skills.

The Blackwell Encyclopaedia of Writings Systems, Florian Coulmas defines a writing system as: "a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system." Writing is one way of providing variety in

classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills (Mohammed Iqram Hossain, 2015:24).

G. COVID-19 Outbreak

In December 2019, the World Health Organization proclaimed the coronavirus disease 2019 (COVID-19) pandemic as global medical crisis. Coronaviruses are a broad group of viruses that can produce a variety of symptoms, from minor to severe. Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS) are two illnesses caused by coronaviruses that can produce severe symptoms (SARS). Coronavirus Disease 2019 (COVID-19) is a novel disease that has never been seen in humans before. Sars-CoV-2 is the virus that causes COVID-19. Corona virus is zoonoses (transmitted between animals and humans). Research says that SARS transmitted from civet cats (civet cats) to humans and MERS from camels to humans. Meanwhile, the animal that is the source of transmission of COVID-19 is still unknown. Common signs and symptoms of COVID-19 infection include respiratory symptoms acute such as fever, cough and shortness of breath. The incubation period averaged 5-6 days with a period the longest incubation of 14 days. In severe cases of COVID-19 it can cause pneumonia, acute respiratory syndrome, kidney failure and even death. Signs and the clinical symptom reported in the majority of cases is fever, with some the case had difficulty

breathing, and the X-ray showed a large pneumonia infiltrate in both lungs ("Pedoman Pencegahan dan Pengendalian Coronavirus Disesase (Covid-19) Revisi ke-4," 2020).

H. Survey

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. Beside that, a survey is any activity that collects information in an organised and methodical manner about characteristics of interest from some or all units of a population using well-defined concepts, methods and procedures, and compiles such information into a useful summary form.

In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses.

I. Theoritical Framework

The theoritical framework is as follows:

```
                    ┌─────────────────────┐
                    │    Writing Class    │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │       Edmodo        │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │     Perception      │
                    └─────────────────────┘
```

Advantage	Disadvantage	Evaluation	Challenge

```
                    ┌─────────────────────┐
                    │     Discussion      │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │     Conclusion      │
                    └─────────────────────┘
```
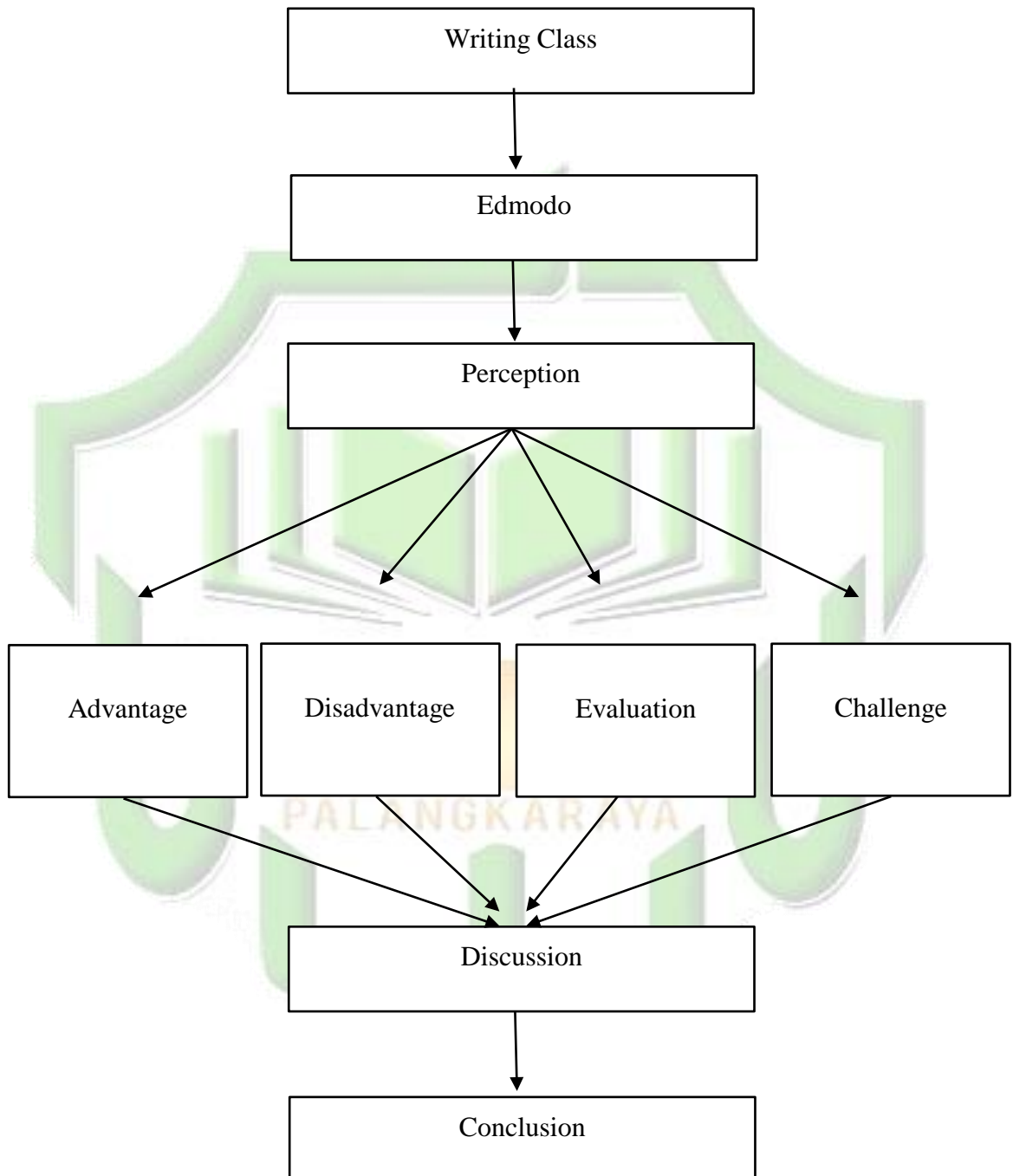
Figure 2.1 Theoritical Framework

CHAPTER III

RESEARCH METHOD

In this chapter the researcher presents the research type, research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Type & Research Design

1. Research Type

The research type of this study is quantitative method. The researcher used that method to describe the students' perceptions of Edmodo application in learning activities of the EFL writing class during COVID-19 outbreak. According to Syamsudin & Damiyanti, (2011) Quantitative research methods are a type of research with systematic, planned and clearly structured from the beginning to the creation of the research design. This research is a research that aims to explain the phenomena that exist by using numbers to rely on individual or group characteristics. Another definition, quantitative research is a type of research which explaining some problem by collecting numerical data which the way to analyze is by using statistics method (Creswell, 2013). Furthermore, Apuke (2017:40) defined that quantitative research methods are research methods relating to the quantification and analysis variables to obtain research results. This involves the use and analysis of numerical

data using specific statistical techniques to answer questions such as who, how much, what, where, when, how much, and how.

As defined by Fitrah and Luthfiyah (2017:36), descriptive research is research that aims to describe existing phenomena, which occur now and in the past. This study does not make manipulations or changes to the independent variables but illustrates a condition based on facts.

2. Research Design

The research design of this study is a survey research. Creswell (2013) stated that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population.

The researcher used a survey as a research design because survey aims to describe the attitudes, opinions, behaviors, or characteristics of the population and this research investigated students' opinions on the Edmodo application. That's why survey is suitable to conduct my research.

B. Population and Sample

1. Population

Based on Ary et al (2010, p. 148) Population is defined as all members of any well-defined class of people, events, or objects. Another definition explained that the population is defined as a generalization area consisting of objects or subjects that have certain

qualities and characteristics (Helaluddin and Wijaya, 2019, p. 60). The population of this study is all students of English Study Program who had taken the Essay Writing course in 2019 with a total of 114 students in State Islamic Institute of Palangka Raya.

Table 3.1 Population

No	Year	Total students
1	2019	114
Total		**114**

Table 3.2

Demographic Information of Respondents

No	Semester	Gender	Frequency	Percentage
1	3 (Three)	Male	29	25,4%
		Female	85	74,5%
	Total		114	100%

2. **Sample**

Sample is a group selected from the population for observation in a study (Ary, 2010, p. 649). It is a small part of population which determined to be used in the process of data collection in research (Helaluddin and Wijaya, 2019, p. 62). According to Arikunto (2010) in the research if the population are less than a hundred then it is better to take the whole of the population, then the research becomes a

population study. But if the number of population is large or more than a hundred then simply to take the sample only, it is for 10-15% or 20-35% of the population.

Here, the researcher took sample for 35% of the total number of 2019 academic year students and used a purposive sampling technique with the criteria that students used Edmodo as a learning medium and have completed Essay Writing course, whether they pass or not.

Table 3.3 Sample

No	Year	Total students
1	2019	40
	Total	**40**

C. Research Instrument

1. Research Instrument Development

According to Yin (2011, p. 93), research instrument is as a tool for collecting the data. The researcher took questionnaire as an instrument for this research.

a. Questionnaire

According to Ary (2010, p. 97), questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. According to Sugiyono (2017) questionnaire is a data collection technique that is

done by giving a set of questions or written questions to the respondents to answer. The questionnaire is use to measure the students' perceptions of Edmodo application in learning activities of the EFL writing class during COVID-19 outbreak.

According to Cresswell (2012), there are three types of the questions:

a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant.

b. Open-ended questions are questions for which researchers do not provi de the response options; the participants provide their own responses to questions.

c. semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

In this study, the questionnaire was the closed-ended questions. Closed questions are structured and useful because they can produce frequency responses that can be received by treatment and statistical analysis (Cohen et al in Sri Mulyani, 2020, p. 35). In this study, researcher used an online questionnaire using Google Form. Also, the questionnaire uses the Likert scale to measure students' perceptions.

A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research, such that the term (or more fully the Likert-type scale) is often used interchangeably with *rating scale.* Likert scaling is a bipolar scaling method, which measures positive and negative responses to statements. A scale can be created as the simple sum or average of questionnaire responses over the set of individual items (questions). In so doing, Likert scaling assumes distances between each choice (answer option) are equal.

The questionnaire that was used in this research took 9 questions from the article of Hoesny M. U. et al (2020), 2 questions from the article of Balasubramanian K. et al (2014) and 4 questions from the article of Amatullah N. A. et al. This questionnaire consists of the questions about what do students' opinion or view towards the advantages, disadvantages, evaluations and challenges of using Edmodo application as a learning tool in writing class during pandemic.

Table 3.4 List of Questionnaire

NO	Criteria	Questionnaire Statement (Penyataan Kuesioner)	Alternative Answers (alternatif jawaban)				
			SA	A	N	D	SD
1	**Advantage**	1) Edmodo helps me 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					
		3) Edmodo helps me 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					
		5) Edmodo can save time and money especially to get information and interaction with peers and lecturer					
2	Disadvantage	6) Online activities such as tasks, quizzes and discussion waste my time					
		7) Students who don't have internet access can be left behind					
		8) Students have to spend a lot of money for Edmodo					
		9) The use of Edmodo is difficult because many features are difficult to learn					
3	Evaluation	10) I like this platform for submitting assignments (e.g. reports, portfolio, etc.) because comments from my lecturer are fast					
		11) I find the option of giving "Badges" to me by my lecturers is motivating					
4	Challenge	12) Edmodo requires long time to master its use					

		13) I 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					
		15) I lack of access to computers or any mobile device at home					

2. Instrument Validity

The validity of the research instruments that is used to collect research data is very important. According to Zohrabi (2013), validity is the trying to explain the truth of research findings. It is the extent to which an instrument measures what it purports to measure. Another definition explained by Drost (2011) Validity is the extent to which a measure adequately represents the underlying construct that it is supposed to measure. In this research, the survey used an online questionnaire which was adopted from the journals of Hoesny M. U. et al (2020), Balasubramanian K. et al (2014) and Amatullah N. A. et al. Because the researcher adopted the instrument, the questionnaire used was valid.

3. Instrument Reliability

The question is said to be reliable when the answers to the questions are consistent or stable from time to time. Sugianto (2017)

defined reliability as the consistency of score if the test is conducted to the same tester. The instrument reliability test in this study used the Alpha Cronbach formula because the data was in the form of interval data. The Cronbach Alpha formula is as follows:

$$r_{11} = \frac{k}{k-1}\left(1 - \frac{\sum\sigma_b^2}{\sigma_t^2}\right)$$

Note:

r_{11} = Reliability value

k = Number of items

σ_t^2 = Total variance

$\sum\sigma_b^2$ = Number of variance score for each item

The criteria for research instrument will be reliable by using this technique if the reliability value (r_{11}) > 0.6 (Siregar, Syofian 2013, pp. 55-56).

The results of the reliability test using Microsoft Excel 2013 were 0.859. From the results of this test, it can be concluded that the value of Cronbcah's Alpha is more than 0.6 so that the variable can be said reliable.

D. Data Collection Procedure

Data collection is the variety of methods used to collect data, assemble, retrieve, or solicit the research data. Experts know the methods such interview, observation, questionnaire, testing, records and documents (Suwartono, 2014, p. 41).

In this study, the researcher used a questionnaire as the research instrument, 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 divided into five categories: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. 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 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. The researcher categorized and analyzed the data from the questionnaire once it was collected.

E. Data Analysis Procedure

1. Questionnaire

After collecting the data, the researcher conducted several procedures to analyze them. First, the researcher calculated the frequency and percentage of respondents. With the following formula:

P = F / N x 100%

Where:

P = Percentage   N = Number of respondents

F = Frequency / number of respondents' answers

Then, calculate Mean of the score obtain that divided into five parts, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Likert scale uses the following weights:

Table 3.5 Questionnaire Assessment Criteria

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

After getting the total percentage of students' scores, the researcher classified the percentage of questionnaires. The formula that used to calculate the percentages is:

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 result of questionnaire classified based on the following

interval:

Table 3.6 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

This interpretation is taken from a study by Irma Manda Negara in

2018 with the research title "Students Perception: The Use of Google

Classroom in Teaching-Learning Process. The use of scale classification in

this research is to measure the agreement and disagreement of respondents

to the object in the questionnaire. The analysis is only in the form of

frequencies (numbers) or proportions (percentages). From the results of

this percentage found the results of a questionnaire about the perceptions

of students.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of the study after all the necessary data have been collected and tested. It covers the data presentation, research finding, and discussion.

A. Data Presentation

In this chapter, the researcher described the EFL Students' Perceptions of Using Edmodo Application in Writing Class during Covid-19 Outbreak. The data were collected from questionnaire as the instrument. Quantitative data analyzed using Microsoft Excel and SPSS 24 program.

The participants of this study were English Education students in 2019 that consists of four class: A, B, C, and D, but the students that used Edmodo application were only two class, A and C class. The total number of English students who participated were 40 students from 3rd semester. Here, the course facilitated by Edmodo was Essay Writing.

In this study, the researcher categorized the questionnaire into four criteria: 1. Advantage (of using Edmodo) stated five questions, 2. Disadvantage (of using Edmodo) stated four questions, 3. Evaluation stated two questions, and 4. Challenge (of using Edmodo) stated four question. The number of total items was 15 statements. The result of the questionnaire analysis was described in table 4.1.

Table 4.1 Result of Questionnaire Analysis

NO	Criteria	Questionnaire Statement (Penyataan Kuesioner)	Alternative Answers (alternatif jawaban)					Total	MN	STD	Score	Grade
			SA	A	N	D	SD					
1	**Advantage**	1) Edmodo helps me to interact with peers and lecturer about the subject being taught via online	12 30.0%	16 40.0%	11 27.5%	-	1 2.5%	40 100%	3.95	0.904	79	Good
		2) Edmodo is easy to use because I can do quizzes and tasks online	21 52.5%	13 32.5%	6 15.0%	-	0 0%	40 100%	4.38	0.740	87.5	Excellent
		3) Edmodo helps me access more references which is available online as well as material uploaded by lecturer	9 22.5%	18 45.0%	10 25.0%	3 7.5%	0 0%	40 100%	3.83	0.874	76.5	Good
		4) Online activities and discussion motivate me to study the subject being presented	7 17.5%	13 32.5%	18 45.0%	-	2 5.0%	40 100%	3.63	0.838	72.5	Good
		5) Edmodo can save time and money especially to get information and interaction with peers and lecturer	14 35.0%	18 45.0%	8 20.0%	-	-	40 100%	4.15	0.736	83	Excellent
2	**Disadvantage**	6) Online activities such as tasks, quizzes and discussion	8 20.0%	10 25.0%	9 22.5%	8 20.0%	5 12.5%	40 100%	3.20	1.324	64	Good

No	Aspect	Statement						Total	Mean	SD		Category
		waste my time										
		7) Students who don't have internet access can be left behind	8 20.0%	13 32.0%	12 30.0%	7 17.5%	-	40 100%	3.55	1.011	71	Good
		8) Students have to spend a lot of money for Edmodo	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
		9) The use of Edmodo is difficult because many features are difficult to learn	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
3	Evaluation	10) I like this platform for submitting assignments (e.g. reports, portfolio, etc.) because comments from my lecturer are fast	10 25.0%	18 45.0%	12 30.0%	-	-	40 100%	3.95	0.749	79	Good
		11) I find the option of giving "Badges" to me by my lecturers is motivating	4 10.0%	12 30.0%	22 55.0%	2 5.0%	-	40 100%	3.45	0.749	69	Good
4	Challenge	12) Edmodo requires long time to master its use	3 7.5%	9 22.5%	12 30.0%	13 32.5%	3 7.5%	40 100%	2.90	1.081	58	Pretty Good

		13) I feel rushed to do the quiz in Edmodo because of limited time	5 12.5%	5 12.5%	18 45.0%	9 22.5%	3 7.5%	40 100%	3.00	1.086	60	Good
		14) I get frustased by using Edmodo because of the slow speed internet on my mobile phone	7 17.5%	5 12.5%	19 47.5%	7 17.5%	2 5.0%	40 100%	3.20	1.091	64	Good
		15) I lack of access to computers or any mobile device at home	6 15.0%	4 10.0%	16 40.0%	8 20.0%	6 15.0%	40 100%	2.90	1.236	58	Pretty Good
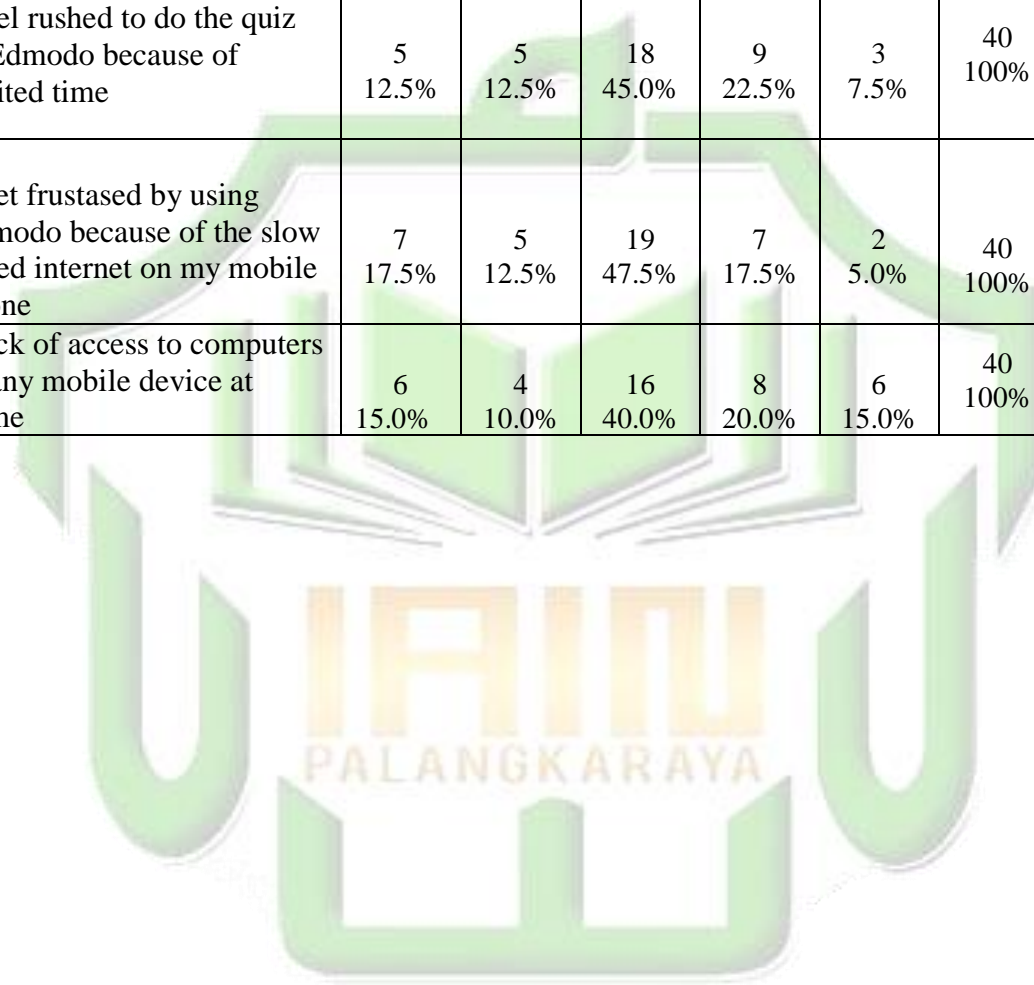
B. Research Findings

Survey was done to investigate students' perception about Edmodo after using it for a semester in writing class. The survey was an online using online questionnaire as a link and it was distributed by posting it in Whatsapp group class. The research was started from 28 Juli 2021 - 28 September 2020 at the State Islamic Institute of Palangkaraya. And the research sample was students of 3rd semester in 2019 academic year. The presented data consist of frequency, percentage, mean, and standard deviation. The first step was to calculate the frequency and percentage of respondents. The second step was to calculate the mean, standard deviation, and interval.
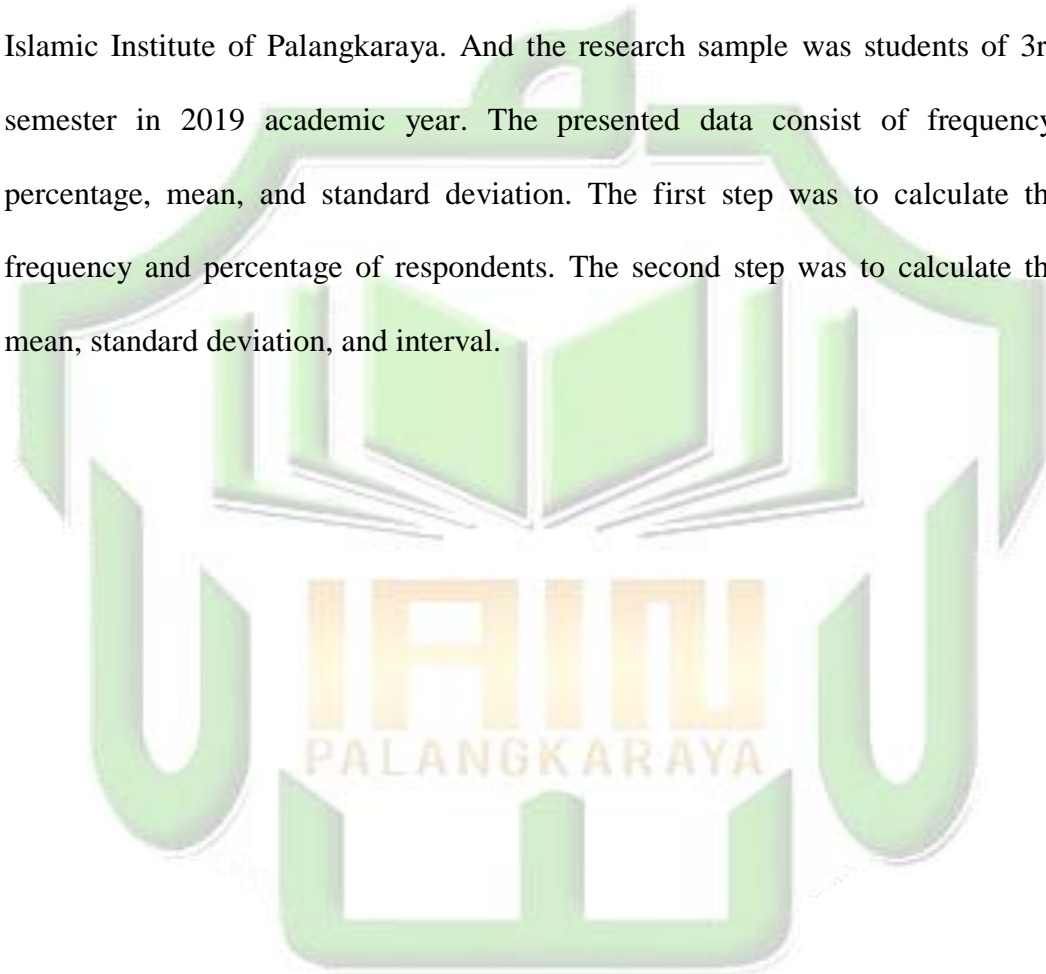
The description of the data that has been obtained is as follows:

A. Advantage of using Edmodo

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

Table 4.2

Result of Questionnaire Analysis

X1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.5	2.5	2.5
	Neutral	11	27.5	27.5	30.0
	Agree	16	40.0	40.0	70.0
	Strongly Agree	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

From table 4.6, it can be seen that 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**.

Table 4.3

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	12	60
4	16	64
3	11	33

2	0	0
1	1	1
Total	40	158

Total score of (S) x (F) = 158

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 158 / 200 x 100% = 79 (Good)

Based on the 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*

Table 4.4

Result of Questionnaire Analysis

X2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	15.0	15.0	15.0
	Agree	13	32.5	32.5	47.5
	Strongly Agree	21	52.5	52.5	100.0
	Total	40	100.0	100.0	

From table 4.7, it can be seen that the respondents who stated **strongly agree** were 21 students (52.5%), 13 students (32.5%) stated **agree**, and 6 students (15%) stated **neutral**.

Table 4.5

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	21	105
4	13	52
3	6	18
2	0	0
1	0	0
Total	40	175

Total score of (S) x (F) = 175

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 175 / 200 x 100% = 87.5 (Excellent)

Based on the 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*

Table 4.6

Result of Questionnaire Analysis

X3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	7.5	7.5	7.5
	Neutral	10	25.0	25.0	32.5
	Agree	18	45.0	45.0	77.5
	Strongly Agree	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

From table 4.8, it can be seen that 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.**

Table 4.7

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	9	45
4	18	72
3	10	30
2	3	6
1	0	0
Total	40	153

Total score of (S) x (F) = 153

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 153 / 200 x 100% = 76.5 (Good)

Based on the 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*

Table 4.8

Result of Questionnaire Analysis

X4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	5.0	5.0	5.0
	Neutral	18	45.0	45.0	50.0
	Agree	13	32.5	32.5	82.5
	Strongly Agree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

From table 4.9, it can be seen that 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.**

Table 4.9

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	7	35
4	13	52
3	18	54
2	2	4
1	0	0
Total	40	145

Total score of (S) x (F) = 145

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 145 / 200 x 100% = 72.5 (Good)

Based on the 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*

Table 4.10

Result of Questionnaire Analysis

X5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	8	20.0	20.0	20.0
	Agree	18	45.0	45.0	65.0
	Strongly Agree	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

From table 4.10, it can be seen that the respondents who stated **strongly agree** were 14 students (35%), 18 students (45%) stated **agree**, and 8 students (20%) stated **neutral**.

Table 4.11

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	14	70
4	18	72
3	8	24
2	0	0
1	0	0
Total	40	166

Total score of (S) x (F) = 166

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 166 / 200 x 100% = 83 (Excellent)

Based on the 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*

Table 4.12

Result of Questionnaire Analysis

		X6			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	12.5	12.5	12.5
	Disagree	8	20.0	20.0	32.5
	Neutral	9	22.5	22.5	55.0

Agree	10	25.0	25.0	80.0
Strongly Agree	8	20.0	20.0	100.0
Total	40	100.0	100.0	

From table 4.11, it can be seen that 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**.

Table 4.13

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	8	40
4	10	40
3	9	27
2	8	16
1	5	5
Total	40	128

Total score of (S) x (F) = 128

Y = Likert lowest score x number of respondents x number of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 128 / 200 x 100% = 64 (Good)

Based on the 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*

Table 4.14

Result of Questionnaire Analysis

X7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	17.5	17.5	17.5
	Neutral	12	30.0	30.0	47.5
	Agree	13	32.5	32.5	80.0
	Strongly Agree	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

From table 4.12, it can be seen that 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**.

Table 4.15

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	8	40
4	13	52

3	12	36
2	7	14
1	0	0
Total	40	142

Total score of (S) x (F) = 142

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 142 / 200 x 100% = 71 (Good)

Based on the 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*

Table 4. 16

Result of Questionnaire Analysis

X8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	30.0	30.0	30.0
	Disagree	13	32.5	32.5	62.5
	Neutral	9	22.5	22.5	85.0
	Agree	2	5.0	5.0	90.0

Strongly Agree	4	10.0	10.0	100.0
Total	40	100.0	100.0	

From table 4.13, it can be seen that 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**.

Table 4.17

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	4	20
4	2	8
3	9	27
2	13	26
1	12	12
Total	40	93

Total score of (S) x (F) = 93

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 93 / 200 x 100% = 46.5 (Pretty Good)

Based on the 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*

Table 4.18

Result of Questionnaire Analysis

X9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	15.0	15.0	15.0
	Disagree	15	37.5	37.5	52.5
	Neutral	11	27.5	27.5	80.0
	Agree	4	10.0	10.0	90.0
	Strongly Agree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

From table 4.14, it can be seen that 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**.

Table 4.19

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	4	20
4	4	16
3	11	33

2	15	30
1	6	6
Total	40	105

Total score of (S) x (F) = 105

Y = Likert highest score x number of respondents x number

    of questions

    = 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

    = 105 / 200 x 100% = 52.5 (Pretty Good)

Based on the 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*

Table 4.20 Result of Questionnaire Analysis

X10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	12	30.0	30.0	30.0
	Agree	18	45.0	45.0	75.0
	Strongly Agree	10	25.0	25.0	100.0

Total	40	100.0	100.0

From table 4.15, it can be seen that the respondents who stated **strongly agree** were 10 students (25%), 18 students (45%) stated **agree**, and 12 students (30%) stated **neutral**.

Table 4.21

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	10	50
4	18	72
3	12	36
2	0	0
1	0	0
Total	40	158

Total score of (S) x (F) = 158

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 158 / 200 x 100% = 79 (Good)

Based on the 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*

Table 4.22

Result of Questionnaire Analysis

X11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	5.0	5.0	5.0
	Neutral	22	55.0	55.0	60.0
	Agree	12	30.0	30.0	90.0
	Strongly Agree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

From table 4.16, it can be seen that 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.**

Table 4.23

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	4	20
4	12	48
3	22	66

2	2	4
1	0	0
Total	40	138

Total score of (S) x (F) = 138

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 138 / 200 x 100% = 69 (Good)

Based on the 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*

Table 4.24

Result of Questionnaire Analysis

X12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	13	32.5	32.5	40.0

Neutral	12	30.0	30.0	70.0
Agree	9	22.5	22.5	92.5
Strongly Agree	3	7.5	7.5	100.0
Total	40	100.0	100.0	

From table 4.17, it can be seen that 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.**

Table 4.25

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	3	15
4	9	36
3	12	36
2	13	26
1	3	3
Total	40	116

Total score of (S) x (F) = 116

Y = Likert highest score x number of respondents x number

   of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 116 / 200 x 100% = 58 (Pretty Good)

Based on the 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*

Table 4.26

Result of Questionnaire Analysis

X13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	9	22.5	22.5	30.0
	Neutral	18	45.0	45.0	75.0
	Agree	5	12.5	12.5	87.5
	Strongly Agree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

From table 4.18, it can be seen that 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.**

Table 4.27

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	5	25

4	5	20
3	18	54
2	9	18
1	3	3
Total	40	120

Total score of (S) x (F) = 120

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 120 / 200 x 100% = 60 (Good)

Based on the 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*

Table 4.28

Result of Questionnaire Analysis

X14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.0	5.0	5.0
	Disagree	7	17.5	17.5	22.5
	Neutral	19	47.5	47.5	70.0

Agree	5	12.5	12.5	82.5
Strongly Agree	7	17.5	17.5	100.0
Total	40	100.0	100.0	

From table 4.19, it can be seen that 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.**

Table 4.29

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	7	35
4	5	20
3	19	57
2	7	14
1	2	2
Total	40	128

Total score of (S) x (F) = 128

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 128 / 200 x 100% = 64 (Good)

Based on the 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*

Table 4.30

Result of Questionnaire Analysis

X15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	15.0	15.0	15.0
	Disagree	8	20.0	20.0	35.0
	Neutral	16	40.0	40.0	75.0
	Agree	4	10.0	10.0	85.0
	Strongly Agree	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

From table 4.20, it can be seen that 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.**

Table 4.31

Total Frequency Recapitulation

Skor (S)	Frekuensi (F)	(S) x (F)
5	6	30

4	4	16
3	16	48
2	8	16
1	6	6
Total	40	116

Total score of (S) x (F) = 116

Y = Likert highest score x number of respondents x number

of questions

= 5 x 40 x 1 = 200

Index (%) = Total score / Y x 100%

= 116 / 200 x 100% = 58 (Pretty Good)

Based on the 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.

C. **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 is communicative between lecturers and students or between students and students. This is also supported by (Ekici, 2017) that Edmodo is an online learning platform established for communicative, collaborative, and interactive. In addition, Edmodo is offered as an online tool that can promote individual to join and interact with each other, especially in the learning process (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 as a Course Management System is very comprehensive with fast access and easy to use. 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. This finding of current research is not in line with Al-Said's (2015) statement that the students have confused when using 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. By using Edmodo, teachers can create some quizzes and assignments, give feedback, receive complete assignments, assign grades, store and share content, maintain a class calendar, conduct polls and send alters to individual students or to the entire 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 an effective learning tool as it increased students' motivation, flexibility, and participation 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 think Edmodo has many advantages for their learning and using Edomodo is more economical, private, simple, and flexible (Sujatmiko, 2017). This is supported as well by the study of (Kodriyah, 2015) that stated Edmodo was an effective learning tool.

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 result is not aligned with previous research investigating students' perceptions of using Edmodo (Kongchan, 2013; Al-Said, 2015) that students are very positive towards using Edmodo because it provides more time for outside classroom interaction.

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 stated that using Edmodo is slow loading when it lacks an internet connection. This is because Edmodo needs internet connection to be operated which means wifi or data package must be connected (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. According to Alqahtani (2019), Edmodo is very easy to access, use, and free of charge. The statement supported by (Hakim & Kodriyah, 2015) that Edmodo is a free web platform that educators can use to create and manage an effective way to do online learning.

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 is not in line with Al-Said's (2015) statement that the students have confused when using 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. Students are very positive towards using Edmodo because it provides more time for outside classroom interaction, saves time and effort through electronic submission of assignments and reduces learning costs. These results aligned with previous research investigating students' perceptions of using Edmodo (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. 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 students to engage in the learning activities. This result is in line with research (Balasubramanian et

al., 2014) that it really motivates them to perform better (in learning). This is supported as well by the study of (Hoesny et al., 2020) that Edmodo can contribute to students' achievement and development. 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.

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 it is claimed that students who are already Facebook users can use Edmodo without difficulties. This is also supported by (Yahfizham et al., 2018) that Edmodo is similar to Facebook and many of its advantages have been reviewed in previous research.

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 relatively easy to apply even for beginners, supports various file formats, and can be accessed using a laptop or Android gadget (Ekayati, 2017). In addition, Said (2015) stated 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 is provides a virtual space for teachers and educators to share and discuss ideas, and files (text, images, audio, and video) through 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 are four challenges of using Edmodo that faced by students. Firstly, is internet connection and again by Al-Khathiri (2015) and Enriquez (2014) stated that using Edmodo in education could raise some challenges, the first challenge is low internet speed and internet connection problems.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on research finding and discussion. Conclusion was summary of the data findings and suggestions addressed to other writers and those who are interested to continue this research.

A. 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 media that provides many features so that teaching and learning activities 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 can also be accessed anywhere and anytime without having face to face interaction with teachers and other classmates, 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.

B. Suggestion

The following are suggestions for lecturers, students and future researchers:

1. For lecturers

Lecturers of Essay Writing courses and lecturers of other courses need to realize that the importance of alternative media for learning during face-to-face learning cannot be implemented. One of these alternative media is the Edmodo application which can be accessed using the internet. Lecturers also need to develop and design materials so that learning through this media can be conveyed clearly and easily understood. In

addition, lecturers also need to master and understand every feature contained in Edmodo.

2. For Students

Students also have to learn every feature on Edmodo so that it can run smoothly. Students need to learn independently through Edmodo in the current situation. And if internet access is very slow, it is advisable to look for a place with adequate internet access.

3. For Future Researcher

This research only involved a group of students in the same major, namely the language department. Only a questionnaire was developed to gather the data. As an outcome, the findings may only be applicable to students in the same department. Future research are recommended to include more individuals from other departments or grades of schooling to ensure better inclusive findings. Furthermore, several research approaches, like action or experimental research, can also be used to investigate Edmodo's use in EFL learning. It is also suggested to the next researcher to figure out how teacher's perception toward Edmodo that can be used as additional information and references for other researchers.

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