# CHAPTER I

# INTRODUCTION

In this chapter, the researcher presents the background of the study, formulation of research problem, research objective, research hypothesis, research assumption, significance of the research, scope and limitation of the research, and definition of key terms.

## A. Background of The Study

There is no doubt that writing is the most difficult skill for second or foreign language learners to master. Very often, students get stuck when they have a writing task. It commonly happens because writing is a productive skill in which the ability to construct appropriate words into good sentences, knowledge about the content, grammaticality, mechanics, etc. must be absolutety mastered by learners. Bell and Burnaby (as cited in Nunan, 1989) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter information. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text. In addition, Tchudi and Yates (1983) state that writing is a practical skill, one of the most useful a student can learn, but it is valuable for more than classnotes,

examinations, and research reports. However, as the practical skill, the skills involved in writing are highly complex. Richard & Renandya (2002) point out that second language writers have to pay attention to higher level skills of planning, and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes more complicated if their language proficiency is weak.

For second language, foreign language or even first language teachers, teaching writing is not easy. It should be noted that to make students used to write and produce a good result of writing, teachers cannot show it up in a short period. It needs process in which a learner will learn to think about the topic, bridging their experiences, making outline, setting main idea, developing sentences into a good paragraph, unite paragraphs into a readable text, until they come to a final version of their writing. That is why when students learn to write, in the same time, they also learn to think. Along with this, Tchudi and Yates (1983) state, "Learning to write involves learning to think, and writing is unique in allowing students not only to think, but to display the products of their thinking in a form that invites further contemplation." It is clear that teaching writing does not only focus on how to write, but also concerns how to maximize the brain capacity to think. It will help students to get used to use their thoughts.

Numerous studies have been conducted focusing on the method, strategy, media, and approach to teaching writing. Seow (2002) proposes the process approach to teaching writing, which comprises four basic stages, planning, drafting, revising, and editing. Three other stages could be inserted after the

drafting stage; these are responding, evaluating, and post-writing. For each stage, suggestions are provided to classroom activities that support writing skill. For example, at the planning stage, teachers can help students generate ideas such as brainstorming, clustering, and rapid free writing. In this approach, teacher does not only focus on students' final product, more completely, in each process, starts from defining a topic, setting main idea, making outline, etc. are also parts of consideration in assessing students writing. Disadvantages, however, also come up in the implementation of process writing, one of those is it needs longer time to produce a piece of writing. It cannot be done in only 15 minutes time allocation. The process, however, is considered as important as product (Harmer, 2007)

In line with the study, the researcher argues that the every stage in process writing is important to be the part of considerations in giving assessment. Let the researcher say that the complete process (i.e., prewriting, drafting, revising, editing) in process approach will give corrections for students in every stage they go through. Through the process approach, teachers will have the complete data on students' skill and progress in making a final piece of writing. Not just the final product, but the process of how students make it can be visible, too.

The approach, however, is not enough. It must be supported by suitable strategy and proper media in its implementation. In teaching writing, approach is as important as media. Approach functions as postulate for the teachers, while media functions as the tool to transmit the ideas inside the approach. Thus, in term of teaching writing, it will be better for the teachers to combine process approach with the good teaching media to catch students' interest in writing. Put similarly,

in this study, the researcher wants to investigate the effectiveness of Edmodo in increasing students writing skill combined with the process approach. Here, the stages in process writing will be done digitally.

It is widely known that the invention of digital technologies such computers, smartphone, and others advance technologies have changed the way people write. Most people tend to write digitally in their personal computer rather than just writing word by word on papers. In Indonesia, to use digital tool is not easy. The truth is, very often, teachers still force students to learn with the old ways. Without ignoring the conventional ones (there is no single method, design, or tool which is considered the best to be applied), teachers should consider that currently, students are more interested in using technology in learning. As teachers, thus, to face the truth that students are quite good and interested in using technology, the shortcut is teachers must learn how to use technology as one of the teaching tools as interesting and creative as possible to make learning environment more lively. In the other words, teachers must be more flexible in facing the digital era in which it influences the development of teaching media.

Regarding to teaching writing in global era, using digital tools will much help teachers in teaching. According to the survey of 2,462 Advanced Placement (AP) and National Writing Project (NPW) teachers conducted by Purcell, Buchanan, and Friedrich (2013) digital technologies are shaping students writing myriad ways and have also become helpful tools for teaching writing to middle and high school students. These teachers see the internet and digital technologies such as social networking sites, cell phones and texting generally facilitating

teens' personal expression an creativity, broadening the audience for their written material, and encouraging teens to write more often in more formats than may have been the case in prior generations. At the same time, they describe the unique challenges of teaching writing in the digital age, including the 'creep' of informal style into formal writing assessments and the need to be better educate students about issues such plagiarism and fair use. Also, very often, students are reluctant to speak in class, the use of digital technologies can overcome the problem since they can be more freely in expressing their ideas in on-line sessions. Dealing with this, Kroonenberg (1995) explains,

> Students who are reluctant to speak or cannot respond spontaneously in class are able to improve their speaking after "practicing" in chat mode. While a chat does require a certain degree of spontaneity, the slight time lag means that the student can correct what was written on the screen, something more difficult to do in oral discussions. Also, chatting via computer has a certain facelessness to it. The keyboard and screen seem less intimidating than humans, and shy students who have refused to speak in class suddenly have fingers flying across the keyboard. In addition, those who came to the course computer illiterate often become the most enthusiastic students during a chat.

Nowadays, as already mentioned, there are many kinds of digital technologies which can be benefited by teachers in teaching writing. Concerning on the development of digital age recently, social networks have a high level of acceptance showed by the number of its users which are growing fastly and significantly. Teachers, of course, may use social networks as teaching tools to keep in touch and stay connected with their students everytime and everywhere. In line with it, Castells (1996) argues that on-line social networks are an excellent communication tool for knowledge construction based on social relations,

conversation, collaboration, and shared work. In addition, Alberth (2013) suggests that on-line learning environment is less threathening compared to conventional classroom, and increase students participation. Similarly, Arroyo (2011) says,

> On-line social network can be used as an extension of the classroom staying in touch with students but a very interesting usage is staying in touch with other teachers and educational institutions to update their knowledge and learning methodologies and to develop collaborative working as well.

Social networks are actually designed for connecting people in distance. Thus, one of the main gists of social network is on writing or typing to exchange direct conversation. There are many kinds of social networks which can be used as teaching media. However, only a few social networks which are designed particularly for educational purpose. One of those is Edmodo. Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also, parents can join the class to bring a level of transparency that is difficult to achieve without technology. The tool has proven to be mutually beneficial for both the teacher and students to help achieve the course objetives.

Considering that Edmodo can be an innovative media in teaching writing, teachers should know how to benefit Edmodo, and know how to bring students into virtual classroom that can give some advantages either for teachers or

students. For teachers, social learning platform like Edmodo can make teachers keeping in touch to their students even though they do not meet each other in the classroom. It can be a sustainable process where the process of teaching and learning is not limited to classroom meeting only. For students, it can be a new experience for them to learn digitally and virtually. They will be more freely to share their ideas.

Early studies revealed that using Edmodo in learning was likely to be more interesting, showed by the result of the survey that Edmodo had a high level of acceptance either from teachers or students side (Kongchan, 2012). Further, it was also investigated that no one student involved in the survey said that Edmodo was not helpful (Lie, 2013). It is also supported by Thongmak (2013) that Edmodo is a convenient tool for students in communicating virtually, submitting files, giving information, grading, checking assignments, and keeping in touch. Some obstacles, however, appear in the implementation of Edmodo specifically, and ICT generally. How can teachers make sure that students' works posted on Edmodo are truly from students' own work? That becomes a weakness of virtual classroom where we cannot make sure that students do not cheat, or do something dishonestly since there is no face-to-face meeting. In this case, teachers should be creative enough. Also, teacher should explain the prohibition of plagiarism to avoid students copying someone's work. The possible obstacle that may appear too is technology barrier. In developing country like Indonesia, not all teachers get used to use technology in teaching. In contrast, students cannot be separated from technology. Even the kids can use technology today. Lack of skill in using

technology will much affect teaching style in which it influences on the seriousness and interest of students in learning, too.

In relation to this research, the researcher took MAN Rejotangan as the setting of the study since the school is a good-quality school which is proven by the fact that this school runs three programs, they are (1) Acceleration program, (2) Excellent program, and (3) Regular program. In addition, the school is facilitated by the high-speed internet connection so that all students can use internet as well. Even, the students who are involved in Acceleration and Excellent programs benefit personal computer or laptop as a supporting tool in daily learning. The truth, of course, support the objective of this research since it aimed to investigate the effectiveness of Edmodo which only could be accessed by internet connection through personal computer or laptop. Thus, the researcher chose one classroom as the subject of the study, that was the first grade in Excellent program.

After all, despite of some disadvantages which may appear in its implementation, Edmodo is still considered to be an innovative and alternative teaching media, and needed the further study about the effectiveness of the tool in teaching English. Therefore, to conduct the further research about Edmodo, and to support the findings of the previous studies, the researcher wants to investigate the effectiveness of this digital tool in a more specific language skill, that is writing skill in recount text in a study entitled **THE EFFECTIVENESS OF EDMODO IN INCREASING STUDENTS' WRITING SKILL IN RECOUNT TEXT**

**(An Experimental Study towards The First Graders of MAN Rejotangan in Academic Year 2014-2015)**

B. **Formulation of the Research Problem**

In line with the background of the study, the researcher formulates the research problem as follows: Is Edmodo effective in increasing the first graders' skill in writing recount text at MAN Rejotangan?

C. **Research Objective**

Based on the formulation of research problems, this study aims to investigate the effectiveness of Edmodo in increasing the first graders' skill in writing recount text at MAN Rejotangan.

D. **Research Hypothesis**

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis states that there is no any significant difference on students' writing skill in recount text before and after using edmodo

2. Alternative hypothesis states that there is any significant difference on students' writing skill in recount text before and after using Edmodo.

E. **Research Assumption**

Before conducting this research, the researcher proposes two assumptions as follows:

1. Substantive Assumption

   It is assumed that Edmodo is effective in increasing students' writing skill in recount text

2. Methodological Assumption

   It is assumed that in experimental design, the effectiveness of Edmodo in increasing students' writing skill in recount text can be measured by using *Paired-Sample T-Test* in inferential statistics.

## F. Significance of The Research

This research is designed to give some significance as follows:

1. For English teachers, the result of this study will recommend an innovative teaching media and wonderful learning environment, especially in teaching writing.

2. For students, the result of this study will give a new experience for them in writing, being corrected, and graded digitally.

3. For the next researcher, the result of this study is expected to give consideration and postulate to conduct further research.

## G. Scope and Limitation of the Research

Scope is the area covered in a study. The scope of this study is teaching writing and teaching media. In teaching writing, there are many kinds of texts in English such as narrative, descriptive, recount, news item, persuasive, and many others. In term of teaching media, it is widely known that media can be divided

into four kinds, (1) Visual, (2) Audio, (3) Audiovisual, and (4) Multimedia. It is difficult, of course, for the researcher to reach all areas because of a very wide scope. Therefore, in order to be more focused on investigating the effectiveness of Edmodo in increasing students' writing skill in recount text, this research is limited only on recount text and multimedia since Edmodo basically is classified into multimedia.

**H. Definiton of Key Terms**

1. Writing

    Writing is a personal act in which writers take ideas or prompts and transform them into acceptable written form (O'Malley & Pierce, 1996: 136).

2. Recount text

    Recount text is a text functions to relate experiences or retell events for the purpose of informing, entertaining or reflecting (Department for Education and Child Development of South Australia, 2012). The generic structure of recount texts are orientation, logically sequenced stages, and re-orientation.

3. Edmodo

    Edmodo is a private social network that is claimed to provide a secure learning platform for learners and educators (Thongmak, 2013). Although Edmodo is a Facebook-like tool, it has not yet prevalent for educational usage. Edmodo takes the ideas of a social network and refines them and makes it appropriate for a classroom.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents an overview of the nature of writing, stages in writing, purposes of writing, the definition of recount text, using tools in foreign language classes, digital tools (ICT) in language learning, digital age, teacher in the digital age, the definition of Edmodo, steps in applying Edmodo, the benefits and drawbacks of Edmodo, and previous research related to Edmodo.

## A. The Nature of Writing

It has long been argued that learning to write fluently and expressively is the most difficult of the macroskills for all language users regardless of whether language is in a question is a first, second or foreign language (Nunan, 1989). To support this, Nunan (1999: 72) states as follows:

> . . . in terms of skill, producing a coherent, fluent, and extended piece of writing is probably the most difficult thing to do in language. For second language learners, the challenges are enormous, particularly for those who go on to a university and study in a language which is not their own.

Bell and Burnaby (as cited in Nunan, 1989) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation,

spelling, and letter information. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

Writing is not only the activity of jotting down the letters, but it must convey the meaning of what the writer wants to say. Zamel (1982) defines writing as process through which meaning is created. This suggests composition instruction that recognizes the importance of generating, formulating, and refining one's ideas.

To go through some steps in writing process is not easy, even so complicated ones in which all writers will use strategy to be successful. According to Zamel (1982) both skilled and unskilled writers use retrospective structuring to discover, that is when writers are successful at writing process, they end up with a product that teaches them something, that clarifies what they know (or what they know at one point only implicitly), and that lifts out or explicates or enlarges their experience. Nunan (1989: 37) encompasses some characteristics of successful writing as follows:

1. Mastering the mechanics of letter formation;
2. Mastering and obeying conventions of spelling and punctuation;
3. Using the grammatical system to convey one's intended meaning;
4. Organizing content at the level of paragraph and the complete text to reflect given or new information and topic or comment structures;
5. Polishing and revising one's initial efforts;
6. Selecting an appropriate style for one's audience;

In recent years, two different views on the nature of writing have emerged. The first of these is called the product approach, the second is the process approach. According to Nunan (1999) product oriented approach focus on the final product, the coherent, error-free text. Process approaches, on the other hand,

focus on the steps involved in drafting and redrafting a piece of work. Product oriented approaches to writing focus on tasks in which the learner imitates, copies, and transforms models provided by the teacher and/or the textbook. In the other hand, in a process approach, teachers focus less on a perfect final product than on the development of successive drafts of a text. Here the focus, in the first instance, is on quantity rather than quality, and writers are encouraged to get their ideas onto paper without worrying too much about formal correctness in the initial stages. They often share their work with others, getting feedback on their ideas and how they are expressed, before revising.

However, as teachers, we need to know the time when we should concentrate on process. According to Harmer (2007) even though concentrating on process is considered more important rather than product, not all students see this as a good thing. Many will find it difficult to give enough time to the process and would rather finish a piece of writing straight away. Teachers need to know the time when process is simply not appropriate because limited time or when teachers give writing task in classroom. In such a condition, students need to plan what they have to write quickly, and produce a piece of writing straight away in a short time. It is extremely different from what they have experienced in process writing in which teachers give them a longer time to think and write. In this case, process should not be totally eliminated. Students still need to plan by setting main idea, topic sentences, supporting sentences, concluding sentences, and etc. but in a shorter time.

Despite of some pros and contras, process is still considered as a vital part in writing. Every stage in process writing can give corrections for students so that the better result can be produced. Teachers should be aware of this and not relied too much on students' final writing products.

## B. Stages in Writing

Writing is not a quick activity. In fact, when students are required to write, they often find a blank page on their minds. In other words, we can say that finding ideas, writing down the ideas, until students come to to their final product, are long process. Often we see that students are quite difficult on what they have to write even though teachers have given them a prompt. Through each process in writing, students will be easier in making a piece of writing. Basically, the process writing includes some steps including pre-writing, drafting, revising, and editing (Seow, 2002; Langan, 2005). The following explanation of each point will make us clear about each process until students come to their final product:

### 1. Planning (Pre-writing)

Planning or pre-writing is any activity in the classroom that encourages students to write (Seow, 2002). Along the same line, Raimes (1985) defines pre-writing as all the activities (such as reading the topic, rehearsing, planning, trying out beginnings, making notes) that students engaged in before they wrote what was the first sentence of their first draft. It stimulates thought for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

## 2. Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with gramatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualise an audience.

## 3. Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise. The failure of many writing programmes in schools today may be ascribed to the fact that responding is done in the final stage when the teacher simultaneously responds and evaluates, and even edits students' finished texts, thus giving students the impression that nothing more needs to be done.

## 4. Revising

Revising means rewriting a paper, building on what has already been done, in order to make it stronger (Langan, 2005: 33). Revising process is an important step in which it allows the writers to look back at their papers three or four times after they finished first drafting. There are three stages to the revising process:

a. Revising content

b. Revising sentences

c. Editing

### 5. Editing

After the writers have revised their papers for content and style, they are ready to edit (check for and correct errors in grammar, punctuation, and spelling (Langan, 2005: 34). Students often find it hard to edit a paper carefully. They have to put so much, or so little, work into their writing that it's almost painful for them to look at the paper one more time. The students may simply have to will theirselves to perform this important closing step in writing process. Remember that eliminating sentence-skills mistakes will improve an average paper and help ensure a strong grade on a good paper. Further, as the students get into the habit of checking their papers, they will also get into the habit of using the sentence skills consistently. They are an integral part of clear and effective writing.

### C. Purposes of writing

Process writing may be most commonly associated with preparing students for academic writing styles in paragraphs, essays, or research papers. While process writing is particularly valuable for helping adult English language learners to transition to community college or other academic contexts, this writing approach need not be focused only on academic subjects. According to Center for Adult English Language Acquisition (2007) the topics selected for writing can relate to practical issues relevant to language learners' daily lives, such as completing forms for immigration, banking, insurance, credit cards, or driver's licenses; taking phone messages; and writing thank you notes, lists, letters, and resumes. The topics can also reflect the personal side of learners' daily

lives and provide them an opportunity to write about their past and current experiences, ideas, and memories. Making texts and topics such as these the focus of process writing is another way of providing the language practice desired by adult learners, while also linking writing to the social aspects of their daily lives.

O'Malley and Valdez (1996: 137) divide the purpose of writing into three categories; (1) informative writing, (2) expressive/narrative writing, and (3) persuasive writing. Informative writing is commonly used if the writers want to share knowledge and give information, directions or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships. This type of writing could include a biography about a well-known person or someone from the writer's life.

Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is often based on observations of people, objects, and places and may include creative speculation and interpretations. It may include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life. This type of writing is often used for entertainment, pleasure, discovery or, simply, as 'fun' writing and can include poems and short plays.

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the writer uses to support the view expressed. Writers use higher-level cognitive skills in this type of writing, such as analysis and

evaluation, to argue a particular point of view in a convincing way. This type of writing may include evaluation of a book, movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

**D. Recount Text**

According to Department for Education and Child Development of South Australia (2012) recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recounts can be personal, factual or imaginative. Recount text can be classified as follows:

1. Personal recount – retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter

2. Factual recount – reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts

3. Imaginative recount – applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium

4. Procedural recount – recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings

5. Literary recount – to retell a series of events for the purpose of entertaining

**E.  Using Tools in Foreign Language Classes**

Media/aid/tool is something that cannot be put on the sideline in teaching and learning process. It plays an important role in bridging the material from teachers into students' mind. It has been a long time since media/aid/tool was used for the first time, and it has transformed from age to age either in its form or its function. By now, we are so familiar with the advanced media such ICT, video, TV, and so on. The transformation of media is on the same line with the development of human and technology.

Munadi (2008) defines teaching tool/aid/media as everything which can deliver and transfer message from various sources which is well-planned so that the conducive learning environment can be created in which the receivers (students) are able to do learning process effectively and efficiently. Basically, teaching aid/media/tool is designed to facilitate students in gaining the lessons. Clark (1983) states, " . . . certain elements of different media, such as animated motion or zooming, might serve as sufficient conditions to facilitate the learning of students who lack the skill being modeled." In this case, the use of appropriate teaching aid/media/tool will influence the way students get the lessons. Teachers must choose a media that is useful, interesting, and facilitate their students to achieve the material. According to Ashokia (2009) teaching aid/media/tool can be grouped into three sections: (1) Audio: dealing with what is heard; music, drums, radio, tape recorder, projectors, DVD and any sound effect that can be heard. (2) Visuals: things that can be seen; comprising of posters, charts, chalkboard, flannel graph, flashcards, puzzles, objects − (real), projectors, cartoons, television,

computer CD, internet and so on. (3) Multi-sensory: where pupils learn through the five senses – see, hear, smell, taste and touch. This can take the form of role-play, demons- tration, models, simulation, experiments, excursion, visits and so on.

When using any tool, we should obey some basic principles. According to Sarosdy et al. (2006) there are three stages of using tools, that is the so called "three stages principle." It refers to the necessity of introducing a few activites before students would be exposed to the particular medium.  The three stages principle are pre-medium, active, and follow up stages.

At the pre-medium stage students are helped to prepare the content the medium to be used, will offer in terms of theme, linguistics, and skills alike. This period bridges the experience of previous learning processes an provides lead-in activities toward the next stages.

When looking at, listening to, watching and reading, the particular resource should be a great number  of opportunities for learners to explore all aspects of the medium. That is, to exploit all thematic, linguistics and skills-related benefits of this period in a very active and productive way.

The follow-up stage serves for transfer and consolidation. Everything that can be learnt from the bridging or lead-in and active stages, will be applied for complex language production. This period can be used as an introductory one to a new medium at the same time. Thus, the process of learning supported by various tools can be seen as a continuous one.

All in all, the use of any tool can facilitate teaching and learning process. The most important thing for teachers is they have to be able to choose an appropriate tool based on the learning objectives.

**F.  Digital Tools (ICT) in Language Learning**

Digital tools have been the popular issue in language learning. The problem of distance learning can be overcame by the invention of digital tools. Before digital tools are widely used, the process of learning still was relied much on classroom, and the physical appearance of teachers. Entering the digital age, in a more sophisticated way, teachers and students can keep in touch even though there is no direct meeting among them.

ICT (Information and Communication Technology) is well-known digital tool that is used by teachers. ICT provides huge opportunities for teacher to create a fruitful learning environment. The term 'ICT' itself actually can be separated into two, Information Technology and Communication Technology. The former refers to technology that merges computing with high-speed communications like carrying data, sound, and video. While the latest refers to electromagnetic devices and systems for communicating over long distances (Williams & Sawyer, 2003). Communication systems using electronic connections have helped to expand human communication beyond face to face meetings. ICT, however, focuses primarily on communication technologies (Floris, 2014).

There are many advantages of bringing ICT into language teaching. Rozgiene et al. (2008) deal with this issue by giving explanation as follows:

ICT provides a wide range of sources of language, both in visual and aural forms. Besides, the application of ICT has considerably enriched the variety of methods, resources and a range of activities for learning languages. Among the most widely used tools and resources the survey points out various digital learning environments (WebCT, Moodle, etc), CD-ROMs/DVD, on-line presentations/texts/pictures etc, also discussion panels, chat-rooms, e-mail and others. There are numerous on-line resources that incorporate various approaches to learning and can be creatively used in blended learning. With spread of ICT, traditional teaching has turned into another type of activity with elements of advising, counseling or facilitating the process of language acquisition. Moreover, ICT does not only provide resources, but also a chance for teacher to tailor the course according to the specific needs of his learners.

In addition, according to Floris (2014), the advantages of using ICT in language learning are: (1) both teachers and students of English can have quick and affordable access to the most up-to-date sources and information. (2) ICT allows students to progress at their pace and needs. (3) ICT provides an easy and fast access to the current and authentic materials in the language being studied, which is motivating for language learners.

ICT, however, still has some disadvantages in its implementation. Floris (2014) informs that it is expensive for the first investment (computers, Internet connection servers, employment of ICT personels, etc). It is also expensive in running ICT training for teachers and administrative staff. Thus, teachers often have minimum exposure and experience in the use of ICT in ELT.

Despite of the potential disadvantages, the use of ICT is still very helpful for promoting students achievement, and improving the quality of teaching and learning as long as it is used properly. Teachers can select and use a wide range of ICTs which are appropriate to their teaching purposes. In this age, teachers cannot get stuck on a point. They must be up-to-date to the age development in which the

technology has changed the way students learn, too. In the other words, teachers, need to change.

### G. Digital Age

The recent discussion related to teaching and learning process is the expansion of digital environment. This, of course, relates to the development of technology in education field. Nowadays, the expansion of technology continues to education field in which many teachers use technology in helping them delivering the knowledge to the students. By now, there are many kinds of technology which are beneficial for teachers. These various kinds of technology, of course, have shaped the way teachers teach. As Cahyani and Cahyono (2012) reported, in language teaching field, the term "technology" is used to refer to electronic mechanical systems used for language teaching (delivery modes). It makes clear that technology has expanded to education field in which teachers' teaching style have been shaped by technology from time to time.

The technology that is used in education field today is much associated with the use of the Information and Commmunication Technology (ICT). The popular use of ICT is Internet. We cannot deny that our life today is relied much on internet. By years, the data of active internet users grows significantly. According to the report of The 2012 Global Internet User Survey (2012), Internet users nearly universally (96 percent) indicated they accessed the Internet at least once a day. More than 90 percent of Internet users surveyed globally indicated they use social media, with a majority (60 percent) using it daily, an increase of

10 percent over 2011. The report also revealed that ninety-eight percent of users agreed or strongly agreed the Internet is essential for their access to knowledge and education. More than 80 percent agreed or agreed strongly that the Internet plays a positive role for their individual lives as well as society at large. Nearly 75 percent of users strongly agreed that access to the Internet allows them to seek any information that interests them.

In relation to teaching writing, according to the survey of 2,462 Advanced Placement (AP) and National Writing Project (NPW) teachers which is conducted by Purcell et al. (2013), digital technologies are shaping students writing myriad ways and have also become helpful tools for teaching writing to middle and high school students. These teachers see the internet and digital technologies such as social networking sites, cell phones and texting generally facilitating teens' personal expression an creativity, broadening the audience for their written material, and encouraging teens to write more often in more formats than may have been the case in prior generations. At the same time, they describe the unique challenges of teaching writing in the digital age, including the 'creep' of informal style into formal writing assessments and the need to be better educate students about issues such plagiarism and fair use. The result of the survey also reported that digital technologies benefiting student writing in several ways:

1. 96% of the total sample agree (including 52% who strongly agree) that digital technologies "allow students to share their work with a wider and more varued audience"

2. 79% of the total sample agree (23% strongly agree) that these tools "encourage greater collaboration among students"

3. 78% agree of the total sample agree (26% strongly agree) that digital technologies "encourage student creativity and personal expression"

To sum up, it is clearly revealed that digital technologies have shaped people in every way, including in teaching and learning process. Again, for teachers, it is a challenge how to make use these advance technologies into teaching and learning process.

## H. Teachers in Digital Age

Teachers are facing the new challenge called digital age. In this age, teachers who still advocate traditional method should be alarmed. Why? As we know that the emergent and rapid development of ICT have influenced students in accessing knowledge. Search Engine in Google, E-Book, Journals, articles, can provide them with a great number of learning resources. Thus, what should teacher do? Do they have to change? The answer is, yes, teachers have to change. Along with this, Prensky (2001) distincts two different terms, 'Digital Immigrants' and 'Digital Natives.' The former refers to those who were born surrounded by digital media; thus, their brains might function differently. In contrast, Digital Immigrants are those who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology. Prensky (2001) describes digital natives' practices in this way,

Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work.

While kids born into any new culture learn the new language easily, and forcefully resist using the old. Smart adult immigrants accept that they don't know about their new world and take advantage of their kids to help them learn and integrate. Digital Immigrants may think that the best way to learn is by sitting down in the classroom, listening to what they explain, taking notes, working a project, and so on. The facts, however, are contrast to their perspectives. Digital Natives tend to learn in more sophisticated way, that is using technology. To support this argument, Prensky (2001) explains more clearly as follows:

Digital Immigrants don't believe their students can learn successfully while watching TV or listening to music, because they (the Immigrants) can't. Of course not, they didn't practice this skill constantly for all of their formative years. Digital Immigrants think learning can't (or shouldn't) be fun. Why should they din't spend their formative years learning with Sesame Street.

Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid. Today's learners are different.

Yes, learners are different today. Digital Immigrants (teachers) cannot force students to learn with the old ways. No matter how much the Immigrants may wish it, it is highly unlikely the Digital Natives will go backwards. In the first place, it may be impossible, their brains may already be different.

In Indonesian context, some of the teachers have used digital technology in teaching (e.g., tape recorder, compact disk, video/television, radio and so on).

Besides, they also have used web-based technology. According to the report of the survey conducted by Cahyani and Cahyono (2012), from 37 participants of the study, a smaller number of them stated that they have used email (4 respondents), website (10 respondents) and either weblogs or virtual forums (2 respondents). The results of the study show that Indonesian teachers, actually, have applied technology in teaching. Thus, the application of computer software and the use of laptops for power-point presentation are no longer special as teachers use them for daily teaching and learning activities.

However, it should be noted that not all Digital Immigrants educators are resistant to change. In accordance with the study conducted by Labbas & Shabban (2013), they argue:

> . . . not all educators are resistant to change. It is also important to note that the lack of software or digital tools does not prevent teachers from changing their practices. In developing countries, digital tools are not as sophisticated as the ones used in developed countries. However, teachers could adapt their teaching in spite of the little available tools.

Finally, language teachers should take the challenge to customize their language teaching activities by taking into account new development in learning theories, current teaching trends, and available types of technology in contemporary settings (Lie, 2013). In posing the new challenge, teachers, must be more open toward technology.

I.  **The Definition of Edmodo**

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Stones (2010) defines Edmodo as a social networking website used for educational purposes. The Edmodo application is much like the commonly used Facebook website. Like Facebook, Edmodo is a site designed to keep people in touch with those who have similar interests and goals. Further, Thongmak (2013) says, "Edmodo is a private social network that is claimed to provide a secure learning platform for learners and educators." Edmodo creates an online environment for teachers and students to stay connected in an educational setting. This online learning space creates a secure environment for a class to share ideas, files, and assignments through mobile access and messaging.

According to Cauley (n.d) using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also, parents can join the class to bring a level of transparency that is difficult to achieve without technology. More communication usually means less confusion, better work, and more time to be engaged.

Founded by Nic Borg, Jeff O'Hara, and Crystal Hutter in 2007 with the famous slogan 'Where Learning Happens,' Edmodo has become a very popular social learning platform. According to www.edmodo.com, in 2014, the total users

of Edmodo worldwide reached 46.394.015 members. Almost in every country, there is an Edmodo user. That because Edmodo is available in multiple languages such as English, Spanish, Portuguese, Greek, French, Turkish, Dutch, and Chinese.

**J. Steps in Applying Edmodo**

For the beginners, especially those who don't get used to apply technology in conducting teaching and learning process, using Edmodo might be quite difficult. Stroud (2010) provides the ten easy and applicable steps for the beginners (teachers and students) as follows:

1. Getting Started for Teachers Signing up: This is very easy. At the homepage, we simply click I'm a Teacher and a new dialogue box will open up. We need to fill out that information and click Sign up.

2. Group Code: Now that we're into Edmodo, it is time to start setting up our groups. Groups are basically classes for students to join. It is very easy to create a group and just as easy for students to join that group. To do this, we need to click on Create in the Groups area of Edmodo.

3. Group Code (cont.): After we have created the group, A window will pop up confirming the groups has been created and the code to join the group. This code can be distributed to students as they sign up. This will allow them to join our group and all the privileges that go with it

4. Setting: This is the settings page. To access it we need to look under Account (in the upper right hand corner). It is pretty basic. We can change our profile

picture by picking a logo provided by Edmodo or by uploading our own picture. Also, we can change our password, add notifications (either an email or text message), or oour personal information.

5. Student Signup: Now that we have created our Group, we need to get our students into it, which is even easier than creating the class. First we must have the students go to www.edmodo.com and click on I'm a Student. They will need the Group Code we received when we signed up. If students are already signed up and using Edmodo. They do not need a new account. All they need is to Join the group. To do this they sign into Edmodo and on the left hand side they will see their class(es) they have joined. They merely need to click Join and type in the code. This way they can easily switch from one class to another.

6. The Basics of Posting: This is the main feature of what makes Edmodo great. The ability for us and our students to post and respond to other posts easily and in real time. It is very easy to do and very helpful. It is pretty easy to see what we need to do. We only need to type our message in the larger blank box. Then where it says Send to... type in which group or person (people) we want to send the message to. Click Send and we're done!

7. Posting Alert: Alerts are used to send important messages to people or groups. It is done the same way but will appear in larger font and in bold. It will also show up in the Notifications. To create an Alert, we need to click on Alert at the top of the Comment Box and the rest is the same as creating a note. We only have 140 characters to help us distill our thoughts.

8. Posting Polls: Polls are pretty neat. We can create questions with multiple choices and the people in the group vote on it. To use it, we need to click on Poll at the top of the Comment Bubble to get started. Then, we must write the question and the different choices. At first we only have two choices, but we can add plenty more). We can pick who we want to send it to and click Send.

9. Creating Assignments Like writing a Note, Alert, or Poll Question, creating an Assignment is very easy. On the Comment Bubble, we need to click on Assignment. Filling in the necessary fields is self explanatory. What is great about creating an assignment in Edmodo is we can attach just about any type of file we want to the assignment. We can add as many files as we want to an assignment but we must add them individually. In other words, we cannot select ten files and upload them simultaneously. The last is we can send it to the appropriate Group(s) and we are done.

10. Grading Assignments: Grading an assignment is easy as well. In the Default Total: at the top right corner, we must type in the total possible points and click Set. Then, we must click on a student's name in the list on the left. There assignment will show up on the right. We can view their work, give them a grade, we can even post a comment about their assignment, attach a file (like a rubric) or even record our voice and add an audio file. When we click Grade, it will immediately show up on that student's Edmodo as well. If we make a mistake we can always click Clear and input a new grade. We can also edit, delete, or reattach anything we like. The student will be alerted immediately about the comment and the grade.

Those are the steps in applying Edmodo. In case of teaching writing, using Edmodo is also easy. In the first step, teacher can load the task in assignment feature. If teacher wants to give some prompts, guidelines, before giving the task, he/she can post a note like writing a status in facebook where students in the group can see it. Once students turned in their works, teacher can give comments to give some feedbacks. At the final process, teachers are able to grade their students digitally in which the students can see their own progress in each step they did.

## K. The Benefits of Edmodo

By using Edmodo, teachers and students can use it appropriately and easily to keep in touch each other and make the teaching and learning process sustainable. Cauley (n.d) suggests the benefits of Edmodo as follows:

a. By giving teachers and students a secure place to share thoughts and ideas, Edmodo connects teachers and students both inside and outside of the classroom. Edmodo is available from any computer making it possible to access information outside of the classroom environment

b. Teachers have the ability to post resources they find useful and of good quality in the library tab. This gives students another resource for academic information and cuts out the time they would spend trying to find it.

c. Provides quick and easy access to assignments, polls, calendars, and other information on the web

d. Parents are able to log-on to account with class code and see what students are learning/doing in the classroom. The hope is to create more parent involvement by giving parents a way to communicate with the teacher without having to come to the classroom. Parents can log-on when and where is convenient for them

e. Students will have a running record of when assignments are due and a complete description of what is expected. If students finish an assignment early, they will be able to move on to the next assignment if they choose

f. Teachers can share files, ideas, and other materials with other teachers. This allows them to expand their own library and teaching techniques.

## L. The Drawbacks of Edmodo

In fact, using Edmodo is not always easy and effective. Still, Cauley (n.d) points out the drawbacks which might intervene the implementation of Edmodo as follows:

a. Students may use technology as more of a social networking site than as an educational tool. Students may want to participate in more social conversation than academic.

b. It is difficult to filter what students write on each other's wall. Inappropriate and non- academic content can easily be written on a student's main page

c. Some students may not have access to computers at home, leaving them at a disadvantage if assignments are given through Edmodo.

d. Students will easily be able to share and access other student's files. This could lead to ethical issues in cheating and copying of others' work.

e. Students will forget passwords. These can be reset but will take time away from classroom teaching

f. Teachers will have to spend more time in front of the computer setting up the classroom, editing files, and creating assignments. Each time a new class enters, the online environment will have to be edited

## M. Previous Research on The Use of Edmodo

There are some studies related to the use of Edmodo in teaching and learning process. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones. The following explanations are the highligths of some previous studies related to the use of Edmodo.

In Kongchan's (2013) research entitled "How Edmodo and Google Docs Can Change Traditional Classrooms," the finding was about all activities the teacher and the students did online throughout the semester. For the teacher, 75% of all the activities she did via Edmodo and Google Docs were giving feedback to the students' work. Moreover 21% of her activities online were informing her students about submission and physical class' issues. However, only 2% of the activities were for uploading lessons and the other 2% were for giving compliment and encouragement.

For the students, 78% of all the activities they did were doing and submitting the work. The students responded to the teacher's post, explained their work and confirmed their submission about 19 % out of all the activities they did online. Unfortunately, they asked questions and contacted their classmates only 2% and 1% of all their activities, respectively. This might be because Edmodo does not provide an active notification as Facebook. So they might not know whether or not their team was online. Some students told the teacher researcher informally that they also used Facebook and Skype to contact their team while working.

The next finding was about the students' opinion towards Edmodo and Google Docs. It shows that 44% of the students stated that they did not have any problems using Edmodo and Google Docs, while 39% of them indicated that they had a problem about Edmodo and 17% about Google Docs.

In further support of this finding, Lie (2013) conducted a research entitled "Social Media in A Content Course for The Digital Natives," the findings of the research were:

1.  Nineteen out of twenty-two students filled in the survey.

2.  Eighteen students love the experience of using Edmodo in class and find it relevant to their daily lives.

3.  42.1% think using the social media extremely helpful in meeting the required competences, 47.4% think it's very helpful, 10.5% think it's moderately helpful, and none thinks it's not helpful at all.

Lie (2013) concluded that compared to a regular class meeting, one advantage of an online class discussion on Edmodo is the distinction between attendance and participation. In regular classroom, students' participation will be the crucial consideration in giving assessment. It should be noted that not all students are active in classroom. It happens from various factors such the limited time, students' personality, classroom condition, and so on. Online sessions offer the great opportunities for all students to actively participate in teaching and learning process. While the regular class discussions give them the opportunities to enhance their speaking skills, the online sessions allow them to use their reading and writing skills.

Based on some previous studies related to the use of Edmodo indicating that it has been effective to be applied, the researcher conducted a further research on the use of Edmodo in increasing students' writing skill. As reviewed before that the first research focused on how teachers made use of Edmodo, and students' opinion towards Edmodo, while the second research focused on the survey about students' experiences and views in using Edmodo, this research, differently, was designed more specifically on the use of Edmodo in increasing students' writing skill. As Lie (2013) concluded that the online sessions allow students to use their reading and writing skills, the researcher wanted to investigate the effectiveness of this social learning platform in increasing students' writing skill, particularly in recount text. Thus, it was clear that this research did not plagiarize the previous studies, but used those as guidelines and references in conducting the further research

# CHAPTER III

# RESEARCH METHOD

In this chapter, the researcher presents research method including research design, participants of the study, research instrument, validity and reliability, data collection, and data analysis.

## A. Research Design

To investigate the effectiveness of Edmodo in increasing students' writing skill in recount text, an experimental study would be suitable to the purpose of the research. Experimental study itself can be defined as an objective, systematic, and controlled study to predict or control the phenomena (Syamsudin & Damaianti, 2011). Thus, the purpose of experimental research is to test causality relationship between the variables.

Actually, in experimental design, it is necessary to randomly select control or experimental groups. When random selection to control or experimental groups are appropriately assigned, this will lead to a true experimental design. In this research, however, random selection of participants was quite impracticable since the researcher used the specific criteria in selecting the participants. In selecting the participants, only those who have personal computer or laptop (access to internet) were specifically selected. Dealing with the purpose of the study seeking to investigate the effectiveness of Edmodo in increasing students' writing skill in

recount text, it was impractical to do random assignation of participants since not all population had the same criteria to be selected, that was having personal computer or laptop to access Edmodo.

Based on the real condition in the field that it was impractical to conduct a true experiment, a pre-experimental design, exactly the one group pretest-posttest design was the suitable one as the design of this study. In the simplest pretest-posttest design, researchers gather data about some outcome through a single pretest, administer a treatment, and then gather posttest data on the same measure (Bell, 2010). The reason of using only one group without any control group was simply because there was only one classroom in Excellent program. Thus, it was impractical to select the control group from another program (Regular) since the level of Excellent and Regular program was definitely different. Then, the design of the one group pretest-posttest design typically represented as follows:

**Table 3.1 : The Procedure of The One Group Pretest-Posttest Design**

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| O1 | X | O2 |

In term of variable, there were two variables in this study, (1) Independent variable, and (2) Dependent variable. According to Balnaves & Calputi (2001) a variable is a general class of objects, events, situations, characteristics, and attributes that are of interest to the researcher. The independent variable has an

impact on the dependent variable. In other words, the values that the dependent variable takes on are influenced by the independent variable. Thus, in this research, the independent variable was the use of Edmodo, whereas the dependent variable was students' writing skill in recount text.

## B. Pariticipant of The Study

Population and sample are very important part in a study. According to Nawawi (2012) population is the whole research objects which include human, things, animals, plants, indications, test value or events as data sources which have particular characteristics in a research. Whereas sample can be defined as the smaller part of population. In conducting this research, sampling technique is needed to take a representative sample of the whole population. Nawawi (2012) describes sampling technique as the way to take the sample whose numbers are appropriate to the sample size which will be used as real data source, by concentrating on the characteristics and the spread of population in order to get representative sample or truly represent the population.

In this study, the participants were carefully selected, among the whole first-year students of MAN Rejotangan consisting of 7 classrooms and 140 students, one classroom was finally selected as the sample of the study, that was X Excellent. In selecting the sample of the study, the researcher used purposive sampling technique. According to Cohen et al., (2007) in purposive sampling technique, sample is satisfactory to specific needs. As its name suggests, the sample has been chosen for a specific purpose. In this research, a group of

students who have personal computer or laptop were chosen as the sample because they had a tool to accept the treatment. The researcher took X Excellent as the sample of the study since the students of this classroom use personal computer or laptop as a supporting tool for them in daily learning. The fact supported this research since Edmodo only can be accessed through personal computer or laptop.

More clearly, in X Excellent, there were 9 students consisting of 2 males and 7 females as the participants of the study. Those 9 students were given a pretest, treatment, and posttest during the research.

## C. Research Instrument

The research instruments that the researcher used in this study were test and writing scoring rubric. The researcher used test to elicit and collect information on students' writing skill before and after giving treatment. There were two tests in this research, pre-test, and post-test. The researcher ensured that the pre-test provided instructions which differ in form or wording from the post-test, though the two tests must test the same content, i.e. they were alternate forms of a test for the same groups. The form of test was recount writing test. Pretest was done within a week before giving the treatment, exactly from April 27$^{th}$ 2015 until May 4$^{th}$ 2015. Then, posttest was done immediately after giving the treatment within a week too, exactly from May 4$^{th}$ 2015 until May 11$^{th}$ 2015.

Then, to assess students' writing, the researcher set up analytic scoring rubric which included the criteria such as (1) Content, (2) Text organization, (3)

Tenses, (4) Structure, and (5) Vocabulary. The complete form of the writing scoring rubric can be seen in the Appendix 2.

**D. Validity and Reliability Testing**

Validity and reliability of instrument are integral parts in conducting a study since the instrument which will be used must be valid and reliable before using it to collect the data. In this study, the researcher ensured that the instrument (test) was valid and reliable by doing validity and reliability testing as follows:

**1. Validity**

Validity is measuring what it is designed to measure. In language testing, Brown (2004) defines validity as the extent to which inference made from assessment results are appropriate, meaningful, and useful in terms of the purpose of assessment. Before conducting the research, the researcher ascertained that the instrument had two kinds of validity as follows:

**a. Content validity**

Content validity is correspondence between curriculum objectives and objectives being assessed. The instrument in this research achieved content validity since the test was designed based on main competence and basic competence in Curriculum of 2013 since the school implements the Curriculum of 2013 in the time the researcher conducted this research. Table 3.2 shows the main and basic competence in the Curriculum of 2013.

**Table 3.2 : Main Competence and Basic Competence in Curriculum of 2013**

| Core Competence | Basic Competence |
|---|---|
| 3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge based on the curiosity towards science, technology, art, culture, and humanity with the knowledge of. humanism, nationalism, and civilization related to the cause of phenomena and events, and implementing the procedural knowledge in a specific field according to the skill and interest to overcome the problem | 3.9 Analyzing social function, text structure, and language features in recount text related to the simple experience and events according to its context. |
| 4. Analyzing, thinking, and performing in both concrete and abstract field related to the development of what has been learnt in school individually, and being able to use the method based on the theory in science. | 4.11 Composing simple written and spoken recount texts about activity and events by concerning on the social function, text structure, and language features correctly according to its context |

b. **Construct validity**

Construct validity deals with the relationship between a test and a particular view of language and language learning (Johnson, 2001: 303). In this research, the test had high construct validity since it contained prompt in form of guided questions to measure students' skill in writing a recount text.

c. **Face validity**

Face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on subjective

judgement or the examinees who take it, the administrative personnel who decide on its use, and other phsycometrically unsophisticated observers (Brown, 2004). The test in this research was designed to measure students' writing skill, thus, to achieve face validity, the researcher provided the instructions to ask students to write.

## 2. Reliability

Reliability is the consistency of the instrument in producing the same score on different testing occasions or with different raters. Since the type of test belonged to authentic testing, the researcher ascertained that the test was reliable by doing inter-rater reliability. Inter-rater reliability refers to the degree of consistency of scores given by two or more scorers to the same set of oral or written texts (Sarosdy et al. 2006: 135). To make sure that the instrument (test) was reliable, the researcher conducted a try-out for the test to the different subject before truly conducting this research to the sample of the study. Besides, to achieve the reliability of the raters, the researcher discussed the scoring rubric which has been set up in advance and practised scoring writing samples with the different rater.

To find out the reliability of the score obtained either from the pre-test or post-test, the researcher calculated two sets of score to get the correlation between them. The formula to find the correlation was *Pearson Product-Moment* in IBM SPSS Statistics 20. Table 3.3 shows the result of the try-out of pre-test gained

from the two raters, and followed by Table 3.4 showing the statistical calculation

of *Pearson Product-Moment* from IBM SPSS Statistics 20

**Table 3.3 The Try-out's Result of Pre-test**

| No | Name | Rater 1 | Rater 2 |
|----|------|---------|---------|
| 1 | FT | 60 | 65 |
| 2 | NAA | 40 | 50 |
| 3 | NI | 85 | 80 |
| 4 | ADY | 50 | 55 |
| 5 | ULW | 70 | 75 |
| 6 | PAC | 60 | 55 |
| 7 | KM | 55 | 60 |
| 8 | HR | 75 | 75 |
| 9 | AD | 75 | 75 |
| 10 | RER | 70 | 75 |
| 11 | VNY | 75 | 85 |
| 12 | KFA | 65 | 70 |
| 13 | DN | 70 | 75 |
| 14 | KHB | 70 | 75 |

**Table 3.4 The Statistical Correlation of *Pearson Product-Moment* from IBM SPSS Statistics 20**

**Correlations**

| | | Rater1 | Rater2 |
|--------|---------------------|--------|--------|
| Rater1 | Pearson Correlation | 1 | .922[**] |
| | Sig. (2-tailed) | | .000 |
| | N | 14 | 14 |
| Rater2 | Pearson Correlation | .922[**] | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 14 | 14 |

[**]. Correlation is significant at the 0.01 level (2-tailed).

A perfect correlation, either positive or negative, is respectively denoted with +1 or -1. Thus, closer to 1, the stronger correlation is. If it is closer to +1, it has strong positive correlation. On the contrary, if it is closer to -1, it has strong negative correlation. Referring to Table 3.4, it can be seen that the result of Pearson Correlation is 0.922. Thus, it indicates that the instrument had the strong positive correlation.

The same way was also conducted to check the reliability of instrument in post-test. Table 3.5 shows the result of post-test's try-out gained from the two raters, followed by Table 3.6 showing the statistical calculation of *Pearson Product-Moment* from IBM SPSS Statistics 20

**Table 3.5 The Try-out's Result of Post-test**

| No. | Name | Rater 1 | Rater 2 |
|-----|------|---------|---------|
| 1 | IN | 80 | 85 |
| 2 | MN | 85 | 80 |
| 3 | NKM | 85 | 85 |
| 4 | AL | 85 | 75 |
| 5 | IARJ | 90 | 90 |
| 6 | AN | 80 | 75 |
| 7 | KFU | 75 | 75 |
| 8 | WA | 65 | 60 |
| 9 | IKIS | 80 | 85 |
| 10 | UNJ | 80 | 85 |
| 11 | TAP | 50 | 60 |

**Table 3.6 The Statistical Correlation of *Pearson Product-Moment* from IBM SPSS Statistics 20**

| Correlations | | Rater1 | Rater2 |
|---|---|---|---|
| Rater1 | Pearson Correlation | 1 | .852** |
| | Sig. (2-tailed) | | .001 |
| | N | 11 | 11 |
| Rater2 | Pearson Correlation | .852** | 1 |
| | Sig. (2-tailed) | .001 | |
| | N | 11 | 11 |

**. Correlation is significant at the 0.01 level (2-tailed).

As Table 3.6 shows, the result of Pearson Correlation is 0.852. Thus, it indicates that the instrument had the strong positive correlation. To sum up, based on the result of statistical correlation either from pre-test and post-test indicating that the correlation was strong respectively positive, it could be concluded that the instrument in pre-test and post-test were reliable.

## D. Data Collecting Method

The data were collected through pretest and posttest. During the three-week study, the students followed the research either on direct meeting or on-line session. In the beginning of the study, within a week, exactly from April 27th 2015 until May 4th 2015, the researcher conducted pretest. Before starting making the first draft, prewriting was conducted in classroom to help the students in generating ideas. Besides, the researcher with the students discussed the writing prompt to make sure that the students understood the prompt as well. In pretest,

the students started making the first draft without using Edmodo in the classroom, and could revise and edit their works out of the classroom.

Then, in the interval of pretest, exactly on April 29th 2015, the researcher introduced Edmodo to the students. Although they have not known Edmodo before, when the researcher explained Edmodo and its feature, they understood quickly. Also, when the researcher asked them to sign up on Edmodo, they could do it fastly. This might be they were so familiar with the social network, so it was not surprising if they could use Edmodo quickly since basically Edmodo was the same as the other social networks. However, one student forgot the password and had to sign up one more time. That became the one obstacle in this study since Edmodo is not as common as Facebook, and the students also rarely opened their Edmodo account. Therefore, they might be easily forget the password.

After gaining the score in pretest and conducting treatment, the researcher administered posttest to know how effective the treatment was. Posttest itself was conducted within a week too, exactly from May 4th 2015 until May 11th 2015. Before starting making the first draft, prewriting was also conducted in classroom to help the students in generating ideas and understanding the prompt. In posttest, the students were allowed to make the first draft, revise and edit completely out of the classroom.

Since this study used process approach, the researcher gave evaluative comment and feedback once the students finished making the first draft, and asked them to do several revisions both in pretest and posttest. After the students

revised and edited their first drafts, the researcher analysed it once more and used it as the final result of their writing.

## E. Data Analysis

To investigate the effectiveness of Edmodo in this research, the data were analysed from students' score in pre-test and post-test. The data which were gained from those two occasions, then, were analysed by using Paired Samples Test in IBM SPSS Statistics 20. If the result of $t_{table}$ was bigger than $t_{obtained}$ at the level of significance 0.05, the null hypothesis could not be rejected indicating that Edmodo was not effective to increase students' writing skill in recount text. By contrast, if $t_{obtained}$ was bigger than $t_{table}$ at the level of significance 0.05, the null hypothesis could be rejected indicating that Edmodo was effective to increase students' writing skill in recount text.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings which have been collected during research, and discussion about the data of the research.

## A. Findings

To investigate students' writing skill in recount text before and after using Edmodo, the researcher conducted pretest and posttest. As previously mentioned, the researcher used writing test as the instrument in collecting the data.

The form of writing test in pretest and posttest was a bit different in term of the topic, but the kind of recount text which the researcher selected in both tests was same, that was personal recount. In pretest, the topic was activities during day off, while in post-test, the topic was favourite holiday memory. In pretest, the students started making the first draft in the classroom, and could revise and edit their works out of the classroom. Meanwhile, in posttest, the students were allowed to make the first draft, revise and edit completely out of the classroom.

The final result of students' writing after doing all of the steps in process writing in pretest and posttest then were analysed by using writing scoring rubric. Table 4.1 shows the students' score before and after using Edmodo.

**Table 4.1 The Result of Students' Writing before and after Using Edmodo**

| No | Student | Pretest | Posttest |
|----|---------|---------|----------|
| 1. | A | 65 | 70 |
| 2. | B | 70 | 70 |
| 3. | C | 80 | 90 |
| 4. | D | 65 | 80 |
| 5. | E | 85 | 95 |
| 6. | F | 65 | 85 |
| 7. | G | 65 | 65 |
| 8. | H | 60 | 80 |
| 9. | I | 85 | 90 |

To make the data set meaningful, the researcher organized the frequency and the percentage of score in pre-test by using SPSS 20 IBM. Table 4.2 and Figure 4.1 represent the statistical result:

**Statistics**

| | | Pretest | Posttest |
|---|---------|---------|----------|
| N | Valid | 9 | 9 |
| | Missing | 0 | 0 |

**Table 4.2 Frequency of Score in Pretest**

**Pretest**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------|-----------|---------|---------------|--------------------|
| Valid | 60.00 | 1 | 11.1 | 11.1 | 11.1 |
| | 65.00 | 4 | 44.4 | 44.4 | 55.6 |
| | 70.00 | 1 | 11.1 | 11.1 | 66.7 |
| | 80.00 | 1 | 11.1 | 11.1 | 77.8 |
| | 85.00 | 2 | 22.2 | 22.2 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |

**Figure 4.1 The Percentage of Score in Pre-test**
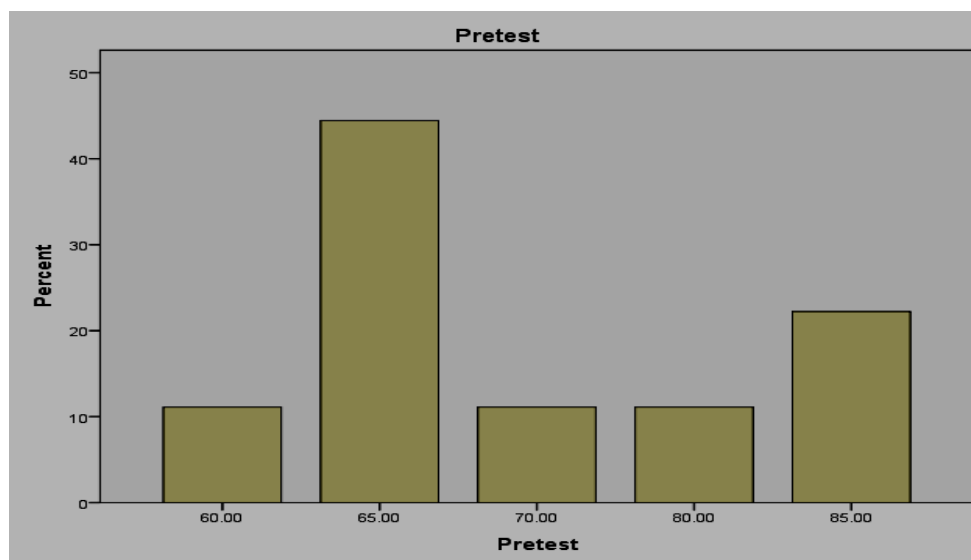


As can be seen from the Table 4.2 and and further explained by Figure 4.1, 1 student (11.1%) got 60, 4 students (44.4%) got 65, 1 student (11.1%) got 70, 1 student (11.1%) got 80, and, 2 students (22.2%) got 85.

This is not a surprising finding considering that students only used paper-pencil way in composing a recount text. The students seemed a bit difficult to develop their ideas into a good and interesting text. Then, after accepting the treatment (using Edmodo), the students showed good improvement. As can be seen from the Table 4.3 and further explained by Figure 4.2, 1 student (11.1%) got 65, 2 students (22.2%) got 70, 2 students (22.2%) got 80, 1 student (11.1%) got 85, 2 students (22.2%) got 90, and 1 student (11.1%) got 95.

**Table 4.3 Frequency of Score in Posttest**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | | | | | |
| | 65.00 | 1 | 11.1 | 11.1 | 11.1 |
| | 70.00 | 2 | 22.2 | 22.2 | 33.3 |
| | 80.00 | 2 | 22.2 | 22.2 | 55.6 |
| Valid | 85.00 | 1 | 11.1 | 11.1 | 66.7 |
| | 90.00 | 2 | 22.2 | 22.2 | 88.9 |
| | 95.00 | 1 | 11.1 | 11.1 | 100.0 |
| | Total | 9 | 100.0 | 100.0 | |

**Figure 4.2 The Percentage of Score in Pre-test**
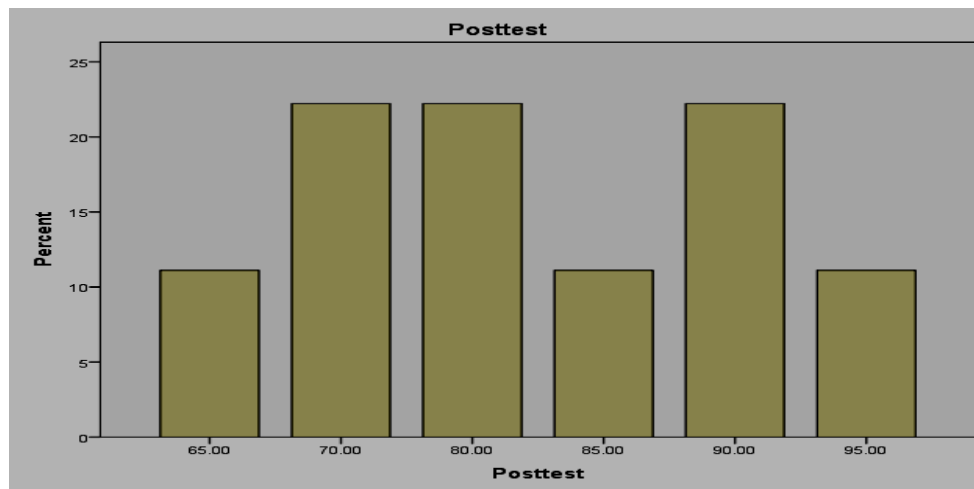


This finding shows that after accepting the treatment, students' score significantly increased. Comparing to the result of pre-test, the result of post-test shows a significant progress. In pre-test, there was no student who got >85 (0%), while in post-test, the percentage of sample who got >85 increased by 33.3% (0% - 33.3%). Moreover, the lowest score in post-test (65) is larger than pre-test (60),

and the highest score in post-test (95) is also larger than pre-test (85). This finding indicates that after using Edmodo, the students' skill in writing significantly increased proven by the progress of score from pre-test to post-test.

After organizing the frequency and the percentage of score from pre-test and post-test, the means, the medians, the standard deviations, the variances, the minimum and the maximum of the writing pre-test and post-test scores of the sample were calculated respectively by using IBM SPSS Statistics 20. Table 4.4 represents the result.

**Table 4.4 Descriptive Statistics for Pre-test and Post-test**

| | N | Range | Minimum | Maximum | Sum | Mean | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| Pretest | 9 | 25.00 | 60.00 | 85.00 | 640.00 | 71.1111 | 9.61047 | 92.361 |
| Posttest | 9 | 30.00 | 65.00 | 95.00 | 725.00 | 80.5556 | 10.44164 | 109.028 |
| Valid N (listwise) | 9 | | | | | | | |

As Table 4.4 shows, the mean of post-test scores (80.5) is larger than the mean of pre-test scores (71.3). It indicates that on average, the use of Edmodo has caused the improvement of students' scores, but it is important to know that such a conclusion is only a descriptive conclusion. It should be tested about being meaningful this progress.

Therefore, to investigate whether Edmodo is effective to increase students' skill in writing recount text, the researcher tested the result of pre-test and post test by using Paired Sample Test in IBM SPSS Statistics 20. As what previously

mentioned that there are two hypotheses in this study; (1) Null hypothesis stating that there is no any significant difference on students' writing skill in recount text before and after using edmodo, and (2) Alternative hypothesis stating that there is any significant difference on students' writing skill in recount text before and after using Edmodo, the testing was done to investigate whether the null hypothesis could be rejected or not. Table 4.5 shows the result of the test.

**Table 4.5 Paired Sample Test**

| | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pretest – Posttest | -9.44444 | 7.68295 | 2.56098 | -15.35009 | -3.53880 | -3.688 | 8 | .006 |

Referring to Table 4.5, we can see that the $t_{obtained}$ is -3.538. The way to test whether null hypothesis could be rejected was by comparing the result of $t_{obtained}$ and $t_{table}$. If the result of $t_{obtained}$ is larger than $t_{table}$ at the level of significance 0.05, the null hypothesis can be rejected. On the contrary, if the result of $t_{obtained}$ is smaller than $t_{table}$, the null hypothesis cannot be rejected. In consulting to $t_{table}$, the researcher needed to find out the degree of freedom. As can be seen in Table 4.5 that $Df$ (Degree of freedom) is 8, the researcher consulted to the $t_{table}$, and at the level of significance 0.05, the value of $t_{table}$ is

±2.306. Comparing to the value of $t_{table}$ , the value of $t_{obtained}$ is larger (-2306 < -3.538). Also, the way to test whether the null hypothesis can be rejected is by comparing p-value with the standard level of significance, 0.05. The convention to reject the null hypothesis is when the p-value of the obtained statistics is less than 0.05 (Balnaves & Calputi, 2001). As Table 4.5 shows, the p-value is less than 0.05 (0.006<0.05). Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using Edmodo was effective to increase students' writing skill in recount text.

## B. Discussion

The results of the study indicated that the result of post-test seemed to be better than the pre-test ones. That is, the scores of posttest were significantly better than the scores of pretest at the end of the study.

Although the result of their posttest were not perfect, it seemed better than the result of pretest. Unlike the result of pretest, the result of posttest shows that students seemed more interested to share their stories. They used variety of vocabularies, and the content was more interesting. They also used their personal expressions to make the readers feel like what they felt at that time. The students became more free to generate and share their ideas, something that could not be achieved when they composed a text without using any media. This finding shows that the use of digital technologies such computer and social network like Edmodo can shape students' writing myriad ways including in generating ideas,

composing, revising, editing, formatting, and printing anything from a single word to a lengthy essay (Purcell et al. 2013; Langan, 2005).

When conducting on-line session using Edmodo, teachers can give the students quite time to understand the material, and then giving response. In giving response, students have a longer time to compose a good sentence so that their response will not lead to a misunderstanding. In this case, using on-line social network like Edmodo makes students improve their critical reading and writing skill as well (Lie, 2013). Also, the students can gain the knowledge from what their teachers or other students post in Edmodo, and they can share their knowledge to Edmodo such good articles, links, etc. so that other students and teacher can benefit it as well, too. On-line social networks determine the way students are related to themselves and the way they gain access to information (Arroyo, 2011).

One advantage of using Edmodo is that students who keep silent in the classroom can actively participate in on-line session. In traditional classroom, the students' physical attendance and active participation through direct speaking are the main way to give assessment. In on-line session, those who keep silent in the class can actively take part in teaching and learning process even though they do not physically exist. By using their critical reading and writing skill, they can give response to someone's post, share knowledge, compose a text, and so on. In this case, on-line session is less threatening rather than the traditional classroom (Alberth, 2013). Besides, another advantage of using Edmodo is that it can facilitate students in submitting their works, sharing knowledge, knowing their

progress, trying to be actively participate in teaching and learning process, interacting with each other without face-to-face meeting, etc.

Finally, it was confirmed that using Edmodo in writing would lead to better result than traditional media. The result of this research also proved that Edmodo was effective to increase students' writing skill in recount text. The effect of Edmodo was also could be seen from the quantity of the words which significantly increased in post-test.

Besides, the results of this study have several important implications as follows:

1. Since writing is a difficult skill, a teacher must equip himself/herself with up-to-date techniques, methods, and media to teach the students. So, the result of this research can be valuable for language teachers at the level of senior high school.

2. This study introduced a new media to facilitate students in learning to write and also provide an opportunity for them to construct and share their knowledge.

3. Edmodo is very practical and useful either for teachers or students since it provides a room to learn virtually and keep in touch each other.

4. The findings of this study promotes the on-line learning and decreases the problem of the distance learning.

5. Edmodo is also applicable to teach reading, grammar, and vocabulary.

# CHAPTER V

# CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion after getting the result of the research, and the suggestion to the further research.

## A. Conclusion

This study investigated the effect of Edmodo on the the first graders' skill in writing recount text at MAN Rejotangan. Through the analysis of the findings gained from the students' writing pre-test and post-test, it was concluded that the contribution of Edmodo in writing led to a higher level of writing improvement. Using Edmodo facilitates students in submitting their works, sharing knowledge, knowing their progress, trying to be actively participate in teaching and learning process, interacting with each other without face-to-face meeting, and so on. The findings revealed that after using Edmodo in post-test, the students' score were significantly better. Therefore, consequently, after doing some statistical test indicating that Edmodo was effective, the researcher concluded that Edmodo is a useful way of increasing students' writing skill and can play an important role in teaching writing to the first graders of MAN Rejotangan.

The result of this study indicated that there was significant difference in the effectiveness of Edmodo compared to traditional media. It was confirmed that writing through Edmodo would lead to better result than traditional media for two

main reasons (Arroyo, 2011; Thongmak, 2013). First, Edmodo provides a secure environment for a class to share ideas, files, and submit assignments through mobile access and messaging. Second, Edmodo offers the high ease to stay in touch people among themselves and learning and teaching are based on communication.

## B. Suggestion

The following suggestions are presented for those who are willing to contribute to the present study by conducting studies on the effect of using Edmodo on students' writing skill.

1. The English teachers can confirm the findings of this research by using Edmodo in conducting English teaching and learning process, especially in teaching writing.

2. The English teachers also can use Edmodo to teach English generally.

3. The English teachers who would like to use Edmodo to change their traditional classrooms may have to think of a workshop introducing this tool for students before starting using them. They may consider the necessity of individual classes because some classes may not need any demonstrations while other classes might require a simple workshop.

4. The students can use Edmodo not only to submit assignment, but also they can easily use this social learning platform to see their progress from time to time, share knowledge, get feedback, etc.

5. The same experiment with a larger population would be necessary to confirm the findings of this study.

6. The further researchers can investigate the effectiveness of Edmodo on other language skill and components such as reading, grammar, and vocabulary.

# BIBLIOGRAPHY

Alberth. (2010). Critical Success Factors in Online Language Learning. *TEFLIN International Conference*. Retrieved from http://teflin.org/index.php/teflin/article/view/242, accessed on Friday, June 12th 2015, at 7.30 a.m.

Arroyo, C.G. (2011). *On-Line Social Networks: Innovative Ways towards the Boost of Collaborative Language Learning*. Retrieved from http://www.pixel-online.net/ICT4LL2011/common/download/Paper_pdf/ CLL16-428-FP-Gonzalez-ICT4LL2011.pdf, accessed on Friday, June 12th 2015, at 7.40 a.m.

Asokhia. M., O. (2009). Improvisation/Teaching Aids: Aid to Effective Teaching of English Language. *Int J Edu Sci*, 1(2): 79-85. Retrieved from http://krepublisher.com/, accessed on Friday, June 12th 2015, at 8.00 a.m.

Balnaves, M., Caputi, P. (2001). *Introduction to Quantitative Research Methods: An investigative approach.* London, California, New Delhi: Sage Publication

Bell, A. B. (2010). Pretest–Posttest Design. *Encyclopedia of Research Design*. 1087- 1092. http://dx.doi.org/10.4135/9781412961288.n331, accessed on Friday, June 12th 2015, at 8.10 a.m

Brown. (2004). Language Assessment Principles and Classroom Practices. New York: Pearson Education.

Cahyani, H., Cahyono, Y. B. (2013). Teachers' Attitudes and Technology Use in Indonesian EFL Classrooms. *Teflin Journal, 23.* Retrieved from http://teflin.org/index.php/teflin/article/view/297, accessed on Friday, June 12th 2015, at 10.00 a.m.

Castells, M. (1996). *The Rise of the Network Society. The Information Age: Economy, Society, and Culture (Vol.1.)* Oxford: Blackwell Publishers Ltd. accessed on Friday, June 12th 2015, at 10.15 a.m.

Cauley, P. (n. d.). Retrieved December 28, 2014 from http://itbabble.com/, accessed, at 11.00 a.m.

Clark. E., Richard. (1983). Reconsidering Research on Learning from Media. *Review of Educational Research*. Vol. 53, No. 4. pp. 445-459. Retrieved from http://links.jstor.org/sici?sici=0034-6543%28198324%2953%3A4%3C445%3ARROLFM%3E2.0.CO%3B2-5, accessed on Saturday, June 13th 2015, at 8.00 a.m.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education.* (6th ed.). New York: Routledge.

Floris, D., F. (2014). Using Information and Communication Technology (ICT) to Enhance langage Teaching and Learning: An Interview with Dr. A. GumawangJati. *TEFLIN Journal*. *25 (2).* Retrieved from http://teflin.org/index.php/teflin/article/view/359, accessed on Saturday, June 13th 2015, at 8.10 a.m.

Government of South Australia: Department for Education and Child Development. (2012). *Engaging and Exploring Recount Writing* [Data file]. Retrieved from http://www.decd.sa.gov.au/literacy/, accessed on Saturday, June 13th 2015, at 8.15 a.m.

Harmer, J. (2007). *The Practice of English Language Teaching*. (4th ed). Harlow: England Pearson Education.

Johnson, K. (2001). *An Introduction to Foreign Language Learning and Teaching*. Harlow: Pearson Education Limited.

Kongchan, C. (2013). How Edmodo and Google Docs Can Change Traditional Classrooms. *The European Conference on Language Learning 2013*. Retrieved from http://iafor.org/, accessed on Monday, June 15th 2015 at 3.20 p.m.

Kroonenberg, N. (1995). Developing Communicative and Thinking Skills Via Electronic Mail. *Tesol Quarterly Journal, 4.* Retrieved from http://tesol.aua.am.com/, accessed on Saturday, June 13th 2015, at 8.30 a.m.

Labbas, R., Shaban, E. A. (2013). Teacher Development in The Digital Age. *Teaching English with Technology. 13.* Retrieved from http://www.tewtjournal.org. accessed on Saturday, June 13th 2015, at 8.35 a.m.

Langan, J. (1985*). College Writing Skill* (6th ed.). New York: McGraw-Hill Companies.

Lie, A. (2013). Social Media in A Content Course for The Digital Natives. *Teflin Journal, 24.* Retrieved from http://teflin.org/index.php/teflin/article/view/318, accessed on Saturday, June 13th 2015, at 8.40 a.m.

Munadi, Y. (2008). *Media Pembelajaran (Sebuah Pendekatan Baru).* Ciputat: Gaung Persada (GP) Press.

Nawawi, H. (2012). *Metode Penelitian Bidang Sosial* (13th ed). Yogyakarta: Gadjah Mada University Press

Nunan, D. (1989). *Designing Task for The Communicative Classroom.* Cambridge: Cambridge University Press

Nunan, D. (1999). *Second Language Teaching and Learning.* Boston: Heinle & Heinle Publishers

O'Malley, M. J., Pierce, V. L. (1996). *Authentic Assessment for English Language Learners:  Practical Approaches for Teachers.* London: Longman

Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon (MCB University Press), 9.* Retrieved from http://marcprensky.com/, accessed on Saturday, June 13th 2015, at 8.50 a.m.

Purcell, K., Buchanan, J., Friedrich, L. (2013). *The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools.* Retrieved from http://www.pewinternet.org/, accessed on Saturday, June 13th 2015, at 9.00 a.m.

Raimes, A. (1985). What Unskilled ESL Students Do as They Write: A Classroom Study of Composing. *Tesol Quarterly Journal, 19.* Retrieved from http://tesol.aua.am.com/, accessed on Saturday, June 13th 2015, at 9.10 a.m.

Rozgiene, I., Medvedeva, O., Straková, Z. (2008). *Integrating ICT Into Language Learning and Teaching.* Retrieved from http://webh01.ua.ac.be.com/, accessed on Saturday, June 13th 2015, at 8.20 a.m.

Sarosdy, J., Bencze. T. F., Poor, Z., Marianna, V. (2006). *Applied Linguistics 1 for BA Students in English.* Bolcsez: Bolcsesz Konzorcium.

Seow, A. (2002). The Writing Process and Process Writing. In Richards, C. J., & Renandya, A. W (Ed.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 315-320). Cambridge: Cambridge University Press.

Stroud, C. (2010, October 20). *Edmodo A White Paper*. Retrieved from http://coe.winthrop.edu/, accessed on Saturday, June 13th 2015, at 9.30 a.m.

Syamsudin, A. R., M. S., Damaianti, S. V. (2011). *Metode Penelitian Pendidikan Bahasa* (4th ed). Bandung: PT Remaja Rosdakarya.

Tchudi, N.S., Yates, J. (1983) *Teaching Writing in The Content Areas: Senior High School*. Washington, D. C: National Education Association.

The 2012 Global Internet User Survey. (2012). *Global Internet User Survey Summary Report.* Retrieved from http://www.internetsociety.org/survey, accessed on Saturday, June 13th 2015, at 10.00 a.m.

Thongmak. M. (2013). Social Network System in Classroom: Antecedents of Edmodo © Adoption. Journal of e-Learning and Higher Education Vol. 2013 (2013) Retrieved from http://www.ibimapublishing.com/journals/JELHE/jelhe.html, Article ID 657749, DOI: 10.5171/2013.657749, accessed onSaturday, June 13th 2015, at 2.00 p.m.

William, K .B., Sawyer, C. S. (1995) *Using Information Technology: A Practical Introduction to Computers & Communications* (5th ed). New York: McGraw-Hill Higher Companies.

Zamel, V. (1982). Writing: The Process of Discovering Meaning. *Tesol Quarterly Journal,16.* Retrieved from http://links.jstor.org/sici?sici=0039 322%28198206%2916%3A2%3C195%3AWTPODM%3E2.0.CO%3B2-9, accessed on Saturday, June 13th 2015, at 3.00 p.m.

**THE RESEARCHER CURRICULUM VITAE**

**Personal Details**

Name                          : Adin Fauzi

Sex                            : Male

Place, date of birth      : Blitar, June $2^{nd}$ 1993

Address                      : Ds. Genengan RT/RW: 02/01, Doko, Blitar

Registered Number     : 3213113031

Department               : English Education Program

Email                        : adinfauzy@gmail.com

**Educational Background**

1997-1999                 : TK Dharma Wanita

1999-2005                 : SDN Sumberurip 02

2005-2008                 : Mts Sunan Ampel Doko

2008-2011                 : MAN Wlingi

2011-2015                 : IAIN Tulungagung

**Teaching Experience:**

2011-2012                 : Smart Kinami Private Course