

THE USE OF EDMODO IN TEACHING WRITING PROCEDURE TEXT FOR THE ELEVENTH GRADE OF VOCATIONAL HIGH SCHOOL

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ABSTRACT

This study was about the use of Edmodo in teaching writing procedure text, to investigate the problems when using Edmodo in teaching of writing text, and to find out the use of Edmodo and the problems. The participants of this research was English Teacher and Students of XI-TKJ 1 class of SMKN 2 Binjai. The technique of data collection used was observation and interview. The research finding Edmodo media showed that there twelve steps how to use of Edmodo that were used; (1) Teacher Sign Up, (2) Students Sign Up, (3) Basic Posting, (4) Posting Alert, (5) Posting Polls, (6) Working with Assignments, (7) Creating a Quiz, (8) Assigning Quiz, (9) Taking the Quiz, (10) Grades, (11) Calender and Library, (12) and Feeds. Moreover, here were two problems faced in using Edmodo in teaching writing procedure text; (1) The problems from teachers (2) The problems from students

Keywords: Edmodo, Writing, Procedure Text.

1. Introduction

Writing is an important skill that should be learned by students in which they can express their ideas in written form. Harmer (2004:86) states that writing is a process and that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.

In teaching writing the technology as media used in classroom varies greatly from school to another. Media of teaching applied in the classroom can give an effect in the class atmosphere as well as student's writing result. Purcell et al (2013) states that digital media is in fact more largely accepted and widely used by their teachers or students recently rather than traditional media.

Hybrid Learning is learning that combines various approaches in learning namely traditional class, computer-based learning and online-based learning or used internet or mobile phone. Watson (2011) states that hybrid learning as a combination of the delivery of learning through the internet with the best class model of learning presentation and direct interaction between students and teachers.

Sicat (2015) states that Learning Management System is a software application or web-based technology used to plan, implement, and assess a specific learning process.

Fukey, et al (2014) state that Edmodo is a free and secure learning platform which is free of advertisements, games and other distractions used to provide a simple way for teacher and other students anywhere and anytime. Cauley (2012) state that is a site that takes the ideas of a social network and refines them and to

make it appropriate for a classroom. Edmodo has some advantages in teaching writing because; (1) it offers quick access to writing material and assignments, combine with particular approach or method or technique, (2) it leads students to have better organization in writing, (3) it facilities either teacher to give feedback on students shared writing, or students to receive feedback on their writing from their peers and the teacher to make it as considerations in revising and editing their writing, and (4) it makes students more interested in writing (Stroud, (2010) ; Balasubramanian, Jaykumar, & Fukey, (2014) ; Purnawarman, Susilawati, & Sundayana, (2016) ; Shams-Abadi, Ahmadi, & Mehrdad, (2015).

The problems in writing procedure text by using Edmodo. The students had difficulties to express their ideas and emotion creatively that they could not organize their ideas well. Another problem is they lack of vocabularies because they rarely practiced in writing especially writing procedure text by using Edmodo.

2. Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a squence of actions or steps. It explains how people perform different processes in a squence of steps. Procedure text will show and explain how it work or how it is operated. They key words of this type of text is “what needs to be done?” or “what should do I do?” or “How something is done?” or “how something works?” or “what to do next?” (Pardiyono, 2007: 125).

The genre of instructing, whether spoken or written, pervades our experience of the world. Instructing involves much more than simple, squential or

procedural texts. While the purpose of instructing is to tell someone what to do or how to do it, this can be achieved through a range of textual forms (Knapp and Watkins, 2005:153). Procedure text is kind of text which teaches on how to make something completely; (1)Procedures begin by outlining an aim or goal, (2)Sometimes there is a list of the materials and equipment needed, (3) The steps are then listed in order.

Besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of procedure text. They are; (1)Simple Present Tense, (2)Conecttive of Squence Sometimes, (3) Numbering The function of numbering here is same as comperative of squence.

3. Edmodo

One of appropriate websites used in a teaching learning environment is Edmodo. Edmodo is described as a social learning platform for teachers and students using a microblogging format (Steven, 2014:377) it is free service with the aim of facilitating learning and teaching and helping educators use social media to create a customizable learning environment. Edmodo is one of media to learn with online. Edmodo combine one of fitur from Language Management System, which is to used handle the learn, sent content, and to know what activity the students like attendance in the class, to get information who's do assigment, and to achievment all of students.

Mevenz (2010) states that Edmodo is similar to twitter or facebook, created for educational purposes. With Edmodo, it is possible to create the group of

students where the teachers can monitor messages. And Edmodo is a site that takes the ideas of a social network and refines them and to make it appropriate for a classroom.

Cauley (2012) states that there are some features available on Edmodo that can be used by the teachers:

- 1) The creation of Polls: Maximize teachers understanding of the students thoughts and opinions through creation of anonymous polls.
- 2) The Assignment Feature: Give a writing assignment online. Teacher makes the post the question online, they answer online, teachers grade it online.
- 3) The Callendar: Post important things on the class Callendar. The due dates and a short description of all assignments post to the teachers callendar automatically.
- 4) The Message Feature: Forget to say something in the class before rang? Post a note to the whole class, or send a private note to a single student. The students can post notes to help each other in an online setting where teachers can moderate.
- 5) The Alert Feature: A lot like a note except in bold, large font. Need to remind students clearly that they only have a few more days to turn in their research paper. Send an Alert!
- 6) The Grade book: students can access the grades they have received on an Edmodo. Assignment at anytime. All of the activities in the class are posted in to the teachers grade book, which totals all points earned through Edmodo assignments. The teacher can print out every grade as a spreadsheet to be included with teachers grade book.

- 7) The library: Both teacher and students can post multimedia to the teachers Edmodo library. Every file uploaded in any assignment is stored for the class here.
- 8) Teacher Collaboration: the teachers can talk and share documents and multimedia with any teacher that is already using Edmodo.
- 9) Parents Communication: by distributing a code that is unique to their child a parents can track their students assignments grade, due dates, and read any dialogue between the students and the teachers.

From explanation above, the writers conclude that Edmodo is a facility for the teachers to make their teaching-learning process more interesting. By using Edmodos features the teacher can give assignment, quizzes, share the material, and give feedback for students work directly. There for, social media is not only as the place to share the opinions but also it can be usefull in teaching/learning process. The students can access their work in and/ or out off the easly. Besides, by the interseting learning the students will get more undrstanding what they have learned, because they learnt enjoyably. In otherd words, Edmodo gives benefits for teachers to organize quality resouce for students.

4. Methodology

The researcher attempt to used descriptive qualitative research, because the researcher described condition of state phenomenon. Furthermore, the researcher wanted to know how the process of teaching process of writing skill using Edmodo. Moleong (1998: 6) states that qualitative research is a type of research aimed to holistically understand a phenomenon that is undergone by

the subject of the research in the certain natural context by describing is using words and employing scientific methods.

The data of this research was be the English teacher and students of grade eleventh (TKJ-1) in writing skill of Procedure Text at SMK NEGERI 2 BINJAI.

The source of data of this research was taken from one class of the eleventh grade (TKJ-1) teacher and 30 students at SMK NEGERI 2 BINJAI. The reason of the researcher chose the school because to analyze the use of Edmodo in teaching writing procedure text.

5. DATA ANALYSIS AND DISCUSSION

5.1 Data Analysis

The researcher obtained the data about the use of Edmodo in teaching writing procedure text at eleventh grade students of SMKN 2 Binjai. The using of Edmodo in teaching process of writing procedure text are as follow:

1. The use of Edmodo in teaching writing procedure text.

1) Teacher Sign Up

When the teacher felt the students were ready to receive the material, the teacher prepared the LCD and started the lesson. But before that, the teacher had to sign up and opened www.edmodo.com. After the teacher already signed up, the teacher asked the students to look at the LCD. There was a text with the title Procedure Text about "How to Make a Cheese Omelet". And the teacher asked the students to read the text silently and guessed the kind of the text.

And then, the students responded the kind of the text which was procedure text. Then some other students raised their hand and answered simultaneously. Some of the students answered descriptive text, but the teacher gave expression of doubt on the response, while others answered the kind of the text was procedure text. The teacher asked the students who answered procedure text to give the reasons why the students said that the text was a procedure text. The student answered that the text was a text about how to make something, and then the students said if descriptive text usually gave description about noun. The student answered by using Indonesian. After knowing the kind of the text, the teacher turned off the LCD and then asked them to open Edmodo on their laptop/computer or mobilephone/HP.

2) Students Sign Up

The students had to search www.edmodo.com or just opened the application that they had downloaded before on playstore or appstore then clicked the sign-up button, they wrote the email address or username and password in the boxes.

3) Basic Posting

In the Edmodo there had notification from the teacher to students XI TKJ-1 class group. There was explanation of material / text with the title of Procedure Text about “How to Make a Cheese Omelet”. After the students understood the material provided by the teacher, the students could provide comments or opinions in basic posting contained in Edmodo, so that the teacher could see to what extent they (students) understood the material delivered by the teacher.

4) Posting Alert

Posting alert were used to send important messages to people or group. The teacher could send important messages to students or group in the class like when the teacher gave an assignment to the students to remind them that the assignment must be completed immediately.

5) Posting Polls

Based on observation, posting polls in Edmodo teacher usually created questions related to the material taught with multiple choices and the students in the group voted on it. And the teacher picked the group that the teacher wanted to send it. After that the teacher would see the result in percentages from the students vote or answer. It aimed to know how far the students understood about the material that they had learned. s

6) Working with Assignments

After the students understood about the material that they had learned and knowing the kind of the text, In the Edmodo there had notification from XI TKJ-1 class group. In the class group there was assignments from teacher, it was multiple choize assignment, there were five questions that related to procedure text “How to Make a Cheese Omelet” and students must answer the assignments given by the teacher in Edmodo media.

7) Creating a Quiz

Different from Working with Assignments, Creating a Quiz in Edmodo media teachers usually created a quiz after they finished learning. Based on observations, the researchers found that when they learned about the procedure text, the teacher also made a quiz related to the lesson while it was taking place. Creating a Quiz in Edmodo media teachers could also save quiz that would be given for the next meeting in accordance with the topics taught.

8) Assigning Quiz

In the Edmodo there had notification from XI TKJ-1 class group. In the class group there was a quiz from teacher, it was multiple choice quiz, there were five questions that related to procedure text "How to Make a Cheese Omelet". And in the Quiz features of Edmodo there had some menus, the one of the menu is date and time limits, so the student had to answer the quiz quickly and individually. It was used to know which students who focus or not. Students who focused on text would easily understand the text and it would get not difficult to remember the contents in the procedure text.

After the students finished to answers all the questions, the teacher corrected their quiz at Edmodo and gave the score for the students answers. The teacher gave a grade in the gradebook, and automatically students would see what score they got. After that the teacher discussed the quiz in front of the class by LCD. There were one questions that students answered less precise. On the questions of how to make a cheese omelet, "what is the purpose of the text?" a student answered incorrectly by answering "to describe about a cheese omelet". The

teacher said that the student's answer was not correct and then repeated the question. After that, a student said "to show how to make a cheese omelet". For the one answer, it was correct. As for the second question, the students answered with hesitation and the teacher helped the student immediately.

9) Taking the Quiz

Almost the same as assigning quiz, taking the quiz also had a function similar to assigning quiz that was the teacher took a quiz by using Edmodo as explained above. Based on the observations that had been made, the researcher found that the teacher when teaching using Edmodo future took the quiz was already combined as a prelude to the assigning quiz. So in conclusion, the teacher did not take the quiz again.

10) Grades

Grade features in Edmodo, teachers could give students grades according to their individual results. teachers could also see the extent of the results they have achieved. From this view, the average or view the assignments or quickly grades for assignments.

11) Calender and Library

After the researcher explained all the uses of Edmodo during the teaching and learning process, for Calendars in the Media Edmodo the teacher could make a deadline for the assignment that students must done. And automatically students would quickly know when they have to collect the assignment.

And for the library the teacher could save material documents that would be taught for the next meeting in the form of files, documents, videos, ppt, etc.

12) Feeds

For feature feeds in edmodo media, the teacher did nothing with the future contained in Edmodo media. because when researchers asked the teacher why in feature feeds do not do or made something and the teacher replied that the teacher did not understand what must be made in the feed contained in Edmodo's media.

For the last, the teacher gave feedback to the students, and the teacher wanted all of students to publish their work on Edmodo. The teacher wanted the student could gave comments for every task of their friend until the end, the teacher and the students enjoyed during the meeting. And then the class was over, the teacher closed the meetin by said Assalamualaikum Warahmatullahi Wabarakatuh.

2. The problems faced by teacher in using Edmodo

- Teacher factor

Edmodo media is a learning media that not famous and not all teachers using it. But, in SMKN 2 Binjai there was only a few teachers who is knowing edmodo and had using edmodo media. It is mostly because of the teachers was still not familiar with Edmodo media, so it still confused in using Edmodo media.

Related to that Ms. H in the interview on date April 1st 2019 that: "Edmodo is still not familiar, I bring to this school by myself. Then I just tell the teacher about

the Edmodo media, hold them. But all this time I have not holds the introduction of this media in depth.”

Ms. H also add statement that: “In Edmodo media, there are still features that I still don't understand. For example the feeds feature I do not know what to do in the feed feature. Thus I think, I must study again and find out what the uses of each feature are in Edmodo media. ”

From some opinions above, the researcher can conclude that to overcome the problems that exist on using Edmodo is the school held some kind of seminars and special training about Edmodo. With held of seminars and training is expected to the teachers can use Edmodo media easily and can gave explanation again to the students, so all of the teachers can be use Edmodo media in the class.

- Students fators

The students are the ones who are directly involved in the learning process. If the school and the teachers already provide a maximal facility, but the students themselves lazy or always reasoned to learn it also would be the same. In the use of edmodo, one of the advantages is the teacher could interact to the students without having to looked, So indirectly from the teachers and their schools respectively also had a facilities to support in use ability of Edmodo media, for example computer along with modem or could also using handphone who could access to the internet network. The same opinion was gave by Ms. H in the interview on April 1st 2019 that: “Some students don't bring their handphone or

laptop when the learning process by using edmodo, actually the day before i had told them to bring laptop or handphone because we will learn using edmodo in the next meeting, and not all of students focused when i used edmodo as media in learning process”

Ms. H also add statement that: “there are some of my students who still don't understand the use of Edmodo media. therefore, students who don't understand how to use Edmodo often send messages to me. as well as when I give material, if anyone still doesn't understand they will ask me. without having to deliver material that is not understood in front of the class.”

Based on opinion above, it can be concluded that teachers should also pay attention on each individual student, because the students had different abilities, it also needed to considered about learning facilities in the students. The constraints problems in using Edmodo media it from the school side, parties, teachers, and students, it can be concluded that the most important learning in the school, should pay attention to the existing facilities. Lack of ability and understanding of Edmodo media from teachers can also affect the passage of the learning process. Apart from the ability of teachers, the ability of students should also be dig up. So, the students do not feel confused.

5.2 Discussion

The researcher has done the observation and interview with students and English teacher of XI-TKJ 1 in SMKN 2 Binjai. In this section, the researcher tries to discuss the research findings with the other relevant references. In order

to justify the research findings, the researcher tries to discuss them with reference to theories relates to the use of Edmodo in teaching writing procedure text for the eleventh grade students of vocational high school.

Edmodo is one of media to learn with online. Edmodo is described as a social learning platform for teachers and students using a microblogging format (Steven, 2014:377) it is free service with the aim of facilitating learning and teaching and helping educators use social media to create a customizable learning environment. The students can access their work in and/ or out off the easily. Edmodo is one of the effective tools to make students understand quickly.

This study is highlighted that Edmodo is really helpful in teaching and learning practice in order to make sure whether the students understand or not. The teacher frequently used Edmodo itself.

In regards with the first problem of the study, it could be seen from research finding based on observtion how is the use of Edmodo in teaching writing procedure text at the eleventh grade. It was found that using of edmodo in teaching writing procedure text it makes students response is well because by using edmodo students have a guidance to write procedure text. Thompson (2013), these are steps to create Edmodo's account. It is supporter by Cauley (2012). He added the steps to use Edmodo as follows: Teacher Sign Up, Students Sign Up, Basic Posting, Posting Alert, Posting and Polls, Working with Assignments, Creating a Quiz, Assigning Quiz, Taking the Quiz, Grades, Calender and Library, and Feeds. Gwen (2014:36) Edmodo is a easy to use course

management tool because it feel like facebook, and teacher like it because it has an excelent grade book.

Based on the opinion above, it can be concluded that As a media in teaching learning process, Edmodo is easy to use, and adopting seems to be taking place at a grassroots level. Edmodo has potential because students find it easy to use and they cam communicate online. In Edmodo there are many features to support the teaching learning process. The following features are available on Edmodo are polling, quiz, grade book, file link, library, assignment, etc. This features made easier for teacher to gave tasks about writing text especially in procedure text.

Pupung (2014:36) in teaching writing in a blended learning setting, the teacher using assignment as a way for the students to wrote student's writing.

Based on the opinion above, it can be concluded that the mostly features in Edmodo media in teaching writing are quiz and assignment features. Because these features gave the convenience for the students and for the teacher. For the teacher, they could made a exsecise about writing and then the students more easyly to correct the students answer. And for the students, they feel enjoy during answered the quiz and they could also made a writins text in the edmodo, so they writin text could not lost.

In regards with the second problem of the study, it could be seen from research finding based on the interview with the teacher. It was found that using of edmodo in teaching writing procedure text it makes students response is well because by using edmodo students have a guidance to write procedure text. The

teacher said that the school still not had many computer to all of the students and the internet access sometime trouble and also keyboard.

Pixel (2014:360): “when the you did not have a computer to acces Edmodo. Most of the teacher and the students access edmodo by using their mobile devices like cell phones, tablets” Based on the theory the problem in using edmodo came from one factor that it school factor. The school must have computer and internet connection to access edmodo.

In adding, Pupung (2016:249) in the thesis entitled “The use of Edmodo in teaching writin in a blended learning settting” there are three problem that made difficulties in teaching using Edmodo, the problems are Bandwidth, cunfusing in using Edmodo, Incompatibility of smartphone appllications.

From the opinion above it can be concluded that the solution for the problem about the facilities to access media, when in the school did not have a computer to access Edmodo the teacher could using Handphone or laptop that the students was bring from their home. So it would be the better solution than the students just silent and could not followed the meeting using Edmodo.

6. CONCLUSION AND SUGGESTION

6.1 Conclusion

Based on the research finding and discussion in the previous chapter, it could be drawn the conclusion of the present study which were designed to suit the objectives of the study. There were two objective in this study; (1) to describe the use of Edmodo in teaching writing procedure text at the eleventh grade; (2) to

find out the problems faced by teachers of using Edmodo in teaching learning process of writing procedure text. So, the researcher found some conclusions:

1. There were twelve steps how to use Edmodo that were used by the English teacher at eleventh grade of SMKN 2 Binjai. There are; (1) Teacher Sign Up, (2) Students Sign Up, (3) Basic Posting, (4) Posting Alert, (5) Posting Polls, (6) Working with Assignments, (7) Creating a Quiz, (8) Assigning Quiz, (9) Taking the Quiz, (10) Grades, (11) Calender and Library, (12) and Feeds.
2. There were two problems; (1) The problems from teachers; which is often faced by the teacher is due to Edmodo is still foreign, so many teachers still hesitate. In addition, many teachers do not know how to use it because it is still difficult to this Edmodo media; (2) The problems from students: In using Edmodo are not having facilities that support at home. There are still many students do not have a computer or laptop with internet connection in her home. From the constraint facilities of the students is less understand English from every word in Edmodo. And some of the students still don't know how to use the edmodo.

6.2 Suggestions

In the relation to the conclusions, the researcher humbly suggests:

1. To the English teachers should be check the condition of the facility in laboratory before teaching primarily for computers and network access the internet. Therefore, the possibility of a very problem occurs Small nowteaching process takes place. And teacher should be conduct extra

guidance to students because with Edmodo media is happening without face to face. So, if they do that, it can make students more active in teaching and learning process.

2. For the Students should pay attention to the teachers to keep up information from teachers regarding tasks and materials sent in Edmodo. And should remember the account and password Edmodo media respectively, so as not to forget the account and his password.
3. Other researchers who will conduct similar research, this study is expected to help and to give more information about the use of Edmodo in teaching writing procedure text.

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