

The 3rd International Conference on Computer, Science, Engineering and Technology (ICComSET 2020)

Tasikmalaya, Indonesia • 22 December 2020

Editors • Mujiarto, E Tlelo-Cuautle, C-H Lien,
Sundarapandian Vaidyanathan, Mustafa Mamat, M. Adam Jerusalem
and M. Komaro



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All papers have been peer reviewed.



Melville, New York, 2023
AIP Conference Proceedings

Volume 2510

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ISBN 978-0-7354-4677-9

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Enhancing Students' Learning Writing Process through Edmodo: New Challenge for a Better Learning

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Abstract. This paper describes and review challenges in teaching and learning process in writing class through the use of one of online learning platforms such as Edmodo at undergraduate level. It is begun with a report of the experiences from both lecturer and students while using it within the classroom which is also followed by such a reflection toward the teaching and learning process. Since ICT plays its crucial roles within this pandemic, it is important to have a better insights and perspectives how the lecturer and students involve actively in it. It is important to be investigated more since Edmodo is chosen as the main online platform in writing. The instrument used were interview session and classroom observation to look at how they exploit Edmodo to the fullest and its challenges. Based on the findings, it is found that Edmodo helped them in writing process but not a lot. But it is more to the way for the teacher as a role of supporting students. Students participation, students engagement, complexity of discussion and the effectiveness of how Edmodo is utilized are discussed.

Keywords: Learning; Writing; Edmodo; Challenge; Learning.

INTRODUCTION

Today, the development of technology used in classroom increases rapidly. Furthermore, in the teaching and learning of English ICT is widely used (Miftah, 2018). Everyone was drowning in it and they can seek easily what they need for their needs. This research answers the issue of how Edmodo is used as an online tool for writing English as a foreign language class.

To sum up, it is necessary for the teacher to incorporate it into the teaching and learning activities, with the rapid growth of ICT recently. Video, internet, web and Edmodo are four out of a variety of channels that have been shown to be effective in supporting the performance of students. As described in previous studies listed earlier, to be more precise in writing. Technology provides a broader and deeper range of services (Sulistiono, 2019). In addition, the use of ICT in teaching and learning allows students and trainees the opportunity to access learning materials on an ongoing basis, at anytime, anywhere and at the same time, providing teachers and trainers with the ability to effectively perform homework and assignments (Al-Said, 2015).

What becomes an issue, on the other hand, can arise as writing teaching and learning runs in the classroom. The teacher appears to concentrate only on the result of the writing of the students without giving any pressure or intention of their method to produce such a good writing composition. (Dorothy & Lisa, 2003). The instructor will not send any such negative feedback on their writing as long as the students submit the task on time. Once the instructor offers some positive remarks, the students do not always benefit from something because they do not know how to rearrange the writing itself. It is important to look desperately again at what is happening around the writing class, which is crucial to look closely at how the writing class can actually be done well to meet the

standards. To sum up with these claims, under an examination into how Edmodo actually supports both students and lecturers with its significant cases, it is appropriate to look more closely.

METHOD

As the research model of the present analysis, a qualitative approach is considered acceptable. Qualitative analysis, it is an appropriate way for research to understand human behavior and to examine the variables involved verbally and record them inductively. Furthermore, qualitative analysis also involves certain tasks that deal with observing and asking, and seeks to very precisely identify incidents or individuals without any numerical data being used. It seeks to gain a deeper perspective, it also tries to grasp the studied phenomenon holistically.

The subjects in this study were 33 students of the university and 1 English lecturer who teacher writing class. Neither the lecturer nor the students has ever used Edmodo before this study. The lecturer set up only one class via Edmodo for his subject. The research instruments were employed in this study were field note and interview. The fieldnote was used as a note while the researcher doing observation while the interview was done to seek other information needed concerning to the needs of this study.

RESULTS AND DISCUSSION

The Teaching and Learning process of Writing by Means of Edmodo Under Investigation

This part discusses the process of teaching and learning of writing by means of Edmodo. It is important to present a brief account of this point as the basis for the section that follow. Four points are discussed in this section, i.e., the objectives the writing class under investigation, the instructional materials, the teacher's teaching activities, and the students' learning activities.

The Objectives the Writing Class Under Investigation

Regarding to the active involvement of the students in that writing class, it is crucial to look at the objectives of the writing lesson itself because the activity in the classroom cannot be separated by its objectives of the lesson. Since the curriculum following KTSP Curriculum, the objectives of the writing class (table 1).

TABLE 1. Objectives of Writing Class

The Objectives	Learning Materials
ATTITUDE: Students are able to independently show a responsible attitude towards work in their field of expertise;	Materials: Characteristics of Study Programs
GENERAL SKILLS: Students are able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology in accordance with their field of expertise;	Learning Materials: Benefits and strategy of writing Increase the wealth of imagination, language and knowledge The stages of the creative process The structure of short stories and novels
SPECIAL SKILLS: Students are able to understand the basics of literary writing and have the ability to write a variety of creative works, including fiction and poetry.	Poetic experience and versification of poetry The building blocks of poetry Tips for writing good and interesting works of fiction and poetry Publication tips for publishing and mass media
KNOWLEDGE: Students are able to understand and be able to carry out the stages of the creative process, understand a good story structure, write fiction in the form of short stories and novels, poetry, understand how to publish works both for book publishing and the mass media.	

In terms of Creative Writing lesson, the students are demanded to understand and do creative steps of a structure of a good story and also write a fiction as it is shown in Table 1.

In line with the objectives of the lesson mentioned above, the lecturer utilized Edmodo as a learning platform to help him in conducting the teaching and learning process. Within the Edmodo itself, the lecturer made a specific classroom namely "Creative Writing" and asked all the students to join the class he has made.

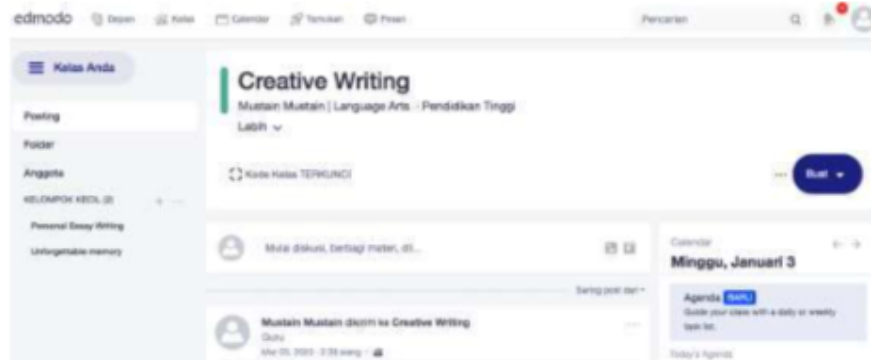


FIGURE 1. Lecturer's Account in Edmodo for Writing Class

It was done to help him in organizing the materials given, sharing links, forming groups to the students and also students' writing products and all the things that the class needed. The Edmodo was properly utilized by the lecturer but not all features were used by him due to several reasons such as limited access and lack of information of how this account should be used. Using social media platforms such as Edmodo in the writing class encourages contact between lecturers, learners and their parents, which can give lecturers extra time to expand on their online lessons, distribute instructional materials, and at the same time provide their students with an audience from the real world.

The Instructional Materials

The instructional materials that the lecturer utilized to activate the classroom activities consist of exercise that are built around write a composition and it was intended to give the students practices in managing their writing from the beginning until the end. Through these activities, the students were expected to be functionally competent in producing good composition or producing an essay which has correct introductory paragraph, body and conclusion. To achieve these specific objectives, as seen in the instructional materials, each lesson was designed by presenting a composition on a certain topic, and then requiring the students to have it discussed, following the task given. These were the examples of the instructional materials.

These three examples determine different tasks to be accomplished by the students. Each task is divided into two part. The first part is asking the students to read the text carefully and then finding the main idea of the text, finding generic structure, grammar used, vocabularies, cohesion, coherence and so on.

Those three examples tasks, each of which is followed by some exercise similar to the examples presented above, are basically intended to stimulate the students' knowledge of determining thesis statements, topic sentences and others. Some of these topics are *The Stairway*, *What a Mess Day!*, and *Students Who Study Abroad Achieve Greater Success*. These topics given, as stated by the lecturer are expected to enable and brainstorm students' knowledge to determine important points in different types of essays. Also, to help students easier in composing their essay according to the topics given. And the students' works were the data that would be analyzed by the researcher that focus on their parts of the essay. And the compositions that were analyzed were the results of students with ample ability in writing and they also have sufficient result of their writing competence (Inayati, Asib, & Drajati, 2019). This very helpful for the lecturer in delivering the materials and the students also easy to understand the lesson given. On the other hand, the barriers also come up while the lecturer implement this kind of

online platform in teaching writing. The consideration of adequate and sufficient internet connection is still become the main point to be taken into account (Ulfa & Purwati, 2020).

The Lecturer's Teaching Activities

This account is felt necessary since the sections that follow are built around the lecturer's teaching as well the students' learning efforts in achieving writing class objectives. In addition to using the available materials, the lecturer also assigned the students to find and prepare other topics. To make sure that the students were really doing what they were asking to do, the lecturer made a very restricted time which they have to post their work on time and they had to make report to what they have written. This was as well as the lecturer's materials supported the notion that the instruction was basically appropriate with the composition of good essay.

As it is mentioned previously, the lecturer provided the materials both in the Edmodo itself and also supported by offline lecture. That was done to avoid misinformation and any others claims from the students. The lecturer share links of the process of the writing from the beginning until the end. Since Edmodo used in writing class within this research, it is important to reveal how the process of writing itself was done through the use of this platform. In the sense that the instructor directs learners to follow a particular method that ultimately helps them enhance their writing performance, process writing has been differentiated from product writing.

For example, the observation that the researcher made by considering the important points of Edmodo, the lecturer posted discussion questions for students to think about or post relevant pictures of the writing topics for students to comment on them, because Edmodo is claimed to be an efficient tool for interaction, wider exposure and use of the target language among learners (Gay & Sofyan, 2017). In addition, the lecturer also posted a guide to how to deal with organizing ideas, and the lecturer was also able to find some examples to help their students organize their ideas according to those directions. Edmodo, therefore, it offers an active forum in which teachers in an interactive atmosphere can develop the writing skills of their learners. On the other hand, learners have a broader range of choices that lead them through all the stages of writing processes. They receive different kinds of feedback, corrections and suggestions as they write their messages, which are intended to speed up the writing skills of students. It is a forum to allow learners to coordinate and gather their thoughts. Students interact with peers through Edmodo and are inevitably expected to cooperate with others, whether it is partner work, in small groups or inside the classroom. In addition, by posting notes, uploading learning materials to the private digital library, writing comments, Edmodo will inspire students to take the initiative for their learning.

The Students' Learning Activities

The students' learning activities within the teaching and learning process involving writing a composition following the instructional materials given by the lecturer. First, they have to follow the lecturer's account as it is shown below.

After following the lecturer's account, the students were also asked to open the shared links and related information given by the lecturer. Above all, this Edmodo is made basically to ease and manage students' activities in writing class. Next activity is producing a composition and submitting it through the account and it can be seen through this screen captured.



FIGURE 2. Students' Composition Submitted through Edmodo

All the students in class were always prepared to discuss to the lecturer about their works. Ample mistakes in structural use, however can be always identified in their composition. For this reason, the lecturer was often observed to pay attention to the students' inaccurate use of grammar, punctuation, word choice and etc by giving corrections. These corrections reasonably done because his primary aim was not only to see whether their products but also whether they were able to use correct thesis statements, supporting sentences, and etc.

From the four points mentioned above, there are several things that again should be highlighted. In exploring the use of Edmodo for the EFL learning, the positive atmosphere is seen as something which is quite helping in running the lesson within a term of online class. Those findings support emerging cases that technology may give advantages to improve students' learning (Al-Kathiri, 2015). Also, Teacher can monitor the kinds of information that students post and provide useful feedback to support healthy student communication skills (Holland & Mulenbug, 2011).

CONCLUSION

As a conclusion for this study is that the lecturers and undergraduate students of STKIP PGRI Bangkalan experienced something which really different from the previous time. The shortcomings and also the strengths that come up within the teaching and learning process can be overcome well through the great collaborative works and communication from both sides. Finally, the researcher recommends encouraging university to add more section for the platform used and ensuring the students really comprehend the use of it through some trainings or exposing more additional information in order to be readier to face this new normal era.

ACKNOWLEDGEMENT

The author would like to extend her appreciation and gratitude to her supervisors Prof. Dr. Susanto, M.Pd and Dr. Oikurema Purwati, M.Appl., for their insight, guidance, and expertise in assisting this study.

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