

**THE ENGLISH STUDENTS' PERCEPTIONS AND CHALLENGES
TOWARD USING EDMODO AS A MEDIUM PLATFORM
IN WRITING DURING BLENDED LEARNING CLASSROOM**

THESIS

*Submitted as a Partial Fulfillment
of the Requirements to Obtain Master Degree (S2)*



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ABSTRAK

Amir Syarifuddin Hrp. 2023. Persepsi dan Tantangan Mahasiswa Bahasa Inggris terhadap Penggunaan Edmodo sebagai Media Platform dalam Menulis di Kelas Blended Learning. Tesis. Magister Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Bahasa Inggris.

Penelitian ini bertujuan untuk mengkaji persepsi dan tantangan mahasiswa bahasa Inggris terhadap penggunaan Edmodo sebagai platform media dalam menulis di kelas pembelajaran campuran. Sumber data penelitian ini adalah 30 mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Sumatera Utara. Penelitian ini merupakan penelitian kualitatif deskriptif untuk melihat fenomena guna menggambarkan kondisi yang ada di lapangan. Instrumen penelitian ini adalah kuesioner dan wawancara. Temuan menunjukkan bahwa sebagian besar siswa memberikan persepsi positif terhadap penggunaan Edmodo dalam menulis. Hal ini ditunjukkan dengan rata-rata skor yang diperoleh dari seluruh indikator sekitar 3,08 dan dikategorikan pada tingkat setuju. Namun, beberapa tantangan ditemukan oleh para siswa yang berurusan dengan penggunaan Edmodo dalam esai mereka seperti kesulitan menggunakan ponsel Edmodo, jaringan internet yang lambat, kesulitan dalam memahami dan mengikuti prosedur Edmodo. Hal ini menunjukkan bahwa siswa masih mengalami kesulitan pada penggunaan Edmodo dalam menulis meskipun mereka memberikan pandangan positif.

Kata Kunci: Edmodo, Perspsi Siswa, Tantangan

ABSTRACT

Amir Syarifuddin Hrp. 2023. The English Students' Perceptions and Challenges toward Using Edmodo as the Medium Platform in Writing during Blended Learning Classroom. Thesis. Master of English Education. Faculty of Languages and Arts. Universitas Negeri Padang.

This study is aimed to determine the perceptions and challenges of English students towards using Edmodo as a media platform in blended learning classes. The data sources in this study were 30 fourth semester students of the English Education Study Program at Muhammadiyah University, North Sumatra. This research belongs descriptive qualitative research to look at phenomena to describe conditions in the field. The research instruments are questionnaires and interviews. The findings show that most students have positive perceptions of using Edmodo in writing. This is indicated by the average score obtained from all indicators of around 3.08 and is categorized at the agree level. However, some challenges were found by students dealing with using Edmodo in their essays such as difficulty using Edmodo cellphones, slow internet networks, difficulties in understanding and following Edmodo procedures. This shows that students still experience difficulties in using Edmodo in writing even though they give a positive view

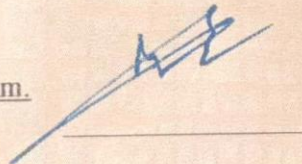
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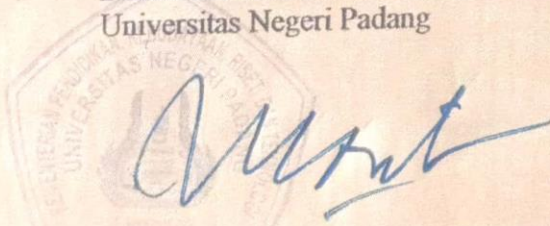
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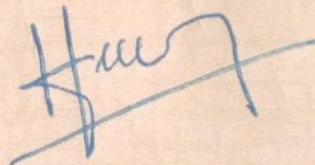
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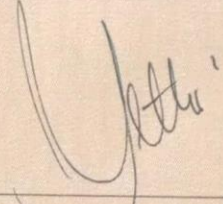
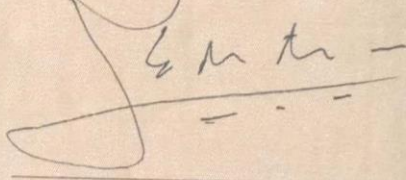
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SURAT PERNYATAAN

Dengan ini menyatakan bahwa:

1. Karya tulis saya, tesis yang berjudul **“The English Students’ Perceptions and Challenges toward Using Edmodo as a Medium Platform in Writing during Blended Learning Classroom”** adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
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Padang, Agustus 2023

Saya yang menyatakan



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Firstly, the researcher would like to express his thanks to the Almighty Allah SWT who has given the mercy, healthy, strength, and opportunity to the researcher in finishing this thesis. He also would like to send Shalawat and Salam to the great prophet Muhammad SAW, the Uswatun Hasanah for all Moslems. The title of this thesis is The English Students' Perceptions and Challenges toward Using Edmodo as a Media Platform in Writing during Blended Learning Classroom. This thesis is written to fulfill one of the requirements to obtain master degree (S2) from the program study English Education Department of Faculty of Languages and Arts of Universitas Negeri Padang.

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Padang, August 2023

The Researcher

DEDICATION

This work is wholeheartedly and proudly dedicated to the loved ones who have become the support system for the writer in the process of compiling this thesis.

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CHAPTER I

INTRODUCTION

A. Background of Research Problem

In the 21st century, Information Communication and Technology (ICT) significantly impact some sectors of life, including education. UNESCO defines ICT as a technology used for creating, displaying, storing, manipulating, and exchanging information (Meleisea, 2007). In the education sector, ICT refers to computer-based communication that supports teaching-learning and various educational activities. In short, ICT has become an essential requirement and an important aspect of education to support the teaching and learning process in this digital era.

ICT is not a single technology but a combination of hardware, software, multimedia, and delivery system. This ICT can be used in the classroom to support lecturers and students in the teaching-learning activity and develop lecturers' and students of 21st-century digital skills. Domalewska (2014) argues that learning with technology promotes multiple skills, literacy, critical thinking, reasoning, analyzing, organizing information, selecting valuable information, communication, creativity, autonomy, and collaboration.

In addition, ICT can be used in the English classroom. There is a significant relationship between technology and English language teaching. Widyaningrum (2018) found that English teachers can teach English skills using ICT because ICT gives more benefits to the students. They learn new skills in reading comprehension and developing writing skills such as spelling, grammar,

punctuation, editing, and re-drafting. Thus, the use of ICT in English classrooms has a considerable impact.

As a web-based or online learning model in this era, ICT is used effectively in integrating offline and online learning, known as blended learning. The ICT combines online and directed learning in the blended learning classroom. Many teachers have used this learning method. Downes (2008) states that blended learning is traditional classroom learning complemented by online learning activities and sources. The student and lecturer can interact even outside the classroom.

One of the conveniences in the field of education is offered by utilizing current ICT developments in Edmodo. Edmodo is one of the media applications with many features to support learning. Most importantly, Edmodo accounts can be obtained free of charge and are also designed for school-based learning. Because Edmodo is designed to be school-based and to support the learning process, it consists of some learning activities, such as quizzes, assignments, polls, grade books, libraries, reward badges, and parent codes. Teaching material offers a variety of instructional resources in the form of files and links (Kamagra, 2011).

Writing is one of the language skills that may be implemented using Edmodo. Writing is considered the most difficult among the skills of reading, speaking, and listening. Writing is considered the most challenging task, according to Bryne (1988). In higher education, being developed is much more significant since it aids academic performance because there are so many academic works to complete. Writing may be a difficult task since it requires several processes to

complete. It starts with brainstorming to acquire a concept, then moves on to drafting a draft, writing, rewriting, evaluating, and finally publishing. Murcia and Olshtein (2000) say that writing is significantly influenced by sentence-level factors such as format, sentence structures, topic control, vocabulary, punctuation, and spelling. In truth, not all pupils are concerned about their writing abilities. When the amount of time available in class is short, some pupils have difficulties grasping the concept. Due to a lack of time, students are less likely to practice writing, which necessitates paying close attention to the nuances of each phase. These problems are also assumed that it is found in the Students of English Education Study Program of Universitas Muhammadiyah Sumatera Utara, which takes many courses related to writing.

Using ICT (Information and Communication Technology) such as Edmodo in teaching writing and learning may be a very good concept for lecturers because it introduces new media that have shifted from manual writing to writing in technological mode. The Edmodo application is often used by students and lecturers of the English language education study program at Universitas Muhammadiyah Sumatera Utara for writing courses and is familiar to them. Furthermore, this platform is ideal for assisting English students because it can be utilized for writing skills, speaking, reading, and listening. Edmodo provides writing tools such as editing, sharing, and commenting for writing activities. The function of feedback is critical in the construction of effective writing, and Edmodo provides a writing platform, such as a comments column, where both professors and students may offer their thoughts on someone's work.

Thus, knowing the perceptions and challenges of students in using the Edmodo application for writing activities, especially in blended learning classes, can be a reference as well as evaluation material for all university stakeholders involved. In short, essential factors that influence the successful integration of Edmodo into teaching English related to students' perceptions are needed to determine how decisions are taken in the blended learning process.

The usage of Edmodo as a learning aid is beneficial in several prior studies. Edmodo has been found to allow students to work alone while still allowing them to contribute their ideas through group conversations. They benefit much from group conversations in terms of writing, and it may be used to entice pupils to write at their speed. According to research, pupils respond well when connecting with students from diverse nations.

Moreover, several previous studies relate to the perceptions of using Edmodo, such as Pardede (2015). His study focused on the perception of pre-service EFL teachers of Edmodo use as a complementary learning tool. The finding reveals that many students were prepared to use Edmodo as an additional learning tool in the English classroom, considering it gives many benefits to support traditional face-to-face classroom interaction and gives a positive picture of their experience in using Edmodo.

Furthermore, Manowong (2016) studied improving students' learning experiences in an EFL classroom using Edmodo. This study revealed that Edmodo was useful for direct learning since it provides many features supporting the

student's learning process. Then, it improved the students' motivation, flexibility, and participation in online learning activities.

Furthermore, using Edmodo in the English classroom has some challenges and problems. Many factors hinder the effective utilization of Edmodo in the English classroom. The students have bad health (Zaidieh, 2012), a low level of use of Internet technologies (Al-Asmari, 2005), a lack of technology resources (Barnawi, 2009), spend time in front of the computer, and the tendency to use social media site than as learning tool (Stroud, 2010).

However, Edmodo as a media platform has become one of the alternative ways to interact between lecturers and students during the teaching and learning process, especially in implementing blended learning. Then, this research explored more deeply related to Edmodo as a media platform used by the students and lecturer of the English Education Program of Universitas Muhammadiyah Sumatera Utara. It is because they have implemented Edmodo in blended learning. In addition, technology development in the world of development is growing rapidly. Edmodo is a media platform that is easy for students and lecturers to use, facilitating the teaching and learning process. However, there are several opinions regarding using Edmodo and the challenges students face. Therefore, the researcher wants to investigate students' perceptions and challenges of using Edmodo during the online learning process of a blended learning classroom.

B. Identification of Research Problems

Based on the background of the problems stated above, it appears that the writing contains a complex process that must be considered. On the other hand, a number of experts say that writing is one of the most difficult skills to master among other skills such as reading, listening and speaking.

Thus, there are several possible problems that researchers can identify starting from students' difficulties in constructing writing (brainstorming to get ideas, drafting writing, working on writing, revising, evaluating, and publishing). However, because the learning system using online media in blended learning classes at Muhammadiyah University of North Sumatra is still relatively new, including the English Language Education Department, students may also encounter this problem because they do not fully get ICT facilities to use Edmodo, for example WiFi, connection stability. the internet, and students' understanding of running the Edmodo application, even though it is important to facilitate the language learning process and can be maximized by English lecturers to provide opportunities for students to explore more language learning resources. Therefore, related to problem identification, researchers want to know students' perceptions and challenges of using Edmodo in writing learning activities..

C. Limitation of Problem

Based on the identified problems, to effectively support the use of Edmodo in blended learning classrooms, especially at Universitas Muhammadiyah Sumatera Utara at English Education Study Program, this research focused on analyzing the students' perceptions and challenges in using Edmodo in writing.

Thus, the researcher analyzed students' perceptions of using Edmodo in a writing learning activity. Furthermore, from their perceptions, the researcher was to find out the challenges the lecturers and students faced in using Edmodo in writing courses.

D. Formulation of the Research Problem

Based on the limitation of the research, the research problem can be formulated as follows: "How are the students' perceptions and challenges of Edmodo as an online learning media in writing class during the blended learning process at the English Education Study Program of Universitas Muhammadiyah Sumatera Utara?"

E. Research Questions

Based on the formulation of the problem above, the research questions are stated as follow:

1. What are the students' perceptions of using Edmodo as an online learning media in writing class during the blended learning classroom at English Education Study Program of Universitas Muhammadiyah Sumatera Utara?
2. What are the students' challenges of using Edmodo as online learning media in writing class during the blended learning classroom at English Education Study Program of Universitas Muhammadiyah Sumatera Utara?
3. How do the perceptions and challenges of using Edmodo as online learning media in writing class during the blended learning process come up?

4. Why do such the perceptions and challenges of using Edmodo as online learning media in writing class during the blended learning process come up?

F. Purposes of Study

The purposes of this research can be stated as follow:

1. To know the students' perception of using Edmodo as online learning media in writing class during blended learning classroom at English Education Study Program of Universitas Muhammadiyah Sumatera Utara.
2. To find the students' challenges of using Edmodo as online learning media in writing class during blended learning classroom at English Education Study Program of Universitas Muhammadiyah Sumatera Utara.
3. To find out how the perceptions and the challenges of using Edmodo as online learning media in writing class during the blended learning process come up
4. To find out why the perceptions and the challenges of using Edmodo as online learning media in writing class during the blended learning process come up.

G. The Significances of Study

This research is expected to give significance to some fields. Theoretically, the finding of this research is expected to enlarge the readers' knowledge, especially in the education field, about the overview of how is English education students' perception and challenges in using Edmodo for the writing

activity. Besides, practically, this research is also expected to give beneficial information for all the education stakeholders towards the challenges that students face the most in integrating Edmodo for online learning classrooms especially blended learning classroom. Therefore, it can be an evaluation for all the school or university stakeholders involved and the government to minimize technology-related obstacles for supporting the online learning classroom. Last, this research can also be used as a reference and information for further researchers interested in the same field.

H. Definition of Key Terms

Some key terms used in this research can be defines as follow:

1. Edmodo is a social learning tool for the lecturer, teacher, students, and parents to provide learning materials and assignments.
2. Student's perception is students' interpretation about the sense, feeling, and understanding about the environment of the social life physically and mentally.
3. Students' challenge is the problem that students face in using the platform for online learning.
4. A blended learning classroom is an approach that is flexible for that program supports a mix of different times and places to study.
5. An online learning media platform is an integrated set of interactive online services that provide trainers, learners, and others involved in education

with information, tools, and resources to support and enhance educational delivery and management.

6. Teaching writing is giving information systematically about how could we produce an expression, letter, or information in written.