# THE EFFECTIVENESS OF EDMODO TO TEACH WRITING VIEWED FROM STUDENTS' MOTIVATION

**Tommy Hastomo, S.Pd**
Sebelas Maret University, Jl. Ir. Sutami No. 36A, Surakarta, Indonesia

Corresponding e-mail: fleatommy@gmail.com

**Abstract:** Edmodo is a media of private micro-blogging service which can create an effective learning experience and allow students to exchange collective and individual feedback and responses. This article refers to an experimental study on the effectiveness of Edmodo media to teach writing at one of Senior Highschool in Bandar Lampung. The samples were two classes namely experimental class which was taught using Edmodo and control class which was taught without Edmodo. Each class was divided into two groups in which each consisted of students having high motivation and those having low motivation. To gain the data, two instruments were used namely writing test and motivation test. The data were analysed by using Multifactor Analysis of Variance ANOVA 2x2 and Tukey test. Before conducting the ANOVA test, pre-requisite test namely normality and homogeneity test were conducted. The findings of this research are: (1) Edmodo is more effective than Picture Series to teach writing; (2) The students with high motivation have better writing skill than those having low motivation; and (3) There is an interaction between teaching media and students' motivation in teaching writing.

**Keywords:** Edmodo, writing, students' motivation

## 1. INTRODUCTION

In Indonesia, English is taught as foreign language that has to be learned from elementary school until university level. In English, several skills must be taught to the students namely listening, reading, speaking and writing. Each skill has its own characteristic for instance writing. Here, wiriting is one of four skills, which has crucial case and considered as the the most difficult skill in English. Hughey et al. (1983:139) state that writing is often found as the most difficult skill among all of the English skills both as first and as the second language. When someone decides to write something, he or she is required to be able to communicate with the reader without face to face interaction.

Murcia (2000:161) argues that writing skill is often perceived as the most difficult skill to be mastered because it requires many aspects of language in its production such as organization, content, language use, mechanics and vocabulary. Harmer (2007:329) states that some of students are not confident enough to write. They lose their enthusiastic. He thinks that there are some reason for student not to write such as students perhaps have never written much in first language(s) or they do not have anything to say and cannot come up with ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into readable text.

Media of teaching applied in the classroom can give an effect on the class atmosphere and the writing result. The situation of classroom takes effect to the students in following the teaching learning process. Media is a tool used by teacher in explaining, delivering and transferring material in teaching learning process. Media is expected to give the teacher more helps in transferring the materials in a way with a hope that the students will be easy to understand the knowledge. The right choice of media will motivate the students in teaching learning process. The effectiveness a teaching media used by the teacher in the learning process can be seen from the students' motivation in joining the learning activities.

There is a media that is very popular right now whose name is Edmodo. Concerning the case, Haygood et al. (2012) define that Edmodo is a private micro-blogging service which provides a free and secure learning platform. It looks similar to Facebook, but is much more private and safe for a learning environment because it allows only teachers to create and manage accounts, and only their students, who receive a group code and register in the group, can access and join the group (Majid, 2011). This service is accessible through any mobile device with Internet capabilities including free apps providing a simple way for teachers and students in a virtual class to connect and collaborate. Via Edmodo, teachers can send out quizzes and assignments, give feedback, receive completed assignments, assign grades, store and share content in the form of both files and links, maintain a class calendar, conduct polls, as well as send notes and text (SMS) alerts to individual students or to the entire class. It also offers parent accounts in which they can view their children's homework assignments and due dates and receive updates on class and school events.

Writing is a mental work of inventing ideas. It means that writing is a process of accumulating the cognitive factors like the ability in using correct grammar or appropriate vocabulary and the psychological factors such as motivation. As it is important to let the students learn and have fun at the same time in writing, the teacher needs to explore and use the attractive media to motivate the students in learning activities. The effective and efficient use of teaching media in learning process can be seen from the students' motivation upon the learning activities. It is important to build motivation through the media of teaching to get the best result of writing. Therefore, the teachers who want to teach writing for their students should also pay attention with the students' motivation in order to achieve the goal of teaching learning process.

Based on the elaboration above, the researcher makes investigation about the effectiveness of Edmodo to teach writing viewed from students' motivation.

## 2. RESEARCH METHOD

This research was conducted at Senior High School in Bandar Lampung, Lampung Province. This research was conducted in 2015. The research method used in this research is a quasi-experimental research. The design of this research was a simple factorial design 2x2 with Post- Test Only Design. In the Post-Test Only Design, the subject of the research was chosen to determine the Edmodo Class and Control Class. Edmodo Class was taught writing by using Edmodo, while the control class by using Picture Series. At the end of the treatments, both of the groups were given post-tests. In this post-test only design, the two groups of the subjects were first assigned to the different treatments or control conditions. Then the Experiment and control class were given a post test in the form of writing test. The result was analyzed by comparing the post-test scores of both groups by using ANOVA or F-test and then by using Tukey test.

The population of this research was the tenth grade of Senior High School in Bandar Lampung in the academic year of 2015/ 2016. There were eight classes which consist of 240 students. This research used two classes, one class as the experiment and one as the control. Each class consisted of 30 students, so there were 60 students as sample. And the researcher used cluster random sampling.

Each class is initially divided into two groups according to the levels of Motivation: High and low. High group and low group are used as the research sample, each consisting of 15 students. The groups are obtained by using a questionnaire. Writing test used as an instrument of collecting data. Writing test used to know the students'

writing skill and motivation questionnaire used to know the level of students' motivation. These two instruments was assessed by using readability test. The result is that the questions of motivation questionnaire are clear and can be understood by the students. The writing test in this research is readable since 80% students could understand the instruction of the test.

The techniques used in analyzing the data were descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean, median, mode and standard deviation of the scores of the writing test. To know the normality and the homogeneity of the data, the reseacher used normality and homogeneity test. The normality and homogeneity tests were done before testing the hypothesis. Inferential analysis used was multifactor analysis of variance 2x2. It was used to test the hypotheses. Ho is rejected if Fo is higher than Ft. If Ho is rejected, the analysis was continued to know which group is better by using Tukey test.

## 3. RESEARCH FINDING AND DISCUSSION

To test the hypothesis of this research using Multifactor Analysis of Variance (ANOVA) 2x2. Before ANOVA and Tukey Test, there are two kinds of test. Those are normality test and homogeneity test. The result of the tests is used as the requirement before ANOVA test and Tukey Test.

They are eight groups: (1) The data of the writing test of the students in Edmodo class (A1); (2) The data of the writing test of the students in control class (A2); (3) The data of the writing test of the students having high motivation (B1); (4) The data of the writing test of the students having low motivation (B2); (5) The data of the writing test of the students having high motivation in Edmodo class (A1B1); (6) The data of the writing test of the students having low motivation in Edmodo class (A1B2); (7) The data of the writing test of the students having high motivation in control class (A2B1); and (8) The data of the writing test of the students having low motivation in control class (A2B2).

The result of normality test for the eight groups are: (1) The computation result of writing score of the students in Edmodo class (A1) shows that the highest value of Lo is 0.132 with Lt is 0.161; (2) The computation result of writing scores of the students in control class (A2) shows that the highest value of Lo is 0.155 with Lt is 0.161; (3) The computation result of writing scores of the students having high motivation (B1) shows that the highest value of Lo is 0.091 with Lt is 0.161; (4) The computation result of writing scores of the students

having low motivation (B2) shows that the highest value of Lo is 0.138 with Lt is 0.161; (5) The computation result of writing scores of the students having high motivation in Edmodo class (A1B1) shows that the highest value of Lo is 0.108 with Lt is 0.220; (6) The computation result of writing scores of the students having low motivation in Edmodo class (A1B2) shows that the highest value of Lo is 0.218 with Lt is 0.220; (7) The computation result of writing scores of the students having high motivation in control class (A2B1) shows that the highest value of Lo is 0.210 with Lt is 0.220; and (8) The computation result of writing scores of the students having low motivation in control class (A2B2) shows that the highest value of Lo is 0.141 with Lt is 0.220. The data can be said as normal data if Lo (Lobtained) is lower than Lt (Ltable) at the level of significance α = 0.05. From the result, it can be concluded that all the data of writing scores for the eight groups are in normal distribution because Lo of the entire data are lower than Lt (Lo< Lt) at the level of significance α = 0.05.

The result of homogeneity test is 2.08. The data are homogeneous if $\chi o2$ ($\chi$obtained) is lower than $\chi t2$ ($\chi$table) at the level of significance α = 0.05. Because $\chi o2$ (2.08) is lower than $\chi t2$ (7.81), it can be said that the data are homogeneous. It means that the data of this research are obtained from homogeneous sample.

As the data are normal and homogeneous, then the data are analysed by using Multifactor Analysis of Variance (ANOVA) 2x2. This test is used to know the effects of the independent variables and attributive variable toward the dependent variable. In addition, it functions to check if there is an interaction among those variables. The hypothesis is rejected if Fo is higher than Ft (Fo>Ft). The mean scores and summary of the data is presented in table 1 and 2.

Table 1. The Mean Scores

| (B) | (A) (A1) | (A2) | Total |
|---|---|---|---|
| (B1) | 80.8 | 71.5 | 76.13 |
| (B2) | 68.5 | 69.2 | 68.83 |
| Total | 74.63 | 70.3 | 72.465 |

Table 2. The Summary of ANOVA 2x2

| Source of variance | SS | df | MS | $F_o$ | $F_{t(0,05)}$ |
|---|---|---|---|---|---|
| Between columns | 277.35 | 1 | 277.35 | **11.96** | 4 |
| Between rows | 799.35 | 1 | 799.35 | **34.48** | |
| Columns by rows | 1456.72 | 1 | 485.57 | **16.39** | |
| (interaction) | | | | | |
| Between Group | 1030.67 | 3 | 343.56 | | |
| Within group | 1298.27 | 56 | **23.18** | | |
| Total | 2754.98 | 59 | | | |

a. Because Fo between columns (11.96) is higher than Ft at the level significance α = 0.05 (4), Ho is rejected and the difference between columns is significant. Because the mean of A1 (74.63) is higher than that of A2 (70.3), it can be concluded that Edmodo class is more effective than control class to teach writing.

b. Because Fo between rows (34.48) is higher than Ft at the level significance α = 0.05 (4), Ho is rejected and the difference between rows is significant. It can be concluded that the writing skill of students who have high and those who have low motivation are significantly different. Then, because the mean of B1 (76.13) is higher than that of B2 (68.83), it can be concluded that the students having high motivation have better writing skill than those having low motivation.

c. Because Fo columns by rows (16.39) is higher than Ft at the level significance α = 0.05 (4), Ho is rejected and there is an interaction between teaching media and students' motivation to teach writing. Thus, it can be concluded that the effectiveness of teaching media is influenced by the levels of students' motivation. Students having high motivation have better writing skill than those having low motivation in Edmodo class. On the other hand, students having low motivation have better writing skill than those having high motivation in control class.

And after knowing the effects and the interaction of independent variables toward the dependent variable, it is also necessary to compare the mean of every treatment with the other means using Tukey test. This test is used to identify which means are significantly different from the other. The summary of the data is presented in table 3.

Table 3. The Summary of Tukey Test

| Data | Sample | $q_o$ | $q_t$ | α | Status |
|---|---|---|---|---|---|
| A₁ and A₂ | 30 | 4,89 | 2,89 | 0.05 | Significant |
| B₁ and B₂ | 30 | 8,30 | 2,89 | 0.05 | Significant |
| A₁B₁ and A₂B₁ | 15 | 7,51 | 3,01 | 0.05 | Significant |
| A₁B₂ and A₂B₂ | 15 | 0,59 | 3,01 | 0.05 | Not Significant |

From the result of the Tukey computation above, it can be said:

a. Because qo between columns (A1-A2) (4.89) is higher than qt at the level significance α = 0.05 (2.89), applying Edmodo is significantly different from non-Edmodo to teach writing. Because the mean of A1 (74.63) is higher than that of A2 (70.3), it can be concluded that Edmodo is more effective than non-Edmodo to teach writing.

b. Because qo between columns (B1-B2) (8.30) is higher than qt at the level significance α = 0.05 (2.89), it can be said that the students who have high motivation and those who have low motivation are significantly different in their writing skill. Because the mean of B1 (76.13) is higher than that of B2 (68.83), it can be concluded that the students having high motivation have better writing skill than those having low motivation.

c. Because qo between cells (A1B1-A2B1) (7.51) is higher than qt at the level significance α = 0.05 (3.01), applying Edmodo is significantly different from non-Edmodo for students who have high Motivation. Because the mean of A1B1 (80.8) is higher than that of A2B1 (71.5), it can be concluded that Edmodo class is more effective than control class in teaching writing process for students having high motivation.

d. Because qo between cells (A1B2-A2B2) (0.59) is lower than qt at the level significance α = 0.05 (3.01), the difference between columns for students having low motivation is not significant. It means that the teaching writing process in Edmodo class is as effective as control class for students having low motivation.

The following section discusses findings of this research by considering the result of data analysis above:

1. The difference between Edmodo and Picture Series to teach writing

The findings of this research reveal that there is significant difference between teaching writing using Edmodo and teaching writing without Edmodo. Edmodo is more effective for teaching writing. The mean score of the students who are taught by using Edmodo is higher than students who are taught without Edmodo.

The attitude of the students in Edmodo class is rather positive and the students are contributing actively. They get ease of access to the course materials and work written by the students' peers, get an opportunity to receive feedback on their writing from their peers and the teacher, gain more confidence in their writing thanks to the opportunity to compare their ability to write that of their peers. It is said by Abadi et a.l (2015) that the use of Edmodo in writing was more effective on EFL learners' writing performances in the composition writing ability

On the other hand, Picture Series can help the teachers in the teaching learning process. Nevertheless, this media have several weaknesses when it is used to teach writing skill. If the pictures are uninteresting and do not represent the objects, they will become a serious problem and finally the students will feel bored and confused. They cannot develop their ideas and cannot maximize their skill in producing a good text. They also often do not understand what they have to do. The students cannot describe what the picture is because the picture series sometimes look unclear and lack of representation. It is supported by Zenger (1991:79) states that Pictures series cannot give students flexibility to compose based on their interest.. Then, if the pictures used are not unique, students seem uninteresting to write and depicting a specific purpose might be difficult to locate, especially in the writing activity in the classroom.

2. The difference between students having high motivation and students having low motivation.

The findings of this research reveal that students having high motivation have better writing skill than those having low motivation. The mean score of students having high motivation is higher than those having low motivation.

Motivation is one of factors which influence the successful of learning of the students. Everyone has different level of motivation which affects them to do something and pushes them to get something. Weiner in Elliot (2000: 332) states that motivation is an internal state that arouses us to action, pushes us in particular direction, and keep us engaged in certain activities. It assumes that motivation has a great role in determining the success of the learning process to reach the goal of learning and the students' activeness. They tend to brave in expressing their ideas and practicing which mean more chance for them in teaching learning process. They enjoy learning English and plan to learn English as much as possible and thinking English as an important part of learning program, and they also put great efforts to learn it. Therefore, they have willingness to improve their writing ability.

According to Harmer (2001: 51), motivation is kind of internal drive which pushes someone to do things in order to achieve something. High motivation students are to be more active in the teaching learning process because they have strong desire to learn. Those are curious, enthusiastic and perform hard effort to gain the goal of teaching learning process. They are risk-taking, and are good at making full use of every chance to improve them.

In their heart have fuels the desire to learn and continue to influence the students' conscious decision to act and the effort that they will put into learning. Learning is not a burden for them but a moment of enjoyment, they feel very happy to learn, and the efficiency is greatly improved. Therefore, they tend to get better result in learning writing than those who have low motivation.

On the contrary, low motivation students tend not be active in learning activity. They do not have interest in learning are likely to feel anxious and achieve low in the end. The learning is just a burden to them. They do not use proper strategy to learn and they do not put great efforts and they never feel the enjoyment of learning. They just finish the homework hurriedly and never go deep to learn more, and learning becomes dull to them and their little sense of responsibility of learning is lessened, at last they lose their interest forever. It is said by Gardner in Chang (2005: 9), motivation has close relationship with learners' achievement. Therefore, students with low motivation have less power to sustain efforts to learn and cannot achieve a lot; as a result, they become unsuccessful learners.

Once they meet difficulties, most students with low motivation, choose to stop learning; they fear to lose faces and are afraid of making mistakes. They tend to avoid it and seek for other chances of challenging in which they may feel competent. It seems that they are unlikely to achieve success no matter who the teacher is or what the curricula are. Djigunovie in Chang (2005) states motivation may have a strong impact on language learners' use of learning strategies. Motivation is where teacher needs to begin. No matter how smart teacher gives instruction, how well the material is presented but when the students have no motivation, all those things become useless. Therefore, arousing students' motivation has become an important part in foreign language teaching. Teachers should concentrate on increasing students' motivation and developing the skills or strategies to make them more competent so that they are able to take ownerships of their own learning.

**3.** Interaction between Teaching Media and Students' Motivation on the Students' Writing Skill.

The findings of the research reveal that there is an interaction between teaching media and students' motivation on the students' writing skills. The data show that Edmodo are significantly differentiate Picture Series to teach writing for the students who have high motivation but the difference happens insignificantly to those who have low motivation.

Appropriate teaching media gives an effect on the class atmosphere and the writing result. It is a tool used by teacher in explaining, delivering and transferring materials in a way with a hope that the students will easily understand the knowledge. As stated by Arsyad (2013) the functions of media in teaching are as follows: (1) put on the concrete basics to think, so it decreases the verbalism; (2) improve the students' attention; (3) put on the important basics for the development of study, so it makes the lesson more steady; (4) give real experiences to the students, (5) help to arise the ideas and continue thinking, and (6) build understanding that can help the students' language development. Therefore, good teaching media challenge the students to perform better learning. It also minimizes boredom and energizes students to do more than usual. It can increase students' motivation. Students are more motivated to learn when they are taught using interesting teaching media.

Edmodo is more effective in teaching writing to the students having high motivation because it challenge to the students to build confidence and ideas toward the story independently. Further, the teacher does not give guidance all time. It means that the teacher is less dominated in the learning process. Students with high motivation begin to understand their own learning process and can exert some control over these processes so that they tend to make more responsibility for their own learning.

Students having low motivation have different characteristics with high motivation students. They are characterized by passiveness, no initiation, following other ideas, and acting recklessly. They do not give good attention when the teaching learning process is going on. Students have other priorities that compete for their time and attention. In teaching learning process, they do not have sprit in learning writing, tend to avoid it and seek to learn. In doing tasks, they cheat their friends rather than do by themselves. As stated by Shore (2015) that the unmotivated students actually are highly motivated when it comes to schoolwork—they are motivated to avoid it. They put more work into avoiding academic challenges than he puts into tackling them. When given an assignment, the unmotivated students will shrug their shoulders and complain. They give up at the first sign of a challenge. These characteristic is suitable.

The students with low motivation are low determination to study. They are reluctant to do activities. They just finish the homework hurriedly and never go deep to learn more. They like something simple and like being guided. The students will need the guidance and help during process of writing. This goes in Ormrod's article (2014) students who have little motivation in academic achievement are at high risk for dropping out from the teaching learning process. These characteristic is suitable with the implementation of

Picture Series in the teaching learning process since is teacher-centered. It is one way interaction from teacher to students.

Logically, students with high motivation will have better writing than students having low motivation. However, it is not totally right. When students are able to motivate themselves, their writing performance will not be influenced. To motivate the students, the implementation of teaching media will be very helpful. Based on the characteristics of Edmodo and Picture Series, both media will guide the students having low motivation to get better in writing. Therefore, both students-centered and teacher-centered teaching media give the same effect to the students with low motivation of writing. Thus, Edmodo is as effective as Picture Series to teach writing for students having low motivation.

## 4. CONCLUSION AND SUGGES-TIONS

There are some reseach findings that can be taken: (1) Edmodo is more effective than Picture Series to teach writing; (2) The students with high motivation have better writing skill than those having low motivation; and (3) There is an interaction between teaching media and students' motivation in teaching writing. In this case, students having high motivation have better writing skill than those having low motivation when they are taught using Edmodo. But, students having low motivation have better writing skill when they are taught using Picture Series.

Therefore, it is recommended that: (1) it is better for lecturers to apply Edmodo as a media in teaching writing activities; (2) it is better for students to use Edmodo , so they can become an autonomous learnes, can create flexibility and efficiency in teaching learning activities, and can get better learning process; and (3) it is better to use the findings of this research as a literature refference for other researcher with different variables or different population characteristics.

## 5. REFERENCES

Abadi, Bita B.S. et al. 2015. The Effect of Edmodo on EFL Learners' Writing Performance. *International Journal of Educational Investigations*. ISSN: 2410-3446

Arsyad, azhar. 2013. *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persad.

Chang, Hsin-Hui. 2005. *The Relationship Between Extrinsic/Intrinsic Motivation and Language Learning Strategies among College Students of English in Taiwan*. Ming Chuan University

Elliot, Stephen. 2000. *Educational Psychology: Effective Effective Learning*. New York: McGraw Hill Company

Harmer, Jeremy. 2001. *How to Teach English: An Introduction to the practice of English Language Teaching*. Longman: London

Harmer, Jeremy. 2007. *How to teach English*. London: Longman, Pearson.

Haygood, E., Garner, R., & Johnson, S. 2012. *Blended Learning: Using Web 2.0S to Enhance Classroom Instruction. Interlink Alliance*. Retrieved October 10, 2013, from http://www.cehs.ohio.edu/

Hughey Jane B, et al. 1983 . *Teaching ESL Composition: Principal and Techniques: Why Write? Writing is Lifetime Skill*. Newbery House Publishers, Inc.

Majid, N. 2011. *The Use of Information Technology in Teaching English: An Attempt to Develop Student-Centered Learning at Telkom Polytechnic. Prosidingkonferensi Nasional ICT M Politeknit Telkom (KNIP)*. Retrieved August 13, 2013, from http://openjurnal.politekniktelkom.ac.id/

Murcia, Celce, Marianne, & Elite Olshtein. 2000. *Discourse and Context in Language Teaching*. Newyork: Cambridge University Press.

Ormrod, J.E. 2014. *How Motivation Affects Learning and Behaviour*. http://www.education.com/reference/article/motivation-affects-learning-behavior/. (Online) Retrieved on May 18th, 2015.

Shore's Ken. Classroom Problem Solver. http://www.educationworld.com/a_curr/shore/shore060.shtml (online) retrieved on May 19th, 2015.

Zenger, Sharon K and Zenger, Weldon F. 1991. *57 Ways to Teach A Quick Reference for Teacher*. Los Angeles: Crecent Publication.