THE EFFECTIVE USE OF EDMODO IN WRITING A NARRATIVE TEXT IN SENIOR HIGH SCHOOL

A JOURNAL

Jurisdiction Responsibility by

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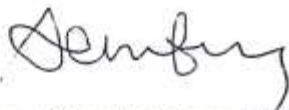## A JOURNAL

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THE EFFECTIVE USE OF EDMODO IN WRITING A NARRATIVE TEXT IN SENIOR HIGH SCHOOL

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Abstract: This study was a pre experimental study to improve students' ability on narrative text in senior high school. In this study, Edmodo was used as media to help student in writing narrative text. Edmodo is an educational website that takes the ideas of a social network and makes it appropriate for a classroom. The process of pre experimental consist of pre test wrote story about Tangkuban Perahu, gave treatment use Edmodo and gave post test. The sample of this study was 29. The result of pre-test showed the total score of the students was $\sum X1 = 1240$ and the mean score is $\overline{X1} = 42.76$ and is qualified as *poor*. The total score of the students in posttest test was $\sum X2 = 2030$ and the mean score was $\overline{X2} = 70$. It is qualified as *average to good*. It means that Increasing Students' writing by using Edmodo give a strong significant effect in increasing the students' achievement in writing narrative text.

Keywords: Edmodo, writing ability, narrative text, pre experimental

Abstrak: Penelitian ini menggunakan pre experimental yang bertujuan untuk meningkatkan kemampuan menulis siswa pada teks narrative di sekolah menengah atas. Dalam penelitian ini, Edmodo digunakan sebagai media untuk membantu sisiwa dalam menulis teks narrative. Edmodo adalah website pedidikan yang mempunyai ide social network dan membuat nya sesuai untuk digunakan di kelas. Proses dari pre experimental terdiri dari memberi test awal menulis tentang cerita Tangkuban Perahu, pengajaran dengan menggunakan Edmodo, and memberi test akhir. Penelitian melibatkan 29 siswa. Hasil dari test awal menunjukan nilai total siswa adalah $\sum X1 = 1240$ dan nilai mean adalah $\overline{X1} = 42.76$ dan kualifikasinya kurang. Nilai total siswa di test akhir adalah $\sum X2 = 2030$ dan nilai mean adalah $\overline{X2} = 70$ dan kualifikasinya rata-rata ke baik. Itu menunjukan peningkatan kemampuan menulis siswa dengan menggunakan Edmodo memberikan efek siknifikan yang kuat dalam meningkatkan pencapaian dalam menulis teks narrative.

Kata kunci: Edmodo, kemampuan menulis, teks narrative, pre experimental

Writing is viewed as a means of communication which is commonly used to express and impress (Nunan: 2003:88). The activities of writing focus on the act of inventing ideas, thinking about how to express and organize them into clear statements and paragraphs that enable a reader in understanding the ideas of

the written work. Readers are easy to understand about the ideas from the writer. There are two main purposes when writers compose their writing. First, the intention to express feeling or ideas in their writing or written text is use to communicate particular message. Second, the written text is use to communicate ideas to the readers or audience. However, the writer must have the knowledge to share, express and impress their ideas in certain ways depending on the level of complexity.

One of the most difficult aspects of teaching a writing class is getting students motivated and excited about writing. One reason students maybe uncertain to write is that they do not have a good reason to write. Students who really care about their grades will complete the writing assignments. For those students who are not motivated by assignments, there has to be another result. Students need an additional motivation to write. Teacher may use Edmodo to attract students' interest. Edmodo can be good media in teaching writing.

Writing is a skill that language is used to communicate indirectly, not face to face with another person. Writing is very important in education. Students that are more intensive practice their writing means that students thinking are more critical in developing an idea. Writing skills will get better through continuous practice and regularly. Writing is the written products of thinking, drafting and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products (Brown: 2001:335).

Azzar (2007) points out that grammar is need for comprehension in the nature of a language. She states that if was no grammar in language, we would have only individual words or sounds, pictures and gestures to convey meanings. Students who experience grammar instruction usually have an advantage over the students who lack sufficient grammatical knowledge. Furthermore, students who had poor grammatical knowledge had difficulties in academic writing. On the contrary, students with good grammatical knowledge are no difficult to understand the meanings behind the sentences.

Narrative is a piece of text tells a story and, in doing so, entertains or informs the readers and listener (Anderson, 1997:8). The purpose of narrative texts is to entertain the reader with a story that deals with complications or problematic events that lead to a crisis and in turn finds a resolution. Narrative tenses are the tenses that we use to talk about the past events and to tell the stories. The common of these is the past simple. Leech (2004:13) the simple past tense shows the happening takes place before the present moment. In fact, in as the past tense normally applies only to completed happenings, everything it refers to is in a sense an 'event' an episode seen as a completed entity. Simple past tense used to express a definite event in the past. Simple past tense also used if the event happened completely in the past and time period has finished.

Edmodo is a social network based school environment (school-based environment). Developed by Nicolas Borg and Jeff O'Hara, Edmodo is intended for use for teachers, students and parents. Edmodo is a "social learning platform" website for teachers, students, and parents. It is marketed as the Facebook for schools. 2012. http://en.wikipedia.org/wiki/Edmodo. As with any other social network, Edmodo is accessible free on the site www.edmodo.com. Edmodo aims to help educators utilize social networking facilities in accordance with the conditions of learning in the classroom. Edmodo is designed to create interactions between teachers and students that emphasizes rapid communication, polls, assignments, share ideas, and many more things. As an educator, Edmodo provides a feature to share files, links, tasks and grade. For student, the feature in Edmodo are students can communicate directly with the teacher, discuss with other students, submit assignments directly and many more.

Chandler and Redman (2013:59) The Edmodo-style of tool is presented as a being fundamental to a classroom in which students are working collaboratively together, sharing and learning with and from each other. Have an appearance like Facebook interaction systems, Edmodo teach students about responsibility and manner so that when the time comes they can be social networking users who are responsible. Moreover, indirectly they also learn to express opinions in a structured and writing. Edmodo also comes with lots of games and applications that help students to learn with interactive and fun.

Teacher can use technology such as Edmodo in teaching writing. Yancey (2009:29) states: If schools are meeting their goal of engaging all students, they must acknowledge the opportunities for learning that students find outside of school and connect to those activities. To accomplish that, there much to be done, not least of which is providing better technological support for school and professional development, aligned with redesigned curricula, for teacher. While the preparation for those more-intensive latter efforts is underway, educators can start to use best practices that ask students to link out-of-school writing with in-school writing and to compose writing assignments in which students learn, crate, and share.

Using Edmodo in teaching writing can be motivating. Many learners simply like using the computer. According to Barrett and Sharma (2007:50), they like multimedia exercise, as they can proceed at their own place. They can make their own choices as to how to work through the materials. Using technology in teaching English language is very common today. According to Smith and Riling (2006:2), using technology in learning language makes teacher and student can communicate through text, sound and video.

Edmodo is an educational website that takes the ideas of a social network and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. In 2012, Kumar writes that in 2008 Edmodo was built by Nicolas Borg and Jeff O'Hara in San Mateo,

California. Edmodo has become the world's biggest learning website, connecting more than 80,000 schools and 7,5 million pupils, educators globally. They designed Edmodo to promote a protected website that makes possible students, teachers to connect and collaborate, share educational materials, submitting the homework or other assignment, and give notifications in each task or any event.

Edmodo encourages the learning process through the interaction with contents, information, and assignment on the website; meanwhile, students can apply post for discussion and giving opinion. Learning through the process of Edmodo could increase students' English writing motivation. Edmodo can be a good media in teaching English. There are the advantages of using Edmodo: Edmodo provides to the students if they do not have opportunity for asking some questions in the classroom, teacher and student can make discussion in online, teacher can give an assignment in Edmodo, student can use computers to do schoolwork instead of using pencil and paper and virtual class that made from teacher is unlimited, teacher can put video, point presentation and student can download the material in Edmodo.

At home page click "I'm a Teacher" and new dialogue will open out. Fill out that information and click sign up. In Edmodo you setting up your groups, it is classes for students to join. A new window will pop up promoting you to name the group assign it a grade level and define the subject that is taught. There is *read-only* option, this is allowing the student to read what post is, but not allow them to post themselves.

At home page click "I'm a student" and new dialogue will open out. Write down the group code and join the group. Groups are self-contained small, collaborative environments created within Edmodo by its users, and shared with other teachers, parents or students. Groups can be static "read only" environments, where you share materials and your members consume them, without providing feedback. However, let members of your groups know they also can share their resources and provide commentary as desired.

The feature of note is for teacher and students to post and respond to other posts easily and in real time. Type your text in the larger blank box. Then where it says "send to", type in which group and students in class. Click "send" and you are done.

Note is similar to a "status update" on Facebook and Twitter. Notes are share with groups you are a member of, or to individuals you have connected with. If you are in particular group, It will default to be shared with that group. A note can contain an uploaded attachment, a file from your Edmodo library, or a link to web site, web page, or web-based file. Depending on what you add to your note, it could have text, hyperlinks, and even multimedia documents attached to it. Click sent to post the note, or click on the schedule icon to post at a later date/time. Other members of the group can respond to your posted note using the reply button, or simple 'react' to it using the emoticon button. Reaction help you to measure how well a though is received by your class-based group.

Assignment is the feature use by teacher to give assignment to student as

online. This feature comes with the time deadline and attach file feature that the students can submit assignments in the form of files directly to the teacher. The assignment toll can be use to post assignments to your class-based group. Assignments can be simple as a student text-based response and reply, or can allow for downloading (and even uploading or attaching) documents and multimedia in order to complete an assignment.

Group members or students will receive a notification for the assignment. When they open up an assignment, students will see the assignments information, along with a turn in links to complete the assignment. Only teacher will see the turned in work. One turned in, the group's teacher can give a grade to the assignments. With Microsoft Docs, teacher can even "mark up" an assignment and return it to the student for editing.

Edmodo is intending to provide teachers and students with a closed, private online community to encourage communication and collaboration. Edmodo can be incorporated in to the classroom through a variety of applications including reading, assignments and paper-studying. Current uses include posting assignment, create polls for student response, embedding video clips, create learning groups, post a quiz for students to take, and create a calendar of events and assignment (Ulmer. 2013).

Edmodo encourages the learning process through the interaction with contents, information, and assignment on the website; meanwhile, students can apply post for discussion and giving opinion. Learning through the process of Edmodo could increase students' English writing motivation. Edmodo can be a good media in teaching English. There are the advantages of using Edmodo: (a). Edmodo provides to the students if they do not have opportunity for asking some questions in the classroom, (b).Teacher and student can make discussion in online. (c). Teacher can give an assignment in Edmodo, (d). Student can use computers to do schoolwork instead of using pencil and paper, (d). Virtual class that made from teacher is unlimited, teacher can put video, point presentation and student can download the material in Edmodo.

Method

The research method is pre-experimental design: the one group pretest-posttest. Cohen et al (2005:212) stated in one-group pretest postest design there is no control group and the students are given some experimental instructions or treatments for a period of time. Pretest is a test to know and evaluate student knowledge before conducting the treatment. Treatment is process of teaching narrative text by using Edmodo. Posttest is given after treatment. Posttest score is then determined to measure the difference, after treatment, between pretest and posttest.

Population is a complete set of elements (person or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. Target population is the entire of people or objects to which the

researcher wishes to generalize the study findings. The participants who involved in this research were first grade in SMA Negeri 1 Sungai Kakap in academic years 2014/2015. The number of population is 29 students. The number of population is 29 students. Sample is selected elements (people or objects) chosen for participants in a study; people are referred to as subjects or participants. The sample of this research consists of 29 students of first grade in SMA Negeri 1 Sungai Kakap in academic year 2013/2014.

The researcher conducted a test and observation in collecting data. The tests formed into pre-test and post-test. Pre-test will give to students to know students basic knowledge about narrative text before conducting treatment (O1), and then introduced an experimental manipulation (X), giving treatment to increase student ability in writing narrative text. Following the experimental treatment, the researcher again to measure students writing (O2) and proceeded to account the differences between pretest and posttest score by reference the effects of X. Suppose that just such a project has been undertaken and that the researcher will find that O2 score indicate the ability of student writing narrative text are increase than O1 score. The researcher attribute the cause of O1 – O2 differences to the experimental treatment X.

Experimental: O1   X   O2

Table 1
Table of Specification

The writing item to be evaluated	Specification
Text organization	It refers to title, orientation, complication, resolution and re-resolution
Language Features (use of general nouns, pronouns, paragraphs with topic sentences)	It refers to the tense used and word order in a text
Mechanics : a. Spelling	It refers to the correct words in writing.
b. Punctuation	It refers to the correctness in using period and comma and other punctuation.
c. Capitalization	It refers to the correctness in capital writing.

(Taken from Writing English Language Test by J.B Heaton, 1988:135)

The preparation of research

Before doing the research, there are some preparations that be the writer done as follows: (1) Proposing the research proposal to her Academic Supervisor and to the Chief of English Study Program; (2) Proposing the research design to her Supervisor; (3) Having seminar of research design; (4) Revising the result of seminar of research design.

Implementation of research

Pre-test:

The first meeting the writer greeted and introduced herself and explained the aim of those meeting which were planned in this research. After that, pre-test was given before the teaching was held to know the students ability in writing mastery. The pre-test was given to the class X A students of SMAN 1 Sungai Kakap as the sample and attended by 29 students. The students were given 90 minutes to do the test items by writing narrative text. The writer asked to student to write about Tangkuban Perahu story.

Treatment:

For the first treatment, the writer introduced Edmodo to the students. Afterwards, the researcher told the students to join group in Edmodo. The researcher explains about the features on Edmodo and the function of each feature. The use of Edmodo is like Facebook in education, so student and teacher can post an opinion, giving the material and assignment. Students were excited to know more about Edmodo and using the features.

After introduce Edmodo to student, researcher asked student click library and open "writing a narrative essay". Students watched the movie about the explanation of narrative text. Students and teacher discussed about the narrative text; see the slide using the material in Edmodo. Then, researcher gives the explanation about orientation in narrative text and gave the example.

Text organizations of narrative texts are:

a. Orientation:

The readers are introduced to the main characters and possibly some minor characters: who and what is involved in the story. Some indication is generally given of where the action is located and when it is taking place.

b. Complication

Complication is pushed along a serious of events, during which we usually expect some sort of complication or problem to arise. Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

d. Re-orientation

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

In second meeting, researcher asked student about "Malin Kundang" story. Researcher opens the library and click "Malin Kundang" to see the story. Researcher gave the explanation about orientation and complication text and giving the example:

Malin Kundang

Once upon a time, there were mother and her young son, namely Malin Kundang, lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normaly. They

ate food whatever there was, they wore clothes whatever there was. They were very poor.

One day, Malin Kundang asked for permission to her mother to work. He want to change their life. "Mother, let me go to get work, so we can live in better life. I will come back soon" said Malin Kundang. "Of course, my Dear. May God bless you!" answered his mother.

Malin Kundang went away to try his luck in a big ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible, until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. Malin Kundang agreed because she was very beautiful.

After Malin Kundang married, one day, his wife invited him to see his mother land. Malin agreed with her. Their ship anchored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it. " Malin come back! Malin come back! He is a rich man now!" they shouted.

Malin Kundang's mother came to the harbor and found Malin Kundang with his wife. " Malin! Welcome to your village!" said his mother. Malin Kundang ashamed to his wife when he saw his mother in a bad clothes. He always said to his wife that he was a son of a rich man.

" I am your mother, Malin. You don't remember me, do you?" said his mother more. " Go away! I have no mother like you!" shouted Malin Kundang. Malin Kundang's mother was very sad. She was in believe and un-believe that the man on the ship is his son.

She said to God to make sure about it. "God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King".

In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big stone of Malin Kundang and his ship.

Post test:

At the last meeting of the research, the writer administered the post-test to the students after having all the three treatments. It means to see the students' achievement or the result of increasing students' writing by using Edmodo. This test was about 90 minutes. When the post-test was conducted, the researcher asked student to write Tangkuban Perahu story. Therefore, the result of the students' achievement in writing was shown through post-test.

Table 2
Scoring Rubric for Writing Test

The Criteria that are evaluated	Score	Score Level	Criteria
a. Text Organization 1. Title 2. orientation	20	20	The text shows very clear ideas, consists with supporting sentences mostly

			related with the title.
3. complication 4. resolution 5. re-orientation		15	The text shows clear ideas, consists with supporting sentences mostly relate with the title.
		10	The text shows clear enough ideas, consists with limited supporting sentences related with the title.
		5	The text shows not clear ideas, consists with supporting sentences almost not related with the title.
b. Language Features (use of general nouns, pronouns, paragraphs with topic sentences)	15	15	Student makes ≤ 2 or no errors.
		10	Student makes ≤ 5 errors.
		5	Student makes ≥ 6 errors.
d. Mechanics 1. Spelling 2. Punctuation 3. Capitalization	15	15	Student makes ≤ 2 or no error in spelling, punctuation and capitalization.
		10	Student makes ≤ 5 errors in spelling punctuation and capitalization.
		5	Student makes ≥ 5 errors in spelling, capitalization and punctuation.

(Adapted and modified from Assessing Writing by Sara Crushing Weigle, 2002:116).

The formula of calculating the students' individual score is as follow:

Where: $A = \dfrac{S \times 100}{N}$

A = Students' individual score

S = the sum of students' score

N = maximum score is 50

Finding

This study was conducted to improve students' ability in writing narrative text using Edmodo. The first meeting the writer was given pre-test to students. Writer asked to students to write Tangkuban Perahu. Pre-test was given before the

teaching was held to know the students ability in writing mastery. The pre-test was given to the class X A students of SMAN 1 Sungai Kakap as the sample and attended by 29 students.

The pre-test was given before the treatment or the process of teaching. Total score of the students is 1240, the mean is 42.75862, the maximal score is 60 and the minimal score is 30. The KKM of the school is 70 and in student pre-test there is no one get more than 60. That means student find it hard in writing narrative text. The post-test was held after the treatments. The purpose of this test is to know the students achievement in writing skills by using Edmodo. Total score of the students is 2030, the mean is 70, the maximal score is 100 and the minimal score is 50. It is qualified was average to good. The students different score is taken based on students mean score of post-test minus by the students mean score of the pre-test. In this research, the result showed that the students' different score of pre-test and post-test is $\overline{Xd}$ = 27.24.

$$Xd = X2 - X1$$
$$= 70 - 42.76$$
$$= 27.24$$

Table 3
The Students' Qualification Score of Pre-test and Post-test:

Test	Mean	Qualification
Pre-test	42.76	Poor
Post-test	70	Average to good
Interval	27.24	

Analysis on the students' significant difference of pre-test and post-test by t-test

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \left(\dfrac{\sum D}{N}\right)^2}{N\,(N-1)}}}$$

Based on the result of SPSS application and computation above, it was obtained that the value of t-test observed is bigger than t-table. Thus, it means that the mean score of pre-test and post-test of the experiment group being observed have a significant difference.

Based on the result of t test above, its show that the value of t. Test observed is bigger than t. This significant is at 0.05 df (degree of freedom) the calculation of t-test indicated 10.05. First the degree of freedom or df = N − 1 is determined. There are 29 students who take the test in the research, than df = (28(10.05>2.048). Thus, it means the mean score of pre test and post-test of the experiment group being observed have significant different.

After counting the significant score of the pre-test and post-test, the writer describes the finding of the effect of the treatment in order to see how significant the effect of teaching writing using Edmodo is. The computation of the effect of the treatment can be seen as follows:

$$ES = t\sqrt{\frac{1}{N}}$$
$$= 10.05\sqrt{\frac{1}{29}}$$
$$= 1.70$$

Based on the result, the significant score of the effect size is categorized as "strong effect" with ES > 0.5 (1.70 > 0.5). It means that Increasing Students' writing by using Edmodo give a strong significant effect to increase the students' achievement in writing narrative text.

Discussion

When applying this research, there were five meetings being conducted which could be described as follows. The first meeting the writer greeted and introduced herself and explained the aim of those meeting which were planned in this research. After that, pre-test was given before the teaching was held to know the students ability in writing mastery. The pre-test was given to the class X A students of SMAN 1 Sungai Kakap as the sample and attended by 29 students. The students were given 90 minutes to do the test items by writing narrative text.

After administering pre-test, from the second to the fourth meeting were conducted as the treatments using Edmodo as a media in teaching narrative. Since Edmodo is an online learning media, the activity was conducted in a computer laboratory with internet connection. The researcher used a computer that link to an LCD screen so the students could see each step that the writer explained. Moreover, each student sat at their own computer. The entire computer had direct access to the internet.

The writer asked whether they had heard Edmodo before, and none of the student were familiar with Edmodo. The writer then introduced the Edmodo to the students. The researcher explains about the features on Edmodo and the function of each feature. The use of Edmodo is like Facebook in education, so student and teacher can post an opinion, giving the material and assignment. Afterwards, the writer told the students to explore the Edmodo for about 10 minutes in order to help them become familiar with this new media. Then the writer asked the students to click on the introduction. Considering that one of Edmodo purposes was to create independent learning, the writer asked the students to read the introduction part very carefully to understand the meaning. The introduction was really gaining the students attention since it used interesting language and invited the students to travel around the world. Most of the students were really enthusiastic, especially when the writer read it out aloud and emphasized it. They were very excited to continue to the next information.

Following the introduction, the writer then asked them to open the Library, which was the explanation of Narrative. The Edmodo task had been created with considering the language ability of High School students. The writer tried to make the language as simple as possible and as clear as possible, using the common

vocabulary for high school level that was easy to be understood by high school students. Therefore, the writer asked the students to pay attention to the task and do it on their own without any help from the writer. The writer assumed that the students would be able to do the task on their own. Unfortunately, the students did not give good responses for the instruction. They were not yet able to learn independently, and the writer had to involve herself in the learning process to control the students' activity. The writer told the class that the task was what they would have to do during the lesson.

After that researcher asked student click library and open "writing a narrative essay". Students watched the movie about the explanation of narrative text. Researcher give a simple video about use of Narrative text, organization of text and the use of Narrative text. Students and teacher discussed about the narrative text; see the power poin slide in Library of Edmodo. Then, researcher gives the explanation about orientation in narrative text and gave the example.

In second meeting, researcher asked student about "Malin Kundang" story. Researcher opens the library and click "Malin Kundang" to see the story. Researcher gave the explanation about orientation and complication text and giving the example. This time, the writer also asked the students to write Narrative text with a different theme. Researcher asked to student to open an assignment and write a Narrative story about Batu Balah story. Student can make a story in "word" and collected in assignment feature

The last treatment researcher and student discussed about "Malin kundang" story. Researcher asked students to open library and open the video about "Malin Kundang" story. Students watched the movie about "Malin kundang". After student watched the movie, researcher asked to read the story. Researcher and student discussed the text organization of the story. In this last meeting of the treatment the students did not have any difficulties to use this media. The students gave positive responses and showed that they understood well what the writer was explained.

At the last meeting of the research, the writer administered the post-test to the students after having all the three treatments. It means to see the students' achievement or the result of increasing students' writing by using Edmodo. This test was about 90 minutes. When the post-test was conducted, the researcher asked student to write Tangkuban Perahu story. Therefore, the result of the students' achievement in writing was shown through post-test.

Finally, based on the data analysis, researcher found that there was an increasing of the students' achievement in writing skill. It could be proven by comparing the mean score of the pre-test and post-test. The result of pre-test showed the total score of the students was $\sum X1 = 1240$ and the mean score is $\overline{X1}$ = 42.76 and it is qualified was poor. The total score of the students in post test test was $\sum X2 = 2030$ and the mean score was $\overline{X2} = 70$. It is qualified was average to good. Based on the score indicated students' performance in post-test was better than in pre-test. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments.

The researcher used Edmodo to improve students' English writing skill. The researcher hope students can learn English writing skill effectively. Edmodo encourages the learning process through the interaction with contents, information, and assignment on the website; meanwhile, students can apply post for discussion and giving opinion. Learning through the process of Edmodo could increase students' English writing motivation. Edmodo can be a good media in teaching English.

Conclusion

The researcher conducted at X students of SMA N 1 Sungai Kakap. The objective of this study was to improve the writing skills of students using Edmodo. Based on the result pre-test and posttest, the researcher can conclude: (1) by giving pre test and posttest, researcher can conclude if student-writing skills are increased. The result of pre-test showed the total score of the students was $\sum X1$ = 1240 and the mean score is $\overline{X1}$ = 42.76 and it is qualified was poor. The total score of the students in post test test was $\sum X2$ = 2030 and the mean score was $\overline{X2}$ = 70. It is qualified was average to good. Edmodo as an educational website can be a media in teaching writing. (2) by using Edmodo, students were motivate and excited in teaching English.

Suggestion

Based on the result of research, the researcher gives a suggestion that connected with the use of Edmodo in teaching writing. (1) teacher should use appropriate technique, media that suitable with students need in teaching writing. One of them is Using Edmodo. In technology advancement, teacher can use technology as a media in teaching English. By using technology in the class, hope student more motivate and interest in learning English.(2) student in SMA N 1 Sungai Kakap should be motivated in learning English. Student can learn English from many resources, for example using technology. Technology is easy to access and we can get more information by using internet. (3) teaching English by using Edmodo have strengths and weaknesses. For the strengths, Edmodo is private social networking which provides a code that consists of letter and number so not all people can join online learning in Edmodo. This website can also access from computer, PC, and mobile phone, then makes the users check the notification easily. (4)

The weaknesses of Edmodo are: the users of Edmodo sometimes feel confuse to replay the others post which commented by several people. Second, online teaching and learning through Edmodo is hard for students who do not have internet connection in their own place. Some students are not familiar with the options in Edmodo, they have difficulties in sharing the files or sending their task. The last is not all student become active in using Edmodo, only the certain students became active, ''I am not familiar, sometimes I prefer on Facebook.

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