

THE ADVANTAGE OF USING EDMODO IN ENGLISH INSTRUCTION

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ABSTRACT

In this 21st century, technology-based learning has been the main concern in today's learning process since the rising use of technology. Recently, students and teachers are expected to have decent knowledge of digital learning as one way to facilitate their learning process. One form of digital learning is using Edmodo in the classroom. So, it's important for teachers to make plans for English learning through Edmodo. The aim of this article is to provide information that consists of using Edmodo in planning English learning. The method used in writing this paper was literature-based and based on collecting data and information that related to Edmodo as a medium for learning English. The results indicate that there are many advantages to using Edmodo in planning English learning. As for the teacher, Edmodo promotes teachers to meet the needs of different students, supports a sense of community among students, makes them feel respected and important, and provides three useful standards, namely usability, accessibility, and compatibility.

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1. INTRODUCTION

Integrating ICT (Information and communication technology) into the learning process is a challenge and a necessity for a teacher in the 21st century (Alemu, 2015; Saleh, 2019). Knowledge is growing rapidly, and modern technology requires teachers to learn how to use technology in their teaching. It is not sufficient to master ICT alone; teachers must be able to integrate ICT into the learning process so that it is effective and efficient. The use of technology in teaching and learning has become essential. Technology-based teaching and learning can bring many changes in schools, which require proper planning and policy formulation. Researchers and policymakers must have the same insights into future plans. Dudeney (2007) pointed out that national ICT policies can perform a number of key functions. If ICTs are integrated into the teaching and learning process, they provide a basic principle, a set of goals, and a vision of how the education system works, and they are good for students, teachers, parents, and the general public in a given country (Lawrence & Tar, 2018). The rapid growth of information technology through electronic media (the Internet) is difficult to control. From children to parents, every time a user visits a mobile phone to comment, order things, chat, read news, view pictures, etc., they participate in some kind of communication or social media. Although the use of communication tools as learning aids

still requires research and improvement, they provide great instructional affordances when properly implemented. Many learning platforms are offered over the internet.

A learning platform is used in the learning process as a tool that is considered capable of attracting students' attention and increasing their motivation. Edmodo is one of the platforms that supports the teaching and learning process (Manowong, 2016). By using Edmodo, teachers and students can make the learning process easier because it can be used anytime and anywhere as an effective medium for an online class. This platform is effective for sharing students' and teachers' ideas and opinions. It is also an effective tool for the teacher to make an assignment. (Sugito & Mulyani, 2017).

According to Aji & Suhartono (2017), students need a way to improve their English skills outside of class. Learning Media System Edmodo gives students the opportunity to increase their resources and material outside of class. Teachers who have uploaded the material and resources to the edmodo library ask the students to access "virtual class" outside of class session, so the media will be a supplement for students to improve their ability and they will get the material outside of the class. Students need additional materials and resources to access after the teaching and learning process, at any time they want to access them. With the development of technology, multimedia and e-learning teaching are becoming increasingly accepted as means of English language instruction. This model uses a Learning Management System (LMS) platform called Edmodo, which has the appropriate features to use information communication technology in the teaching and learning process. The LMS not only provided the text material, it also provided multimedia platform material like mp3, video, animation, or external links to other websites and resources (Siahan, 2020). It will be a good learning medium to support the teaching and learning process (Adzharuddin & Ling, 2013; Conde et al., 2014).

The use of this technological tool will help students feel more connected to the world outside of school. So, based on the numerous benefits of Edmodo mentioned above, the authors recommend using Edmodo as an alternative solution when designing lesson plans.

Research studies about Edmodo have already acknowledged its potential and have documented much evidence that Edmodo can greatly help develop learners' language skills (especially in developing learners' reading and writing skills) (Gay & Sofyan, 2017), and vocabulary mastery (Evenddy & Harmer, 2016)

2. METHOD

The data is carried out through a literature study or research library whose purpose is to analyze critically a phenomenon through a summary, classification, and comparison of prior research studies (Danese et al., 2018). Journals and documents would be used for further investigation. Advantages Edmodo Planning in English learning also involves analyzing through document studies in order to get the information that might be useful for teachers.

3. DISCUSSION

3.1. The Definition of Edmodo

Learning media are an important element in every learning and teaching process because they are the tools teachers use to deliver the learning material and to facilitate learning activities (Kirkwood & Price, 2014). Edmodo is a free social learning platform for teachers, parents, and students where there are already over 29 million users. Edmodo can be used in a classroom through a variety of applications that allow students to connect with

each other and their teachers, as well as measure student performance (Mrayed, 2020). Teachers can set up classes for each in-school class or set up a large class and have all of their students in one group. Edmodo makes it simple to track student progress.

According to Gay & Sofyan (2017), Edmodo is an online learning environment that is an interactive process where the student is assisted by others (teachers or peers) to acquire knowledge or skills that cannot be acquired without assistance at that point in time. Through Edmodo, educators and students can share notes, links, and documents. Educators also have the ability to send alerts, events, and tasks to students and may decide to send something on a timeline that can be viewed by the public.

Based on what Shams-Abadi et al. (2015); Zain et al. (2016) pointed out, Edmodo is an education website that absorbed the idea of social networking and improved it to make it suitable for classroom teaching. With Edmodo, students and teachers can connect with each other by sharing ideas, questions, and useful tips. This means that, by using Edmodo, both teachers and students can participate in activities that support language learning and can stay connected by sharing ideas, questions, and useful techniques. In addition, Edmodo is based on the school's social network environment, so like other social media such as Facebook, Twitter, and Path, Edmodo is also used to promote communication among teachers, students, and parents in the school environment (Balasubramanian et al., 2014; Ma'azi & Janfeshan, 2018). In order to prevent students from being distracted when using Edmodo, the content of Edmodo is controlled by the teacher. In this way, teachers can prevent inappropriate things from appearing on public social media.

Edmodo works as an educational institution for its own benefits. Edmodo is ideal for teaching and learning as a primary tool, as a semi-primary tool in a web-enhanced course with mixed-mode learning, or as a supplementary tool in a web-enhanced classroom (as a supplement to face-to-face). Additionally, Gabrina & Rahmawati (2019) found in their study that Edmodo helped the students develop their writing and listening skills. Due to the various findings of the benefits of Edmodo, this study aims to investigate the significance of Edmodo in the EFL context based on the students' perceptions. In particular, this study investigates which features of Edmodo students find beneficial to assist them in learning the English language.

3.2. Students' Perception of Edmodo

The students have a positive response towards the use of Edmodo as a learning tool. There is some students' perception of Edmodo:

1. Edmodo facilitates the students' ability to work independently and share their thoughts through group discussions. These discussions help them a lot in writing and can be used to inspire students to write at their own pace.
2. Students are more interested in learning because Edmodo allows collaborative writing, which allows them to practice their native language.
3. Using online learning platforms in the learning process is effective since it saves time and effort. They also consider that online learning is environmentally friendly because it can save paper used for the assignment.

Al Khatiri's (2015) research focuses on students' perceptions and challenges of using Edmodo and their impact on their attitudes towards EFL learning. It involved 42 Saudi EFL female secondary school students who were divided into the experimental group (21) receiving the traditional teaching plus a six-week daily interaction via Edmodo and the control group (21) receiving the traditional teaching only. The data obtained through the post-treatment questionnaire shows that students have a highly positive view of Edmodo, despite the considerable challenges in its integration. The survey results also show that

Edmodo has the extraordinary potential to generate a more positive attitude towards EFL learning.

Pardede (2019) surveyed EFL students' views on blended learning. Using a mixed-method research design, quantitative and qualitative data were collected from 32 participants, including students from the Department of English Education, Christian University, Jakarta. The results show that students' views on blended learning are positive. According to reports, participants value learning using online platforms not only because it provides convenience, flexibility, and instant access, but also because it increases their participation and independence and develops their technical and information literacy skills (Pardede, 2019).

3.3. Edmodo Helps Teachers Plan English Learning

Teachers must pay more attention to how to teach students and what media should be used to make it easier for them to understand the material (Kember & Kwan, 2000; Anshari et al., 2017). Choosing and using the appropriate media is one of the teacher's responsibilities. Therefore, the use of media in the teaching process can affect students' understanding and their participation in the classroom. Therefore, teachers should selectively and creatively choose the media that will be used in the teaching and learning process.

Edmodo is a portal site that presents information in a fascinating and motivating way and becomes a controlled environment suitable for peer tutoring. It can be used as one of the teaching tools to help students learn. It is a medium that inspires learners to organize and collect ideas. Through Edmodo, students work with their peers and inevitably need to collaborate with others (Buescher, 2010), whether it is pair work, group work, or class work. In addition, Edmodo can encourage students to learn actively by publishing notes, uploading learning materials to their personal digital library, and writing reviews. In addition, when learners are allowed to explore multimedia resources that meet their learning preferences and needs, they will be keen on participating in the learning process. The apps available on Edmodo facilitate collaboration and virtual teamwork among students, speed up the learning process (Wire, 2014), and enable students to proficiently handle tasks online.

Research on Edmodo in language learning has identified its potential to provide teachers and students with many benefits that facilitate the teaching and learning process. Using Edmodo for teaching and learning can be a good teaching design that can stimulate curiosity, increase motivation, and enrich the learning process (Song & Kong, 2017). The advantages of using Edmodo in the teaching process are that some teachers may only want to use Edmodo to share resources and learning objects with the whole class (Ekici, 2017). These can be accessed in class to save paper, prevent students from searching for inappropriate resources, etc.

Lie (2015) also explained that when class time is not enough, Edmodo can have extended discussions. Another advantage is that some students who are usually shy in class can express themselves more freely online. Furthermore, online discussions enable teachers to tailor course materials to students' personal interests and to spark discussions about moral judgments. Evenddy & Hamer (2016) also state that Edmodo can make the teaching-learning process more interesting. By using Edmodo's features, the teacher can give assignments, quizzes, share the materials, and give feedback on students' work directly.

3.4. Learning Effectiveness using Edmodo

Some previous studies have shown that Edmodo is effective for the teaching and learning process. As cited by Siahaan (2020); Wahyuni (2018) found that students in the experimental class gained better writing skills. Edmodo provides a safe and simple way for teachers and students to post class materials, share links and videos, and access assignments, grades, and school notifications. Teachers and students can store and share various forms of digital content, such as blogs, links, pictures, videos, documents, presentations, etc. To prevent outsiders from joining the school network, Edmodo provides special codes for schools and classes. These are for students and are necessary to join the group.

By using Edmodo, teachers and students can more easily complete the learning process because it can be used as an effective medium for online courses anytime, anywhere. This platform can effectively share the ideas and opinions of students and teachers (Holland & Muilenburg, 2011). It is also an effective tool for the teacher to make an assignment.

Pardede (2019) identified various advantages of using Edmodo in mixed EFL courses, such as its ability to facilitate the intensive communication that is necessary in an EFL environment and its potential to help run various types of active learning (such as providing assignments and related resources, peer discussions, online quizzes on learning topics, submission of digital content assignments, and easy contact with students or teachers from different schools or other countries/regions). Edmodo also promotes teachers to meet the needs of different students, supports a sense of community among students, makes them feel respected and important, and provides three useful standards, namely usability, accessibility, and compatibility (Holland & Muilenburg, 2011).

Edmodo in an online learning environment is an interactive process in which students gain knowledge or skills that they could not acquire without the assistance of others (teacher or peers). With Edmodo, educators and students can share notes, links, and documents. Educators can also send alerts, events, and tasks to students, and they can decide to send some content on a timeline that the public can view. In addition, as an online learning platform, Edmodo can promote students' self-regulated learning in a variety of ways, thereby benefiting students. By accessing language-related resources and tools through Edmodo, learners can select and use materials that meet their preferences and goals anytime, anywhere (Gay & Sofyan, 2017).

3.5. Lesson Steps in Using the Edmodo Application for Beginners

For beginners, using this application will be very difficult. They are more likely to get direct guidance from teachers or friends, whom they can ask without hesitation, and it is difficult to get them as quickly as possible. However, they still need a book guide to guide them through using the application by reading the instructions and images.

As a teacher wishing to teach the Edmodo application, you must master the content of the application from login to logout. The teacher's character has a huge impact on the success or failure of a class (Nye et al., 2004; Rivkin et al., 2005). A friendly greeting, shaking hands, and always asking "What can help?" or "What else can't be understood?" will give students a sense of comfort in brainstorming. There are three types of users: students, teachers, and parents. In this case, the participant is instructed to log in to the student's account. Instruct students to review the steps and sequence written in the manual. If some students are really confused, the teacher should review or show only the steps that failed, and try not to point directly to the solution. Therefore, students will feel appreciated and learn something new while being relaxed, courageous, and motivated. In this course, the teacher must have thought about the order of the materials that students must complete, from easy to complex.

Students who have obtained Edmodo app training materials through learning should continue to practice the app at home to solve other problems. The frequency with which this technique is used affects the technique of using it. The more frequently the technology is used, the more proficient you will be at mastering the technology. The obtained Edmodo application materials must be used continuously in other contexts (Ekmekci, 2006; Nami, 2020). A skill will increase when used frequently. Otherwise, the skill will be lost or unusable again. But training students to regularly use these skills is not an easy task and requires unwavering persistence. Motivation is the factor that enables a person to change their behavior in order to achieve a specific goal. The strong intrinsic motivation of the student to master the skills of using the Edmodo app will encourage her to seize every opportunity to practice it.

Using Edmodo to learn English, encourage students to actively seek information, cultivate learners through activities to create a responsible learning environment, encourage students to comment on teacher-assigned tasks, and gain more encouragement to express opinions or say things without hesitation. Since, based on the result of an observation for beginners on using Edmodo (Sugito & Mulyani, 2017), there were many beginners or trainees who have a fear of doing something wrong in using ICT (information and communication technology) in the learning process. They said that they were afraid of doing wrongdoing, feeling embarrassed, ignorant, left behind, stuttering about technology, etc. If they make mistakes in trying to use the application, they are afraid that the laptop or computer will be damaged and will be removed from the training.

Trainers and newcomers to the Edmodo app are encouraged to experiment with it. A beginner's courage can be boosted by a number of factors.

1. Give participants complete confidence and motivation that they are capable of using Edmodo applications. Trainers emphasize giving students opportunities to try to use the features without fear and being proud when they succeed.
2. Do not provide too much stimulation. The ability to respond to something new is gradual and storied. For that, we need stimuli that are adjusted to the heterogeneity of all participants. Too much stimulation given to students will lead to confusion and eventually lead to the loss of the courage of students to use Edmodo applications.

3.6. A Strategy for Designing Technology-Based Learning

Technology-based learning is the learning of content via all electronic technology, including the Internet, intranets, satellite broadcasts, audio and video tape, video and audio conferencing, Internet conferencing, chat rooms, e-bulletin boards, webcasts, computer-based instruction, and CD-ROM. 3 (Koller et al., 2006; Bonk, 2009). TBL also encompasses related terms, such as online learning and web-based learning, which only include learning that occurs via the Internet, and computer-based learning, which is restricted to learning using computers. E-learning is synonymous with TBL and has largely replaced it in scholarship and industry as the term of choice. Therefore, the report uses these terms interchangeably.

Designing technology-based learning has three focus areas (pedagogical, social, and technical) (Wang: 2019). The importance of pedagogical design, social design, and technical design (PST) has been articulated in much published literature, and the PST model has also been used to guide the design of many technology-supported learning environments (Wang, 2019; Xie et al., 2018).

1. Pedagogical Design

The main purpose of pedagogical design is to achieve learning objectives by carefully choosing proper instructional approaches, designing learning activities, and assessing students' learning outcomes. A major difference between a technology-supported learning environment and a purely entertaining environment such as a computer game is that the purpose of the learning environment is to learn, in particular to achieve certain learning objectives (Wang, 2019). A few models can be used to guide the pedagogical design of a technology-supported learning environment. For instance, the curricular spider web model proposed by Van Den Akker (2013) includes ten essential components of a curriculum, which are: i) aims/objectives; ii) content; iii) learning activities; iv) teacher role; v) materials and resources; vi) grouping; vii) location; viii) time; ix) assessment; and x) rationale. He highlights that all the components are equally important and the lack of any component will lead to the failure of a curriculum. Undoubtedly, these components are also key elements of a technology-supported learning environment. In addition, Gagne's nine events of classroom teaching also highlight key considerations for designing a lesson, such as motivating students to learn and informing students of learning objectives.

2. Social Design

Learning using multimedia resources from CD-ROMs, which was a common learning form about 30 years ago, using network-enabled learning environments nowadays is quite different. Students do not simply learn from available online resources. But rather, they communicate and interact with their peers and the teacher using technological tools to co-construct knowledge (Scardamalia, 2002). The social design of a technology-supported learning environment is to provide a safe and friendly environment so that the students are willing to interact with others, from which they share their understanding, negotiate, and construct knowledge together (Wang, 2019).

Some key considerations for the social design of a technology-supported learning environment include: setting up ground rules and norms for regulating their communication behavior; providing a range of communication channels such as text chat, audio, or video for easy communication; and supporting various communication forms such as synchronous (real-time video conferencing) or asynchronous (e.g., discussion forum) sharing (Muzaini et al., 2021).

3. Technical Design

In comparison to a traditional classroom setting, the implementation of a technology-supported learning environment heavily depends on the support of technology, and technology plays a more crucial role in a technology-supported learning environment. In terms of technical design, instructional designers must carefully consider the affordances of available technological tools and choose the most appropriate tool for students to complete learning activities (Wang, 2019). Interface design, ease of learning, ease of use, and minimal technical difficulty must be carefully considered. In addition, technical support is also critical for the successful implementation of a learning environment. Students will be frustrated if they cannot receive prompt support when they encounter technical problems.

Decisions on whether or not to use TBL should balance its positive attributes, e.g., accessibility, flexibility, and scalability. According to Koller et al. (2006), as cited in, TBL must exploit this delivery system's key advantages while adhering to some key principles:

- 1) Human interaction is important. Interaction with instructors and peers can be important to learner satisfaction and can provide the reinforcement that learners need to gain competency. Interaction can be achieved electronically using synchronous means, but traditional face-to-face meetings might be preferred. For this reason, as we discussed earlier in this paper, blended learning strategies have emerged as a leading paradigm in recent years.
- 2) Make opportunities for active participation available. As Dr. Larry G. Moyer rightly remarks, "e-learning that consists of reading material on a computer display or drill-and-kill exercises does not exploit the potential of TBL and is unlikely to be very effective." Instead, learners should be provided with opportunities to the extent practical for discovery learning, peer activities and discussions, practice sessions, and the application of their knowledge. Indeed, although TBL generally has not been found to be any more effective than traditional learning, research does suggest that simulations can be particularly effective. Similarly, interactive multimedia programs seem to result in better comprehension, increased retention, and the effective transfer of skills and knowledge.
- 3) Make the content relevant and timely. Building off a constructivist approach to learning, e-learning must be perceived as relevant to learners, and to be mastered and retained, content must be connected to things they already know.
- 4) Provide feedback and support. TBL runs the risk of isolating learners as they proceed through their learning exercises. Interpersonal interaction is critical to overcoming this obstacle. Just as importantly, learners must be provided with feedback and support. When learners make a mistake, it is important that they know they made a mistake, why it is a mistake, and how it can be avoided next time.

4. CONCLUSION

This paper outlines how to design a lesson plan using technology-based learning, in this case, the edmodo app. As we know, students need a way to improve their English skills outside of class. The Learning Media System Edmodo gives students the opportunity to increase their resources and learning materials outside of class. And Edmodo is an online learning environment that is an interactive process where the student is assisted by others (teachers or peers) to acquire knowledge or skills that cannot be acquired without assistance at that point in time. Edmodo is flexible for use since students can access it anytime and anywhere.

When it comes to designing technology-based learning, there are three main points to consider. To begin with, Pedagogical Design aims to achieve learning objectives by carefully choosing proper instructional approaches, designing learning activities, and assessing students' learning outcomes. In addition, through Social Design, they communicate and interact with their peers and the teacher using technological tools to co-construct knowledge. Lastly, in technical design, instructional designers must carefully consider the affordances of available technological tools and choose the most appropriate tool for students to complete learning activities.

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