

USING EDMODO AS SCAFFOLDING TECHNIQUE IN SMK MASUDIRINI FOR 10th GRADE STUDENTS ON TEACHING WRITING SKILL IN ACADEMIC YEAR 2019/2020

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Many studies have been conducted on the application of Edmodo in the classroom. However research on Edmodo as a scaffolding technique in teaching English for a vocational school has been rarely found. This research aims at investigating the implementation of Edmodo as a scaffolding technique in teaching writing in English as a Foreign language. The purpose is to investigate whether there is a significant difference on the writing competencies of the students before and after using Edmodo. The study employed pretest and posttest design. The sample was 39 students of the tenth grade of SMK Masudirini in the academic year of 2019/2020, and all of them were selected as the sample of the study. The data were collected by observing the teachers and students' activities, interviewing, and using pretest and posttest. The results of the test were analyzed qualitatively and quantitatively. Quantitative data were analyzed using t-test. The result indicated that the students can learn using Edmodo as a scaffolding technique in creating narrative texts. It was found that there was a significant difference on the writing competencies of the students before and after using Edmodo. This implied that Edmodo has been successfully used as scaffolding technique in teaching narrative text in English. It can be concluded that the application of Edmodo is not only effective for teaching writing in English through online learning platform but also promote the 21st century learning in vocational high school in Bali.

Keywords: *Edmodo; Scaffolding technique; Writing competence*

1. INTRODUCTION

The use of information and communication technology has encouraged teachers to create a modern learning environment and given teachers the mobility room to innovate using technology in creating a fun learning atmosphere. Technological improvement affects education and teaching as they affect all other fields. Teaching paradigm has radically been changed by technology which makes teaching simpler without time or space restriction. Technology provides language learners with a great number of possibilities to enhance language learning (Alonso, Lopez, Manrique, Vines., 2005). They also have consequently argued that technology with perpetual development can give learners exposures to teachers to assess the learners' language ability and practice knowledge. In technology, teachers have created a contemporary learning environment modernizing current teaching techniques, materials, methods, assessment tools, etc. Technological devices facilitating access to information anytime and anywhere have become indispensable for these students. Students can send and receive e-mails, surf on the net, use online learning platforms and follow the course content through their mobile phones. E-learning is a learning system in the 21st century used in classroom learning. Nowadays, teachers have the ability to use technology as a support in delivering or sharing material online or offline by using several platforms that are suitable and innovative for their classroom. There are many platforms that can be used in learning like Schoology, Orai, Edmodo and other platforms, and teachers have skills to choose an appropriate and innovative platform.

One of the platforms which can be used for learning is Edmodo. Edmodo as a platform in learning has complete tools. Edmodo has a relatively smaller application size compared to Schoology. Considering this one, the researcher used Edmodo as a platform to improve the quality of teaching and learning in English classes. Edmodo was used to measure or as an encouragement to students in learning to write in English. Writing skill is

one of the competencies that is considered difficult for students. To achieve the writing competencies, students are required to know the writing criteria pertaining to the use of mechanics, grammar accuracy and the appropriate use of vocabulary. Writing skills are considered very difficult to be applied by the students because the students have very low writing ability and have limited vocabulary. Based on preliminary observation conducted, there were students who use Google Translate or other translators to do their work. Students were more comfortable using Google Translate and other applications to do the assignments given by their teachers.

The gap of this study can be seen when the students only focus on the completion of the writing given tasks just by doing copy and paste from the internet, not paying attention to the use of grammar and the use of appropriate vocabulary. Besides, the teacher did not check students progress which meant the writing evaluation is not clear. Therefore, the writer wants to examine students' writing skills and identify the problems faced by students in writing since writing is one basic language skill which is as important as the other three skills (reading, speaking, listening) in English language teaching. This statement is supported by Harmer (2007) who stated that writing is the most important skill that second language students need to develop. Based on this statement, it could be said that writing is one of the most important skills for the students in learning a foreign language. Writing is considered as a productive skill along with speaking (Harmer, 2007). In writing and speaking, students deal with language production. It means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language. Writing is the most difficult skill for second or foreign learners to master because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words. Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form (McDonald & Ho, 2002).

Scaffolding is described as the temporary assistance that the teachers provide to help their students in completing the task or develop new understanding, Scaffolding is used in the learning process which gradually reduce and at the end students are able to develop their communication skills (Creswell, 2007).

Jeff O'Hara started Edmodo in 2008 (Hursen, 2018). He started the platform when he recognized the need to create a friendly and secured educational environment in which teachers and students can actively and socially involve in holistic learning process. In 2010, the website was developed to provide a social collaboration experience between teachers and their learners (Yin Yin et al., 2018). Edmodo is also considered as an inspiring teaching tool for knowledge to construct their knowledge. The platform is based on a social networking and mutual collaboration between teachers and their students. Wilson & Devereux (2014) further explained this useful tool as an educational website that aims to get the benefits of a social network's features and make it more appropriate to facilitate learning and teaching.

As an educational website that takes the ideas of a social network, Edmodo makes the network appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and be connected 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 was a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Parents can also join the class to bring a level of transparency that is difficult to be achieved without technology.

Based on this phenomenon, the researcher conducted a pre-observation at a school as a place to conduct this research at class X P2. SMK Masudirini Jembrana Regency in Bali.

2. RESEARCH METHOD

This research used the embedded mixed method design which was mainly in the form of qualitative study but supported with quantitative data analysis. The data includes the collection of both qualitative and quantitative data, but one of the data type plays a supplemental role within the overall design. In other words, the embedded design is characterized by having one dominant method, whereas the other data set provides a secondary or supportive role. The research subjects used in the sample were one class from

10th grade that was selected randomly.

There were 6 classes together in the 10th grade. Beside the students, the subject was also the English teacher who teaches the class under investigation. The class chosen was also used during preliminary observation when the process of English teaching and learning process of writing happened. The observation was done to enrich the information that was needed. Interview was also conducted to interview the class X P2, teacher, and the school members who contributed to the implementation of the program. Since the basis activity in collecting data was observation, it was very important to take notes in some aspects needed and considered as data. In quantitative data, the writer used SPSS as a data processing application. The researcher analyzed the data to check the normality, and variance by using parametric analysis. The quantitative data were in the form of the scores of the students' writing made on Edmodo. The data were from the results of Pretest and Posttest grammar exercise and writing narrative text using Edmodo as scaffolding technique. The data taken has been assessed using writing assessment rubric.

3. FINDINGS AND DISCUSSION

The qualitative data reveal that at the very beginning of the implementation of Edmodo application, the students look confused and made a lot of mistakes. But interactions were intensively conducted and individual treatments and solutions were provided. The teacher helped students to identify their mistakes and guided them to find the solutions. Slowly the guidance was gradually minimized along with the students' progress of understanding. The analysis of quantitative data was calculated. From data of the pre grammar exercises in Edmodo online platform at the first session, it is indicated that the obtained data by students is far from the desired one because. There were many students whose grades are below the standard. Out of 38 students, 14 students gained the score of zero, 14 others got 10, 7 students got 20, and the 3 students got perfect scores.

It was observable that the teacher used discussion as scaffolding to help students. The teacher conducted a private discussion using the message tools in Edmodo. The teacher gave encouragement and guided students who had problems doing pre-test. The teacher got 4 students who scored less in pre-tests on Edmodo. The teacher asked about the difficulty of students in the understanding writing exercise by using interactive scaffolding. The teacher can interact with students closely and easily get into trouble in doing the pre-test. The teacher identified the problem from the 4 students which was dealing with the unavailability of supporting material in Edmodo so that 4 students did not understand how to answer the questions. The teacher analyzed the number of students who passed in accordance with the rubric provided. In the pre-test 24 students had the ability to write narrative texts on Edmodo, but there were still errors in the use of language features and determine the structure of narrative texts. The teacher provided material about narrative texts on Edmodo as an orientation for writing correct narrative texts. When the teacher presented the material about language features, the students were given the chances to ask questions and give opinions about the use of simple past tense in narrative text. The teacher encouraged and guided students in understanding simple past tense. After that, the teacher gave material about narrative text online on Edmodo. The teacher before teaching gave instructions to students at Edmodo and gave video material about the narrative text. The teacher downloaded the narrative text video on the YouTube and also gave power point material made by the teacher and uploaded on Edmodo. The results of the post grammar exercise were obtained through Edmodo. The researcher analyzed the results obtained from the grammar exercises, and 38 students took the grammar quiz but there was one student who did not take the post grammar exercises because the student did not come to school because of illness. The researcher analyzed the results obtained by students. Of the 38 students, 3 students got a perfect score. Seven students got the score of 40, the obtained scores by students increased compared to the pretest results, and only 3 students got the score of 40, so this increased to 4 students who got a score of 40. This result increased significantly because the pre-test grammar exercises were only 13 students who scored 30. From the data obtained in the post grammar exercise, there are still 7 students who get 20 and 10. The results of a decline in answering the question of grammar exercise were because of lack of guidance. But after being given a treatment through using interactive scaffolding and combined with Edmodo

online platform the results obtained decreased to 7 students who scored below the standard. The teacher used interactive scaffolding in the teaching learning process, and aimed at helping and guiding students in learning to use simple past tense in writing narrative texts. From the results obtained in the grammar exercises, the students were more active in the discussion session at Edmodo, and students are easier to interact with Edmodo. After the grammar test, the teacher wants to see the ability of the students to write in narrative text. The teacher gave a writing test and analyzed the results of student writing by using the rubric that has been made and agreed upon by the teacher and students. The maximum score of the writing test was one hundred twenty score. A score of one hundred fifteen was received by 1 student, a score of one hundred twelve was obtained by 1 student and one hundred eleven score was obtained by 1 student. The teacher concluded that the students who got a good category were 5 students. The scores of one hundred nine to ninety six score were obtained by 8 students. For that reason, the ability of the students in writing a narrative text can be in the category of "Good". A score of 86 was obtained by 1 student, a score of 84 was obtained by 1 student, 83 score was obtained by 1 student, a score of 82 was obtained by 2 students, 81 score was obtained by 2 students and a score of 80 was obtained by 3 students. In order to analyze whether there was a significant difference of the students' scores before and after Edmodo, inferential statistical analysis was applied. Before testing the hypothesis, a normality test was carried out using the Kolmogorov Smirnov test. Normality test was a test conducted with the aim of assessing the distribution of data in a group or variable that is normally distributed. Kolmogorov-Smirnov test results using SPSS obtained a value of 1.701 with a significance of 0,006 <0.25. It means that H_0 was rejected and H_a was accepted so that the data of this study were normally distributed.

T-test result for the equal variance was -5.188 with a significance (α) of 0.00 <0.025. This means that H_1 was accepted and H_0 was rejected. The conclusion of this study based on the results of the t table was there were differences in the average value (means) of students who take pre-test narrative text and posttest narrative text on Edmodo.

At the time of evaluation, the teacher was easier to monitor each student in working on the quiz given and Edmodo had an automatic evaluation with several students who answered the quiz and students who did not answer. This application has curves of students who get high and low grades. When implementing the scaffolding technique, the teacher provided a guide or encouraged students individually and in groups to improve student understanding. But there was a weakness of using Edmodo in process of online learning which still a problem in the internet network. Edmodo does not work during offline and needs good connection. Internet connection should have a stable signal in the process of answering the quiz. This is a weakness obtained when using an online platform where the connection is not always good.

Despite the weaknesses of instable connections, there were benefits experienced by the students. With Edmodo as a platform for students to interact with other students, students can learn through videos and materials provided by the teacher. This helped students a lot and improves their understanding, and improved the students' writing competencies. This result is in line with the research conducted by Hursen (2018) who also found Edmodo effective. The power of scaffolding shown in this research is also in line with the study by Padmadewi & Artini (2019), and in line with Gibbons & Hammond (2005) who implemented Semi- Authentic and Authentic Materials Supported with Images.

In this study, the researcher guided students and provided input and encouragement to each student when participating in learning as it does writing narrative text. The teacher plays a role as a facilitator and through Edmodo the teacher can help the problems encountered by students in the writing process. This can be done by the teacher by sending messages to each student when students have different problems. So the teacher is easier to help students through each student's account.

4. CONCLUSION AND SUGGESTIONS

The results of the analysis show that the use of Edmodo as scaffolding is effective to be used in teaching writing. The teacher guided and observed the students' during the writing process, which include developing ideas and using the appropriate language features. Besides that, the interaction with and among students, and also with the teacher is useful for

the students to guide them in writing. They can learn from peer as they provide comments or input about their cognitive processes in writing. Considering the results of the data analysis, some suggestions can be given to the teachers: 1) the internet connection before using Edmodo must be checked, 2) Edmodo can be suggested to be used to the other classes who are in the same characteristics, 3) further research on similar topics is needed which involve different levels of grade. To ensure the implementation of Edmodo can give optimal benefits, professional developments on how to use Edmodo as scaffolding can be given to teachers who are going to use it in their classroom.

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