

ARTICLE

**THE EFFECT OF EDMODO TO THE FIRST GRADE STUDENTS`
READING COMPREHENSION OF ENGLISH DEPARTMENT OF
UNIVERSITY OF NUSANTARA PGRI KEDIRI
IN THE ACADEMIC YEAR 2016/2017**



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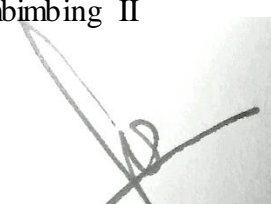
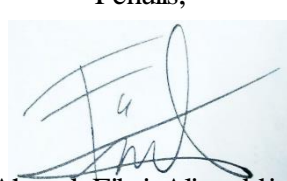
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THE EFFECT OF EDMODO TO THE FIRST GRADE STUDENTS' READING COMPREHENSION OF ENGLISH DEPARTMENT OF UNIVERSITY OF NUSANTARA PGRI KEDIRI IN THE ACADEMIC YEAR 2016/2017

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Abstract

In Indonesia, English is recognized as a foreign language. It has four basic skills that should be mastered in order to be able use it well. Reading as one of those skill sometimes still was taught in traditional way. The emerge of Web 2.0 tools such as blogs, wikis and social networking sites, provide wide opportunities to generate active interactions among learners in and out of the classroom. Students today are encouraged to be active constructors of their own learning environment. They are encouraged to learn not as isolated individuals, but as active members of society. Based on that problem, the research questions were formulated to “is there any significance effect using Edmodo in students' reading comprehension?”. Thus, this study was aimed to describe how the significance effect of Edmodo was able to influence in students' reading comprehension. This research was a quantitative research which the subject of the research was University of Nusantara PGRI Kediri first grade students. This research was conducted on 9-23 of May 2017. The data of the research was taken using pre-test and post-test and the difference of the score to know the effect of Edmodo in students' reading comprehension. The result of this research showed that there was effect of Edmodo in students' reading comprehension. Based on the research finding, it is suggested that Edmodo can be potentially used as media in teaching and learning reading comprehension due to several reasons: 1. Positive students' motivation and 2. Improved performance in reading comprehension.

Keywords: reading, Web-based learning, Edmodo

A. INTRODUCTION

Nearly all the subjects that student face everyday involve in reading. As stated by Harmer (2007: 99) that in the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. It is also stated by Patel and Jain (2008:113) that reading is an active process consist of recognition and comprehension skill. It

means reading includes several micro and macro skills in order to get the idea, message, or information inside the text. In other words reading is an activity to comprehend the researcher idea or message through written language.

In addition “reading” stated as “useful for other purposes too: any exposure to English is good thing for language

student” Hammer (1998:68). He also stated “reading texts also provide opportunity to study language: vocabulary, grammar, punctuation and the way we construct sentences, paragraphs, and texts.” From quotation above, it can be said that reading also help the reader in learning another written language aspects, so the reader not only get the researcher’s idea or message but also unconsciously develop their language skill.

This also happened in one of university in Kediri, East Java named University of Nusantara PGRI Kediri in Interpretive and Affective Reading class. The objective of Interpretive and Affective Reading class in University of Nusantara PGRI Kediri is that students are Able to analyze, discuss and apply some basic theories about the meaning of the word reference, make conclusions, find organizational patterns, read the longer section effectively and think in improving reading skills. The class activities will be on lectures, discussion, and assignments format. But some problems occurred in the class such as amount of meeting in one semester and limited time in teaching and learning English. The limitation in teaching happened because the meeting of lecturer and student only once a week and also the allocation time is restricted on 100 minutes.

Inspired by the researcher experience of learning another lesson in university, the researcher comes across e-learning as a solution to facilitate the limited time for discussion in lecturing process. Edmodo which well-known as the “Facebook of Education” is free and secure educational learning network which can be accessed from www.edmodo.com was introduced by Jeff O'Hara and Nick Borg in 2008 and it also has friendly interface (Kongcham, Chada, 2013: 1). Also Haygood et al in Hastomo (2016) stated that Edmodo is a private micro-blogging service which provides a free and secure learning platform.

Hourdequin in Ruaa O. Hariri (2015) stated that even though Edmodo is a free site, it is private in a sense that it only permits teachers to create groups for their students who could only join through a group code sent by their teachers. The teacher can control group activities, create quizzes/ assignments/ crossword puzzles, and keep track of students’ progress. This innovated platform is found to be very useful for both students and teachers as their interaction is not only limited inside the classroom, because Edmodo allows online interaction at anytime and anywhere.

According Looi and Yusop (2011:6) integrating Edmodo in teaching and learning provides some pedagogical

benefits. Firstly, Edmodo allows students to post comments, send notes, links, files, alerts, assignments, events, and direct messages to the instructor. This can be a bridge used by student and teacher in learning process. Secondly, online discussion on Edmodo encourages incidental learning to take place. Teacher or other student can give feedback in student question although in different places. Teacher also can give badge as reward in the student assignment. This will motivate them to engage in the learning activities. Lastly, Edmodo provides students with a sense of community and engagement in their learning.

A number of recent study Hastomo (2016) have proven many benefit of using Edmodo in teaching and learning activities. Edmodo was found more effective in teaching activity. Also the students can use Edmodo to help them being an autonomous learner. This also happened in Purnawarman, Susilawati, and Sundyana (2016). Their study found that Edmodo allowing the students to work independently within groups. Secondly, allowing the students to be concerning on quality of their work. Thirdly, enabling the students to take parts in learning situations. Lastly, directing the students to see Edmodo as a part of learning. In addition Manowong (2016) found that Edmodo can be used as an

effective supplementary tool in the classroom because of its features and benefits. Edmodo allows teachers and students to stay connected without difficulty and many Edmodo features allow students to participate and get actively engaged.

Driven by many extensive use and benefits of Edmodo, this research involves Edmodo to enhance discussion in EFL language classroom. The researcher makes investigation about “The Effect of Edmodo to First Grade Students` Reading Comprehension of English Education Department of University of Nusantara PGRI Kediri in the Academic Year 2016/2017.”

B. RESEARCH METHODS

The approach of research used in this study is quantitative research. The type of quantitative research done in this study is experimental research. Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable. So, this study focused on the result of comparing an

experimental class using Edmodo as treatment.

In this study, the researcher used a pre-experimental research design, particularly one-group pretest-posttest design. This design only used one group to be examined, namely experimental group. The researcher used Edmodo as the treatment for the experimental group. To measure the students' reading comprehension, the researcher compared between the scores of pretest and posttest administered.

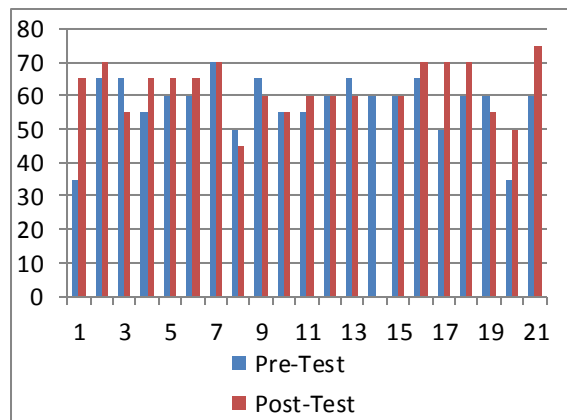
The population of this research was the students of University of Nusantara PGRI Kediri in the academic year 2016/2017. There are 232 students in total and it is divided into 7 class. Within the target population, the researcher then selected a sample for the research. The researcher used the 1A class, consisting of 22 students.

In this study, the researchers are charge of planning the treatment, arranging and developing the research instruments, and administering the reading comprehension test.

C. FINDING AND DISCUSSION

In this section, the writer analyzed the result of students' pre-test and post-test score. The mean of pre-test score was 57.6, while the mean of post-test score was 62.25. It meant that the students' reading

comprehension was increasing after being taught using Edmodo.



Picture 1. Pre-test and post test score
Based on calculation with t-test formula, it was known that the result of t-score is 2.168 at the degree of freedom 19 with t-table 2,093. The t-score is higher than t-table ($2.168 > 2.093$).

The finding showed that there is an effect of using to first grade students' reading comprehension of English Education Department of University of Nusantara PGRI Kediri in the academic year 2016/2017.

In this research, it was found that the students joined in the discussion in Edmodo showed increasing motivation when they shared their ideas and opinion. This finding was supported by A. Lie (2013:56) who said that with the use of Edmodo by students can promote the real participation as some students present in class but with absent-mind. The shy students can discuss and express their voice in this social media learning tool.

The research also found that the students' reading comprehension increased after using Edmodo in the learning process. It is in line with Stakhnevich (2002) when she compared her ESL undergraduates' reading comprehension using the web and traditional print mode and found that the former indicated better performance than the latter. Furthermore, the results are similar to of Park and Kim (2011). They examined the reading strategies used by English as Second Language (ESL) learners in a series of online reading tasks. Their study revealed that ESL 'hybrid' online readers, regardless of their language proficiency, actively and creatively make meanings and develop their reading strategies.

Based on the discussion above, it can be conclude that the founding in this research support the previous research. This founding showed that Edmodo has an effect to the students' reading comprehension.

D. CONCLUSION

1. Conclusion

The students' reading comprehension before being taught by Edmodo, the highest score is 70 and the lowest score is 35 with the average score is 57.6. Besides, total score in pre-test just is 1210. The students' reading comprehension after being taught by Edmodo, the highest

score is 75 and the lowest score is 45. the average score has slightly increased after treatment, the score is 62.25 with total score in post-test is 1225. It means that there is an increasing in students' reading comprehension after being taught by Edmodo.

2. Suggestion

Based on the research finding, it is suggested that the teacher that wants to use Edmodo in their learning process should make preparation in several factors, such as the availability of internet, tool to access Edmodo (laptop, smartphone, etc), tutorial for students to use Edmodo, lesson type (pdf, ppt, audio, or video).

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