

**THE INFLUENCE OF USING EDMODO TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE
TEXT AT THE FIRST SEMESTER OF TENTH
GRADE OF MAN 1 BANDAR LAMPUNG
IN ACADEMIC YEAR
2021/2022**

A Thesis

Submitted as a Partial Fulfillment the Requirements for S-1 Degree

By

EARSY ALMA AZKHIA

NPM. 1711040044

Study Program: English Education



**TARBIYAH AND TEACHING TRAINING
FACULTY RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2021/2022**

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Advisor : Meisuri, M.Pd

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FACULTY RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2021/2022**

ABSTRACT

THE INFLUENCE OF USING EDMODO TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF TENTH GRADE OF MAN 1 BANDAR LAMPUNG IN ACADEMIC YEAR 2021/2022

By
Earsy Alma Azkhia

Edmodo is an online educational platform that connected using a web browser or a smartphone app also enables texts, photos, audio files, and videos will be assigned to students and teachers to discuss in a protected virtual environment. When a teacher establishes an Edmodo group for his or her students, students will be given a group code to use. Edmodo used in this research to know the influence in teaching writing skill. Edmodo is an effective tool for learning because it can help the students to improve their learning through an active participation in online discussion and task.

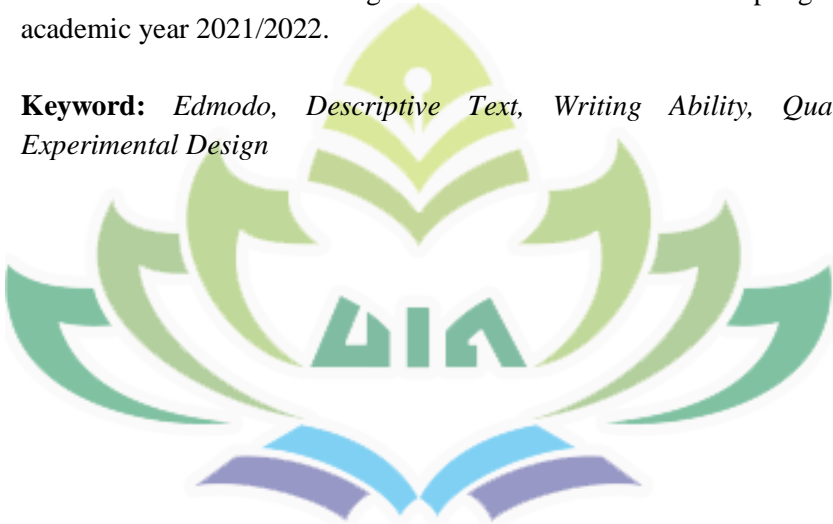
The aim of this research is to know the influence of learning writing in descriptive text. The researcher found some difficulties in students' writing. The researcher conclude that there are some reasons why the students unable to write properly. First, lack of vocabulary, because they do not want to read more the dictionary or other media to improve their vocabulary for writing. Second, they have difficulty to finding ideas, because when writing it requires interesting ideas. Third, the media that used by the teacher cannot increase students motivation in learning process.

This research was conducted by using quasi experimental design and used scientific approach as the method. The population of this research was the first grade students of MAN 1 Bandar Lampung in academic year 2021/2022. There are two classes as the sample of this research that were selected by using cluster random sampling technique, they were X MIA 1 as the experimental class and X MIA 5 as the control class. The research was conducted to 36 students in

experimental class and 35 students in control class. The instrument that was used to collect the data is the first semester of tenth grade in this research is writing test. The test were pre-test and post-test. Edmodo is an excellent tool for teaching writing, as seen by the improvement in students' scores from pre-test to post-test. After collecting the data, the researcher analyzed the data by using SPSS.

The result of this research showed that the significant (2-tailed) findings from the hypothetical tests is 0.000, which is less than 0.05. As a result, H_0 is rejected and H_a is approved. According to the calculations, it can be concluded there is a significant influence of using edmodo towards students' writing ability in descriptive text at the first semester of tenth grade of MAN 1 Bandar Lampung in academic year 2021/2022.

Keyword: *Edmodo, Descriptive Text, Writing Ability, Quasi Experimental Design*



DECLARATION

I hereby state that this thesis entitled “The Influence of Using Edmodo Towards Student’s Writing Ability in Descriptive Text at the First Semester of Tenth Grade of MAN 1 Bandar Lampung in Academic Year 2021/2022 is my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in this thesis.

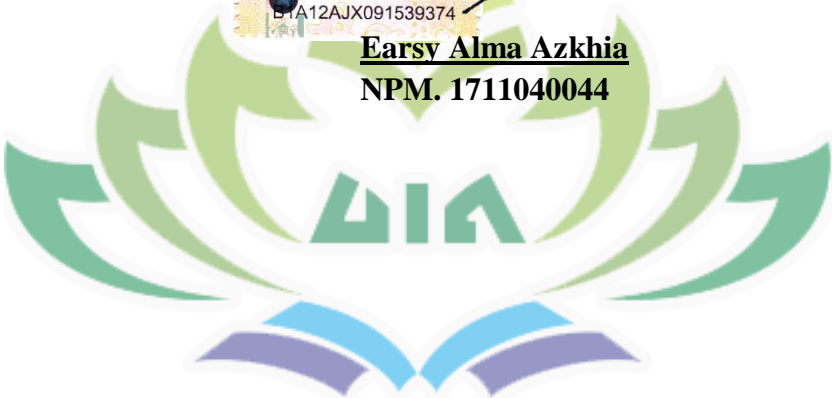
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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

Artinya: “Sesungguhnya Allah tidak merubah keadaan sesuatu kaum sehingga mereka merubah keadaan yang ada pada diri mereka sendiri.” (Ar-Ra’d:11)

“Indeed, Allah will not change the condition of a people until they change what is in themselves.”



DEDICATION

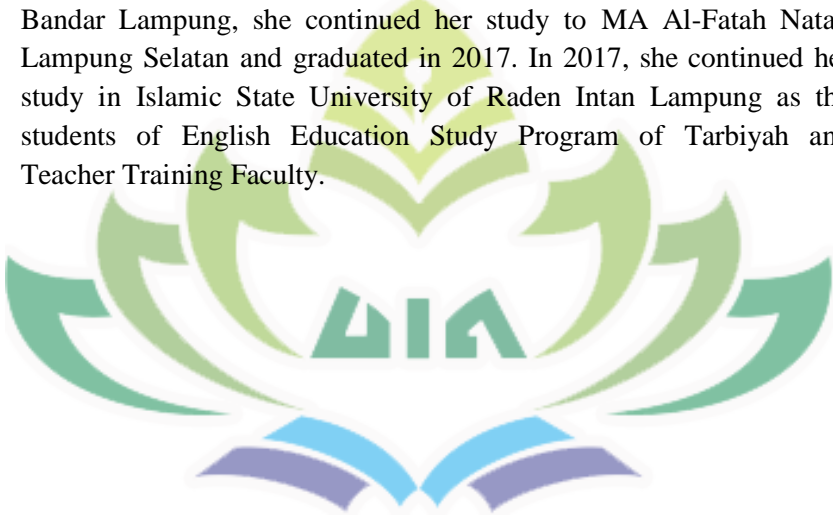
This thesis is dedicated to:

1. My beloved parents, Mr. Ali Ghonny and Mrs. Badariyah Arsyad who gave me life, always pray for my success, advised me, financed me, adore me so much, strength, motivate, and support me till the end of their life. Hope you always proud with everything I do.
2. My beloved sisters and brothers, Eryani Urisabella, Shinta Agustini, Mardaleni, Ulyani, Aprizal Dwi Putra and Berly Tri Bowo who always give their love, support, and finance me.
3. My twins, Early Alma Zafira who always stand by my side, protect and support me.
4. My big family who always support me.
5. My beloved partner, Ahmad Muhajir. I am very grateful to have someone who always support me. You are a good listener for every problem I faced, especially when I had revise this thesis and restart over and over again. Your opinion and suggestion never cease to surprise me and also allow me to see my problem from a different side. thank you for all your time, help, and contribution in completing this thesis.
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7. My beloved friends of 6A6 PBI A Class 2017.
8. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Earsy Alma Azkhia. She was born in Tanjung Karang, on November 19th, 1998. She is the last child of eight children of Mr. Ali Ghonny (Alm) and Mrs. Badariah Arsyad (Almh). She has 4 sisters named Eryani Urisabella, Shinta Agustini, Mardaleni, and Ulyani. She has 2 brothers named Aprizal Dwi Putra and Berly Tri Bowo. She has twins named Early Alma Zafira.

She began her study at kindergarten of TK Shandy Putra (Telkom) in 2005. Then, she continued at elementary school of SD Negeri 1 Tanjung Agung in 2006. Then, she continued her study at SMP Negeri 5 Bandar Lampung in 2012. After graduating from SMP Negeri 5 Bandar Lampung, she continued her study to MA Al-Fatah Natar, Lampung Selatan and graduated in 2017. In 2017, she continued her study in Islamic State University of Raden Intan Lampung as the students of English Education Study Program of Tarbiyah and Teacher Training Faculty.



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Praise be to Allah SWT. the most gracious and the most merciful, who has given blessing me with His mercy and guidance to finish this thesis. The peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Edmodo Towards Students’ Writing Ability in Descriptive Text at the First Semester of Tenth Grade of MAN 1 Bandar Lampung in Academic Year 2021/2022” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Islamic State University Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thanks to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her personnel who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
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Finally, it must be acknowledged that no one is perfect, and the researcher is fully aware that this thesis still has numerous flaws. As a result, the researcher gratefully accepts reader criticism and suggestions in order to improve the quality of this thesis. Furthermore, the researcher anticipates that the thesis will be beneficial to both the writer and the reader, particularly those in the English teaching profession.



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CHAPTER I

INTRODUCTION

A. Background of the Problem

1. Concept of Writing

White stated Writing is a practice of expressing ideas, details, understanding, or information to share and learn.¹ Learning to write as a language skill is challenging. People can explain what they want or feel by writing which is difficult to express in vocal conversation.

According to Tarigan, writing is a process that provides or attracts visual elements that form a human-readable language, allowing specific people to interpret the graphic symbols that are shown.² Writing may be a complex process, including the ability to build a text in order to specific one's thoughts successfully. In some cases, it is difficult for the students to create their thoughts into words, sentences, sections, and composition in form of writing.

As mentioned by Harmer, writing is a process to make a language in order to demonstrate or convey someone's mind, opinion, or argument.³ When someone wants to express his/her mind they can write it. This is more difficult than speaking directly, because the writer should arrange the desired words before writing.

Therefore, one of the complicated skills to be dominated in English language is writing. Someone who wants to write needs time to process their thought before writing. Process of designing thoughts, considering about what to do for conveying them, and structuring into explanations and sentences. When the reason is used to indirectly share anything with other people,

¹ Fred D. White, *The Writer Art*, California: Wadsworth Publishing Company, 1986, p.10

² Guntur H. Tarigan, *Menulis sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa, 1994, p.3

³ Mervat Abd Elfatah Ali Said Ahmed, *The Effect of Twitter on Developing Writing Skill in English as a Foreign Language* (Qassim University, 2015), p. 31

the student makes an attempt to articulate his or her thoughts through language in writing.

The researcher have conducted pre-research questioner with some of tenth grade students, the researcher conclude that there are some reasons why the students unable to write properly. First, lack of vocabulary, because they do not want to read more the dictionary or other media to improve their vocabulary for writing. Second, they have difficulty to finding ideas, because when writing it requires interesting ideas. Third, the media that used by the teacher cannot increase students motivation in learning process.

The researcher also conducted pre-research with teacher in English subject of MAN 1 Bandar Lampung named Sisca Novalia, S, Pd. The result interview in teacher opinion is 50% from 100% in students writing, because their vocabulary and grammar still low. The researcher also inquired about the students' score to the teacher. The scores were taken by the teacher in daily activities. Many students did not achieve the required minimum score of 75.

Table 1- The Data of Students' Score at the First Semester of X MIA 1-MIA 7 of MAN 1 Bandar Lampung in Academic Year 2021/2022

No.	Student's Score	Number of Students	Percentage
1.	≥ 75	110	44.53%
2.	< 75	137	55.47%
Total		247	100%

Source: The Students' Score of MAN 1 Bandar Lampung

It is noticeable from the table, out of 247 students from 7 classes of tenth grade. There are 110 students get score < 75 .

Then, 137 students get score ≥ 75 . Means, students who get scores under 75 are much more than students who get scores 75-100.

In this pandemic era, a large number of students who study and apply English as a foreign language using modern media not conventional media. In MAN 1 Bandar Lampung the teacher use WhatsApp group and E-Learning from Kemenag. Because, we should stay and study from home. This may block the students' comprehension but using recent media can also be the great way to inspire students to expand their abilities for the future. Therefore, the researcher will try to use the other media for learning process. The researcher will use edmodo as the media for teaching writing especially in making descriptive text. Edmodo is an online media that used by the teacher and students. Edmodo also is a powerful site and easier to use in online class.

Edmodo is a relatively new technology that is being used in language classes. O'Hara and Borg created a blended learning platform in 2008, which is now available at www.edmodo.com. It is built similarly to Facebook but is meant for educational reasons. Many educational institutions across the world utilize Edmodo because of its appealing features, user-friendliness, top teaching and learning sites, as well as a free and secure online environment, encourage renewal and creativity, literacy learning and communication capability.⁴ As a result, Edmodo's ability to support students' learning experiences is undeniable.

According to Gay and Sofyan, Edmodo is a collaborative online learning environment in which students are aided by others (teachers or peers) in acquiring knowledge or skills that they would not be able to master on their own. Teachers and students may use Edmodo to communicate notes, links, and documents. Teachers can also send announcements, events, and assignment to the students, as well as consider to send a

⁴Purnawarman, Susilawati, and Sundayana, The use of Edmodo in teaching writing in a blended learning setting, Indonesian Journal of Applied Linguistics, Vol. 5 No. 2, January 2016, p243

message through a timeline that is accessible to the whole public.⁵

Edmodo is regarded to be beneficial in the classroom for teaching writing. Edmodo's effectiveness in writing classrooms has been proved in several studies (Adas & Bakir, 2013; Gardner, 2013; Pop, 2013; Karyawati, 2014; Abadi, Ahmadi & Mehrdad, 2015). The findings of the study demonstrate that Edmodo can be integrated into writing in most cases.

In the previous research, Mulya Candrasari from States Institute for Islamic Studies (IAIN) Salatiga Stated that teaching writing by using edmodo websites Between the pre-test and the post-test, there is a considerable distinction. In conclusion, Edmodo Website has the potential to enhance students' writing skills. Another researcher, Lina Ermawanti of The State Islamic Institute of Surakarta, this media is simple to use for both teachers and students, and it is effective in performing and enhancing students' excitement and concern in the English teaching of writing skill.

The differences of this research with both previous researches from Mulya Candra and Lina Ermawanti are on the technique. In this study, the researcher employs a guided writing strategy and focuses on the writing process. It focuses on the writing process as well as the final outcome of students' writing.

In conclusion, the researcher chooses edmodo as the media that using by the students and teachers to get the effectiveness of communication, of course, many things will be obtained by each part. So that supervision of children can run according to our expectations, without reducing the rights of these children. In addition, with integrated supervision from the school, the researcher hopes that edmodo as a learning media can influence students' writing skill.

⁵ Gay, Erwin & Sofyan, Nurlaily, *The Effectiveness of Using Edmoso in Enhancing Students' Outcomes in Advance Writing Course of the Fifth Semester at FIP – UMMU*, Journal of English Education, 2017

B. Identification of the problem

According to the preceding background, there are various problems due when learning writing.

1. The students have no ability to write in a good structure, form, and grammar.
2. The students have difficulty in elaborating the theme or topic.
3. The teacher employed a media that did not help students become more motivated.

C. Limitation of the problem

Given the prior framework, the researcher emphasizes on the influence of using edmodo towards students' writing ability in descriptive text at the first semester of tenth grade of JMAN 1 Bandar Lampung in the academic year 2021/2022. The researcher will educate a person, a tourist destination, and a historical structure using the guided writing technique.

D. Formulation of the problem

Reffering to the prior explanation, the problem is formulated as specify: "Is there any significant influence of using edmodo towards students' writing ability in descriptive text at the first semester of tenth grade of MAN 1 Bandar Lampung in the academic year 2021/2022?"

E. Objective of the research

The main objective of this research is to see if there is anyinfluence of using edmodo towards students' writing ability in descriptive text at the first semester of tenth grade of MAN 1 Bandar Lampung in the academic year 2021/2022.

F. Significance of the research

1. Theoretically Contribution

The researcher anticipates that the findings of this study will assist in the process of teaching English regarding the impact of utilizing Edmodo on students' writing abilities in descriptive text by the researcher.

2. Practically Contribution

- a. For the teacher, the researcher anticipates that the teacher will gain data and insights to employ this media in the teaching and learning process of writing ability, particularly in teaching descriptive text.
- b. For the students, the researcher expects that the result of this study may increase the interest of the student to be more active in study English.
- c. For the school, the researcher anticipates that this study will provide encouragement to complete the learning process.

G. Scope of the Research

The scope of the research is as the follows:

1. Subject of the research :
The students in tenth grade at MAN 1 Bandar Lampung was the subject of the research.
2. Object of the Research :
The purpose of this research is to determine the impact of utilizing Edmodo on students' descriptive text writing abilities.
3. Place of the Research :
The research was carried out at MAN 1 Bandar Lampung..
4. Time of the Research :
The study was carried out during the first semester of the school year 2021/2022.

CHAPTER II

LITERATURE REVIEW

A. Frame of Theory

1. Definition of Writing

Writing is one of the most crucial abilities for educational performance, but it is also one of the most difficult skills to learn, some aspects should be discussed, such as students' lack of vocabulary, grammatical competency, and lack of motivation. Time allocation develops particular talents for learning writing, as mentioned by Tilema in Siswo Edi Wibowo, to make it simpler for pupils to explore their writing skills in the classroom.⁶

Realizing that writing is a process that may be impacted by genre constraints, these elements must be included in instructional methods.⁷

Writing is a creative process that involves the discovery of new ideas. Which indicates that writing is a process of adding cognitive factors such as the ability to use proper grammar or acceptable vocabulary, and psychological factors such as motivation.⁸

In conclusion, writing is one of significant skills to communicate thoughts, feeling or emotion through writing structure. The aim of writing is to give information from the written text to the reader and deliver the message and interact indirectly.

2. The Stages of Writing Process

The stages of writing process should involve at least four steps. Jeremy Harmer represents the steps into four ways. The steps are:

⁶Wibowo, Siswo Edi, *Edmodo: Improving Students' Writing Skill*, (Lentera: Jurnal Ilmiah Kependidikan; 2019), p.232

⁷Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education Limited, 2004), p.86

⁸Hastomo, Tommy, 2016, *The Effectiveness of edmodo to teach writing viewed from students' motivation vol 1, nomor 1*, p.581

a. Planning

Great writers are planning what they will write. They try to figure out what they're going to say before they start writing. This may necessitate making essential points for some writers.

b. Drafting

A draft is the initial version of a piece of writing. This initial draft of a document is typically completed with the anticipation of subsequent changes. As the writing process advances towards editing, a number of drafts may be generated on the way to the final edition.

c. Editing (reflecting and revising)

When authors finish a draft, they usually look it over to see what they've written and where it works and where it doesn't. Perhaps the material isn't in the right order, or the writing style is imprecise or confusing. For specific sentences, they may employ distinct tenses. Other readers (or editors) who remark and give suggestions might help you reflect and revise. Other readers' reactions to a piece of writing will aid the writer in making necessary modifications.

d. Final Draft

The final draft is the product of the writers' editing of the drafts. The authors create the final document after changing what has to be altered in the draft to make it the perfect one, and they may submit it.⁹

3. Aspect of Writing

The researchers identified the students' writing in this research. According to Heaton based on five aspects of writing:

- a. Content, the essences of text, the message conveyed.
- b. Organization, the format of the material (coherence).
- c. Vocabulary, the use of words that appropriate for the content.
- d. Language Use, the use of grammatical structure and syntactic forms.

⁹Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education Limited, 2004), p. 4

e. Mechanic, the traditional techniques for clarifying meaning.¹⁰

The researcher concludes that there are five parts of writing: content, organization, vocabulary, grammar, and mechanics. Writing assessment for students are using these five aspects.

4. Text

a. Concept of Text

Text is a part of a language whether it is spoken or written created for specific purpose.¹¹ It means, a paragraph of textual material that has route to supply what the writer means is referred to as text. A text is made up of words in a sentence to write or speak about it. English text can be classified into several types, including narrative text, procedural text, descriptive text, recount text, and so on. Each of text type have distinct purposes, structure text, and language feature that can be used in a text.

According to Anderson, there are two main categories of texts, they are literacy and factual as follows:

1) Literacy Texts

Its purpose is to pique someone's interest by appealing to their emotions and imagination. There are three types of stories in this category: narrative, poetic, and dramatic.

2) Factual Texts

It exposes, educates, or reassures the audience by conveying information or ideas to them. Factual texts include persuasive, recount, answer, interpretation, debate, knowledge study, exposition, and procedure.¹²

b. Genre of Text

Gerot and Wignell classified the genre of text into thirteen types as follows:

¹⁰Heaton, J. B., *Writing English Language Testing*. (New York: Longman), 1991, p. 135

¹¹ Dr. Hanafi M. Pd, *English Text : Developing English Material*, (Jawa Timur, CV Pustaka Abadi, 2019), p.1

¹² Mark Anderson, Kathy Anderson, *Text type in English*, (Australia: Macmillan Education Australia PTY. LTD, 1997), p.1

1) Recount

Recount is a type of text that retells a story for the purpose of informing or entertaining the reader.

2) Report

Report is a text that describes how things are in our environment with reference to a variety of natural, man-made, and social phenomena.

3) Narrative

Narrative is a text that is used to entertain, amuse, and deal with actual or vicarious experience in various ways.

4) Analytical Exposition

Analytical exposition is a text that attempts to persuade the reader or listener that something in the case is correct.

5) News Item

News item is a text that informs readers, listeners, or viewers about current events that are deemed newsworthy or important.

6) Anecdote

Anecdote is a text that tells the story of an unusual or amusing incident.

7) Spoof

Spoof is a text to retell an event with a humorous twist.

8) Procedure

Procedure is text that describes how something is done through a series of actions or steps.

9) Description

Description text is a text to describe a particular person, place, or thing.

10) Hortatory Exposition

Hortatory exposition text is one that is written to persuade the reader or listener that something should or should not be the case.

11) Reviews

Reviews is a text to critique an art work or event for a public audience.

12) Explanation

Explanation text is the text that explains the processes involved in the formation or operation of natural or sociocultural phenomena is known as an explanation text.

13) Discussion

Discussion text is a text to present (at least) two points of view about an issue.¹³

5. Descriptive Text

a. Definition of Descriptive Text

1. Definition of Descriptive Text

A descriptive text describes something or someone appearance or feelings. It creates an idea, feeling, or opinion about something or someone, especially one formed from conscious thought.¹⁴ It suggests that the goal of descriptive writing is to provide information about something and how something or someone appears. In descriptive text, the senses are described in terms of how something looks, tastes, smells, flavor, and sounds. An excellent description is a phrase picture; the reader can intellectually visualize the object, place, or person in his or her mind.¹⁵ Which means, by using imagination to tell about something or someone clearly in a paragraph is called descriptive text. In accordance with Zaida, Descriptive writing is produced to describe a certain person, place, or thing.¹⁶ It signifies that descriptive text is text that provides information about an object.

The researcher realizes that the arrangement of some descriptive paragraphs is referred to as descriptive text. It is preferable to provide a detailed description of an object

¹³ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994), p. 192-220

¹⁴ Keith S. Folse, April Muchmore-Vokoun, Elena Vestri Solomon, *Great Writing 2 Great Paragraphs*, 3rd Edition, (United States of America: Heinle Cengage Learning, 2010), p.135

¹⁵ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*. (New York: Pearson Education, 2007), p.61

¹⁶ Nur Zaida, *Practice Your English Competence*, (Jakarta: Penerbit Erlangga, 2009), p. 9.

in the form of accurate and concise details when describing it that bring the writing to life through the use of imagination. Like person, things, place, animal, fruit, etc.

2. Generic Structure of Descriptive Text

According to Masruri in Ade Dwi Jayanti there are two generic structure of descriptive text:

- a. Identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.
- b. Description is a part of paragraph which describes the character. So, the writer describes all information related to topic. Then, the ideas should be good organized. In this case, each of idea has relationship and organized. So, the reader can comprehend well what the English descriptive text is about.¹⁷

3. Example of Descriptive Text

a. Describing things

My Favorite Handphone

My phone is one of my most prized items. I have a smartphone that I purchased at the Bandung Electronic Center three years ago (BEC). It's a Xiaomi product. The smartphone is gold in hue. It is 5.5 inches long and thin. It is rectangular in shape. It has a glass screen and is built of metal. On the body, there is a camera, a fingerprint reader, and a speaker. My smartphone has a lot of features. I use it to send texts, shoot photos and videos, and browse the internet, among other things. I also use it to speak with those who live a long distance away. It is housed in a brown shell. The case is dirty as a result of my regular use.

¹⁷ Ade Dwi Jayanti, *Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang*, (ENGLISH FRANCA, Vol. 3, No. 1, 2019), p.78-79

b. Describing Place

My Predilection Café

A modest café down the street from where I live is my favorite place to unwind. This café is located on a little side street and should be visited as soon as possible. On either side of the foyer, there are three windows, each with a little table that wraps around the area. Despite the fact that it is a little room, it is pleasant and cozy. I usually take a seat near the front windows at a little table. I can see the artwork on the walls and the lovely green plants that hang from the ceiling from here. In my favorite café, I feel immensely pleased and serene with a strong cup of coffee and a good book.

*Source: Dorothy E Zemach, & Lisa A Rumisek, Academic Writing from paragraph to Essay.*¹⁸

c. Describing person

Maudy Ayunda

My favorite artist is Maudy Ayunda. She is both gorgeous and intelligent. Since the first time I saw her on television, she has made me fall in love with her. My first encounter with her is when she sells a beauty product in a television commercial. She has now appeared in films and become a singer. Her voice is also fantastic. I've been a fan of her music since the first time I heard it. Maudy is another actress that values her education. She holds a bachelor's degree from Stanford University. I'm hoping she'll release new movies and music soon.

4. Language Feature of Descriptive Text

Djuharie mentions the following language features that are often employed in descriptive text:

- a. The usage of specific nouns
- c. Using the simple present tense

¹⁸Dorothy E Zemach, & Lisa A Rumisek, *Academic Writing from paragraph to Essay*, Oxford: Macmillan Publisher, 2005), p.26

- c. Using an adjective to describe the condition of an object
- d. Employing a relational process, employing a word that may define the context participant, and indicating ownership
- e. Use of figurative language, such as simile or metaphor, as a comparison.¹⁹

6. Teaching Media

a. Definition of Media

Gerlach defines media as any person, item, or occurrence that creates conditions for the learner to gain information, abilities, and manner.²⁰

b. Classification of Media

Sunyoto distinguishes three types of media:

- 1) Visual media refers to media that students can see and touch, such as an image, photo, map, flashcard, or realia.
- 2) Audio media, such as radio and cassette recorders, contain recorder text to listen.
- 3) Audio visual media is media that can be seen, touched, and heard, such as television, film, and so on.²¹

According to Robert, instructional media is intended to assist teachers in making the lesson more clear and entertaining for students to follow. Instructional media is defined as the physical platform for students to receive the material. Thus, the concept of media encompasses both conventional methods of education (such as instructors, chalkboards, textbooks, and other print materials) and computers, CDROOMs, interactive video, and multimedia systems are examples of educational media.²²

English media for learning must move from the use of traditional media to today's media which can be actualized in

¹⁹ Otong Setiawan Djuharie, *Essay Writing*, (Bandung : Yrama Widya, 2009), p. 153.

²⁰ Gerlach, *Teaching and media, a systematic approach*(New Jersey:Prentice Hall,1980),p.241

²¹ Sunyoto, *English for Young Learner*(PT.Bumi Aksara: Jakarta,2007),p.102

²² Robert A Raiser, (USA:Library of Congress Catalog-in Publication Data,1996),p.68

the best way to encourage students to their capacity for their future.

From the explanation above, it can be conclude that media is a tool for delivering material in the classroom that divisible into three types, there are visual media, audio media and audio visual media. To make the students attractive to respond the lesson and also to improve their interesting in study English. English learning media must switch to today's media. Therefore, the researcher chooses edmodo that classify to audio visual media, if something happens that does not allow the learning process can be helped by online media.

7. Concept of Edmodo

a. Definition of Edmodo

Based on Prasad & Prasa that edmodo is an online websites for free that enables individuals to join and engage with one another, especially when learning.²³ Edmodo is one of websites which used for learning that connect to others.

Edmodo is an online educational platform that enables texts, photos, audio files, and videos will be assigned to students and instructors to discuss in a protected virtual environment. As a result, Edmodo is being connected using a web browser or a smartphone app (iOS and Android). Teachers might use Edmodo to build communities or classrooms for specific student groupings. When a teacher establishes an Edmodo group for his or her students, students will be given a group code to use.²⁴ This online learning enables to share anything safely.

Based on Contee in Evenddy, teacher can access a range of amazing menus of edmodo that help them for running a

²³ Prasad, E. N. A. G. A. N. D. U. L. A., & Prasad, R. *Social media in teaching and learning. International Journal of Computer Science and Communication Engineering, (ICETIE), [Special issue]*, 2012, p. 10-13.

²⁴ Hourdequin, P, *Edmodo: A simple tool for blended learning. The Language Teacher*, 38(1), 2014, p. 34-45.

day smoothly.²⁵Because, edmodo has many features that easily to operate.

In conclusion, by this system will foster positive atmosphere among students and teachers to support the teaching and learning process both inside or outside the classroom.

b. Main Features of Edmodo

Edmodo's basic characteristics are as follows:

1. First Page of Edmodo Picture

Each user must sign up for the first time. The user can select between being a teacher or a pupil, when you open the edmodo URL (www.edmodo.com) in your browser, this page will arise.

2. Home Page of Edmodo Picture

There are several options available to aid in the teaching and learning process:

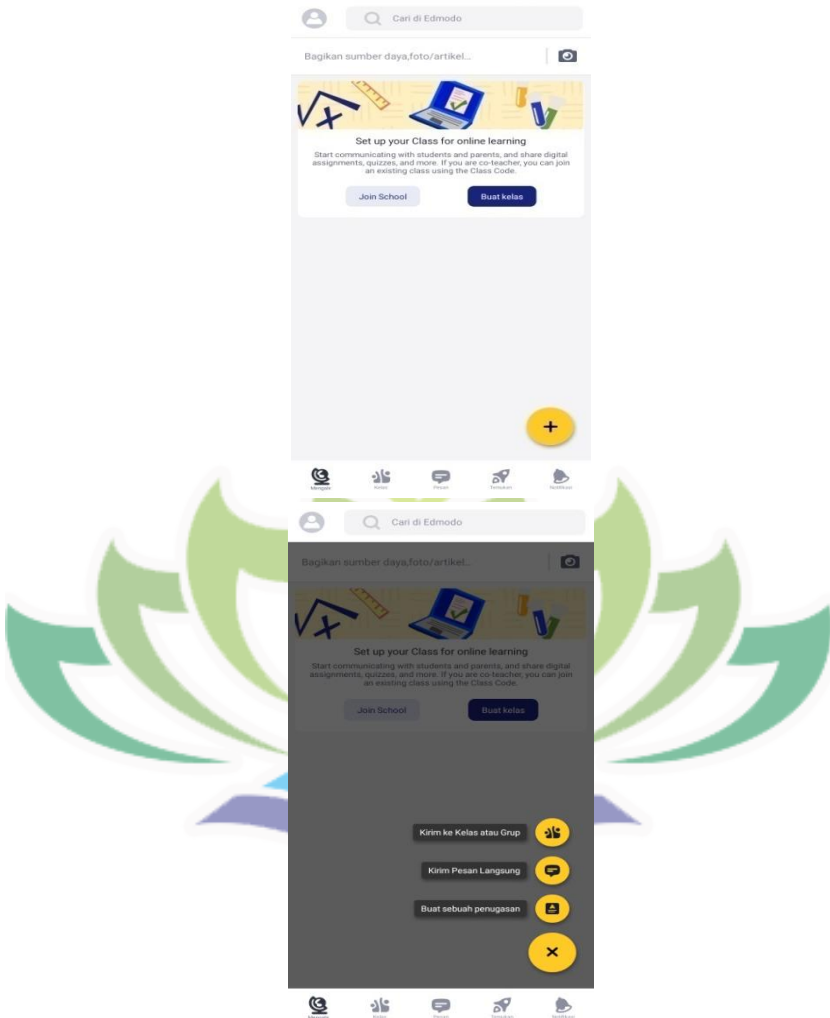
- 1) Home, whenever a member signs into their Edmodo account, the home bar, commonly known as the wall or verandawill show off. The user may select various things and view their notifications.
- 2) Progress, progress is used to see learners' completion of the lesson, and it is based on class assignments.
- 3) Library, a library may be a useful equipment. Each file (article, gallery, video, website link, etc.) published to Edmodo ends up in the Library. There is no limit to the number of files that can be added to the Library.
- 4) The keyword button is used to rapidly find out for posts, groups, people, applications, and other items.
- 5) Edmodo spotlight can be used to post the best teaching resources discovered, learning activities, learning materials, and much more via Edmodo's system.
- 6) Notifications are a valuable tool for quickly determining what awaits the user each time they

²⁵Evenddy, Sutrisno Sadji & Welliam Hamer, *EDMODO AS A MEDIA TO TEACH VOCABULARY*, The Journal of English Language Studies, Vol. 01, No. 01, March 2016, p.27

connect into Edmodo. It will inform you of any new direct messages, responses, assignments that have been handed in, or alarms. To view the information, people just click on it.

- 7) Account, this bar provides Invitation, setting, profiles, help, and logout.
- 8) The calendar may be used as a planner or a calendar. Every assignment that is placed on Edmodo is instantly added to the Group's calendar as well as the calendars of all of the students in that Group.
- 9) Groups are essentially classrooms that students may join. It's simple to start a group, and it's even simpler for students to join one.
- 10) Communities, through edmodo, users will be able to connect with other instructors from all around the world. Users will be able to exchange ideas, assist other instructors, and participate in relevant discussions with other experts in their industry as a result of this. The Support Community is instantly added to the user. If a user has a question about edmodo, they may submit it here, and someone from edmodo will react (typically within a day) to assist them
- 11) The Basics of Posting, let's looking at some of the fundamental features that Edmodo has to offer now that user groups have been setup. The majority are self-evident and clear, and virtually all are intended to improve communication and make the classroom a better environment.
 - a) Posting Notes, the major element that makes Edmodo wonderful is the ability to post notes. Teachers and students will be able to simply submit and react to other students' posts in real time. It's simple to accomplish and quite beneficial.

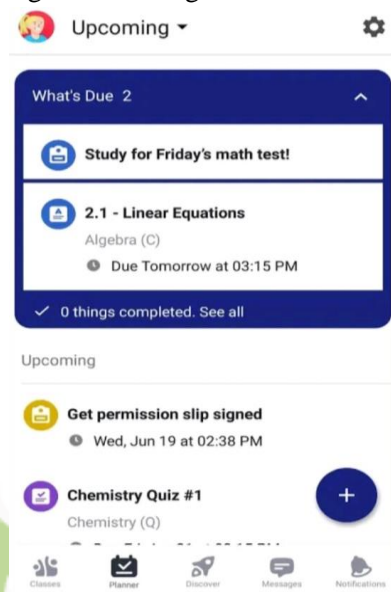
Figure 1- Posting Notes in Edmodo



Source: Screenshot of teacher features

- b) Posting Alerts, alerts are used to communicate critical information to individuals or groups. It is done in the same way, but in a bigger font and in bold. It will also appear in Notifications.

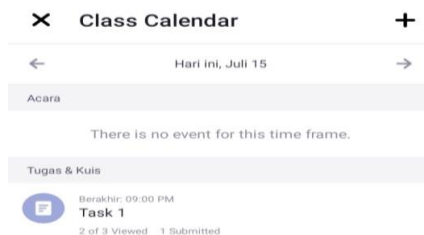
Figure 2-Posting Alert in Edmodo



Source: Playstore

- c) Creating an Assignment, like writing a Note, Alert, or Poll, is a simple process. What's amazing about making an assignment in Edmodo is that users may attach almost any sort of file to the assignment. They can add as many files to an assignment as they wish, but they must do it separately. In other words, the user cannot choose 10 files and upload them all at once.

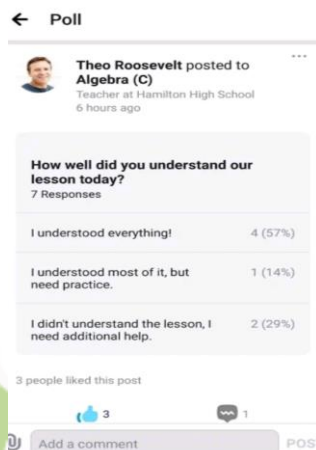
Figure 3-Creating an assignment in Edmodo



Source: Screenshot of teacher features

- d) Posting Polls, polls are a fun way to find out what others are thinking. The user may design multiple-choice questions, and the members of the group can vote on them.

Figure 4-Posting poll in Edmodo



Source: Playstore

- e) Creating a Quiz, edmodo allows you to develop and administer online quizzes. When a user creates a quiz, it is kept and can be given again at a later time, just like an assignment.

- 12) Menus Addition, edmodo also has menu addition, there are store, manage apps and apps launcher.²⁶

The researcher concludes that the features used for teaching and learning process especially writing are *the basic posting* which consist of five menus. First, posting notes is used for communication between students and teacher to post and respond. Second, posting alert is used to inform the students, because this feature will show large and bold font. Then, the

²⁶ Candrasari,Mulya, THE USE OF EDMODO WEBSITE TO IMPROVE STUDENTS WRITING SKILL (Classroom Action Research of the tenth grade students of SMKN 1 Wonorego in academic 2015/2016),IAIN Salatiga,2015

notification will appear. Third, creating an assignment is used for writing notes, notification, or poll that makes creating an assignment very easy. The teacher can post any files. But, it should post one by one. Then, the students can easily do the assignment. Fourth, posting poll is used for voting. The teacher can create some questions with multiple choices and the students vote on it. The last, creating a quiz is used for giving an online quiz for the students.

8. Teaching Writing in Edmodo

Edmodo is a simple and safe learning platform, that allows educators to build and maintain an online classroom, and allows teachers and other students to connect to them any time, wherever they are. Using Edmodo purely as an instructional tool is inefficient. Teachers should complete Edmodo with the right methodology to make Edmodo work properly.

Current research has shown that using Edmodo to teach writing is more effective than using conventional media. Shams-abadi et al., investigated the impact of Edmodo on the writing success of EFL students. The findings revealed that using Edmodo in writing was more effective in improving EFL learners' writing success while they participated.²⁷

Particularly, research that focused on the use of Edmodo to teach writing demonstrated that this learning tool is an influential way for improving students' writing. However, such reports lacked specific detail on the genre in which Edmodo was used. As a result, the goal of this study is to provide a more focused outcome: the impact of Edmodo in teaching writing, particularly descriptive language.²⁸

²⁷AbadiShams, B. B., Ahmadi, S. D., & Mehrdad, A. G., *The effect of Edmodo on EFL learners' writing performance*. International Journal of Educational Investigations, 2(2), 2015, p. 88-97

²⁸Fauzi, A, *The Effect of Edmodo on Students' Writing Skill in Recount Text*, International Journal of Pedagogy and Teacher Education (IJPTE), Vol.1 Issue 2, 2017, p. 75

a. Procedure of Guided Writing

The researcher will employ the guided writing technique in this research. According to Dunigan, there are five different types of guided writing procedures:

1. Planning: based on the teacher's topic, the students should identify, gather information, and arrange their thoughts.
2. Packaging: the teacher leads the students in a write-along while they complete their first draft according to the plan. At this point, the teacher should not judge or evaluate a written work.
3. Popping (revising the first draft): teachers and students individually consult on paragraphs using predefined rubrics to pick up thoughts and words.
4. Polishing: the students should revise their writing such as structure, sentence, and vocabulary to compose final draft.
5. Publishing: in this stage, the students publish their writing.²⁹

b. Procedure of Using Edmodo in Students Writing Activities

1. Planning: the teacher asks the students to join the class by using code, URL, or an email invitation. The teacher will guides them in writing as they follow the plan to write their first draft.
2. Packaging: the teacher asks the students to identify, collect the information and organize the ideas based on the topic that is given by the teacher in edmodo application.
3. Popping: the teacher asks the students to read the whole paragraph to crosscheck the outcomes of their first draft, to see if there are any mistakes or not in posting notes menu of edmodo.

²⁹ Jima Dunigan, *Classroom Authoring Guided Writing*. Teachers Created Resources, 2008, p.14.

4. Polishing: The teacher instructs the students to revise the incorrect paragraphs in comments column of posting notes.
5. Publishing: the teacher requests that the learners publish their writing in assignment menus on Edmodo.

As a result, Edmodo provides an active platform for teachers to influence their students' in a pleasant setting, you may practice your writing talents. Learners, on the other hand, have a larger selection of alternatives to assist them through the entire writing process. As they produce their texts, they receive numerous sorts of feedback, corrections, and recommendations, all of which are intended to help students improve their writing skills.

9. Advantage and Disadvantage of Edmodo

Steven states in Lina Ermawanti, to be a good teacher, you must pay attention to this in order for the learning process to operate properly. The following are edmodo's benefits and drawbacks:

a. Benefits:

- 1) Keeping the teaching and learning process self-contained in terms of time and location.
- 2) Make it easier for teachers to provide assessment activities to pupils.
- 3) Give parents the ability to monitor their children's learning activities and achievements.
- 4) Allows teachers to interact with students as well as among students on lessons or duties, making the class more interesting.
- 5) Make multidisciplinary group work easier.
- 6) Facilitate a collaborative virtual environment that promotes process-based learning.

b. Disadvantages:

- 1) The usage of language programs that are still in English, making it difficult for pupils who do not speak the language.

- 2) Because there is no offline version of Edmodo, the process requires an online connection.³⁰

10. Concept of WhatsApp

a. Definition of WhatsApp

WhatsApp is a smartphone instant messaging application that works across several platforms. This lets users to share and receive location, images, videos, audio, and text messages in real time to people and friends.³¹ Means, whatsapp can send anything to someone else for free.

According to Riyanto, WhatsApp may be used not just for socializing with friends, but also for studying and even learning a new language. He offers English as an example, claiming that students who don't understand english may learn English faster, better, and more enjoyable by joining a WhatsApp group with other students and teachers.³² Whatsapp can be a media for teaching and learning process. Therefore, learning English can be done through this media.

In conclusion, whatsapp is not a socialmedia or instan messenger for useless talk. This application can be use to learn English by joinning a group. The researcher will use this media for control class to connect the students due to this pandemic era.

b. Teaching Writing in WhatsApp

In teaching writing through whatsapp, the teacher can invite students to write commenta on the subject of discussions or more complex writing assignments. In the WhatsApp group conversation, students can also be invited to submit any replies made by the teacher that may assist them develop their writing abilities. The teacher can send a

³⁰ Ermawanti, Lina, *THE USE OF EDMODO IN TEACHING PROCESS OF WRITING SKILL AT THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 KLATEN ACADEMIC YEAR 2016/2017*, Surakarta, 2017.

³¹ Kamboj, Tanjum, and Manoj Dayal, *Usage of Instant Messaging Applications: on Smartphones among Youth: A study of Uses and Gratification of WhatsApp*, p.3 https://www.academia.edu/28203254/WhatsApp_Research_Paper_pdf

³² Riyanto, A." *English Language Learning Using WhatsApp Application*". AkhmadRianto, Love for All, Hatred for None. WordPress, the Splendid Theme, 2013

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