

Chapter One

Introduction

In this chapter, the researcher discusses background of the study, statement of the problem, delimitation of the study, research question, and the objective of the study. Significance of the study and the organization of the study are also discussed in this chapter.

Background of the Study

The role of technology has become one of the instrumental tools for learning. Technology use in classrooms holds great promise for students to experience the 21st century skills (Dede, Korte, Nelson, Valdez, & Ward, 2005). According to Silva (2009), 21st century skill is “an emphasis on what students can do with knowledge, rather than what unit of knowledge they have” (p. 630). It was mentioned in American School and University Magazine that the competences that included in 21st century skill are collaboration, knowledge construction, skilled communication, global awareness, self-regulation, real-world problem solving, and use of technology for learning (American School and University, 2013). For this reason, some schools or institutions take the benefits of technology development to embed the students with the 21st century skill.

Moreover, one of the technology advancements that support education field is Web 2.0. The existence of Web 2.0 takes a big role in promoting or maintaining education standards. O’Reilly (2005) defined Web 2.0 as web applications that provide “interactive information for user-centered design, sharing and collaboration on World Wide Web” (as cited in Flores, 2015, p. 110).

Web 2.0 allows users to collaboratively participate in many situations. Web 2.0 also helps educators to extend learning beyond classroom (Haygood, Garner, & Johnson, 2012).

The existence of Web 2.0 is also proven by the development of Learning Management System (LMS). Elis defined Learning Management System as a software or application that is used for administration, documentation or reporting of educational courses (as cited in Sejzi & Aris, 2013). Research by Pappas (2016) revealed the benefit of LMS in education is it provides an unlimited access to learning material. LMS that can be accessed everywhere is what makes it easier for students to access material. LMS is also found helpful for teacher to track students' improvements (Pappas, 2016).

One of the current trends of LMS that has been discussed is Edmodo. Edmodo is a learning platform that could be used by both student and teacher to communicate and collaborate beyond classrooms wall (Kongchan, 2013). Edmodo was recognized by American Association of School Librarians in 2011 as one of the top 25 websites that foster innovation, creativity, active participation, and collaboration in the category entitled "Social Networking and Communication" (American Library Association [ALA], 2011). Arroyo (2011) perceives Edmodo as an excellent tool to contract knowledge through social networking and collaboration providing a more secure learning platform for learners and educators. The existence of Edmodo in language learning field is in line with the fact that Edmodo has been used over 797 million people in the world (Edmodo, n.d). Edmodo is also embedded with various features such as quiz, notes, chatting room, badges and other features that Edmodo provides.

Additionally, a study that has been conducted in EFL context in Saudi Arabia showed positive result. Al-khatiri (2014) conducted a study at 4th grade Saudi Secondary School found that Edmodo has various advantages in language learning. A study that applied quasi-experimental design found that Edmodo is not only served as learning platform, but it is also served as a document repository. Al-khatiri (2014) argued that Edmodo allows students to access a relevant classroom material in 24/7 that hence it will make learning as a continuum process rather than a formal setting in classroom. This study also found that Edmodo facilitates student's development in English language skill (Al-kathiri, 2014). In the result of the study, he also mentioned the percentage of English development skill of the students after using Edmodo; he presented that Edmodo is helpful for acquiring a new vocabulary (100%), improving spelling and grammar (85%), and developing listening skill (76%) (Al-kathiri, 2014).

Another previous research in EFL context also was conducted by Balasubramanian, Jakumar, & Fukey (2014) in Malaysia. A research that is conducted found that Edmodo facilitates students to share the idea beyond classroom that hence it could help the students to foster knowledge (Balasubramanian et al., 2014). A research that implemented quantitative method also found that Edmodo helps the students to communicate easily (Balasubramanian, et al., 2014). In a word, the research that has been conducted in EFL context found Edmodo as advantageous learning platform. Thus, this research is conducted in order to investigate the use of Edmodo in a same focus; EFL context yet in different setting.

In contrast with the advantages that have been mentioned above, in the implementation of e-learning, some students might feel that learning through LMS or is less effective than a face-to-face learning process. This statement was supported by the study that was conducted in King Khalid University, Saudi. The study that used correlation as a design found that 55 % of students perceived that interaction in e-learning are ineffective compared to face-to-face interaction (Al Zumor, Al Refaail, Eddin, & Al-Rahman, 2013). This study also found that 52 % of students perceived that e-learning facilitate plagiarism and cheating. (Al Zumor et al., 2013).

Additionally, based on the preliminary observation that was held by the researcher in EED of UMY context, it was found that the problem on using LMS such as Edmodo is that the students do not have an opportunity to practice their speaking skill. The features that Edmodo provided could not promote direct communication since the interaction of students and teachers is happened only in written text. Hence, students have a limited opportunity to practice their speaking using target language in a real context. In the other word, Edmodo did not facilitate students to develop their speaking skill.

Identically, it does not only have a limited opportunity to practice, but a study that has been conducted in Philippine also revealed that students perceived Edmodo as time consuming and the instruction in Edmodo is hard to follow (Enriquez, 2014). Dealing with technical thing, Edmodo was perceived as inaccessible tool since it requires a very high speed of internet connection (Enriquez, 2014; Uzun, 2015; Al Zumor et al., 2013). Another problem that aroused when learning with Edmodo is that it requires a high level of computer

competency. Thus, those who have a low competency cannot engage with the process of learning in Edmodo due to the minimum use of communication tool (Uzun, 2015).

In conclusion, along with the fact that has been explained earlier, it is obvious that this study aims to investigate students experience on learning with Edmodo in an EFL classroom. By conducting this study, it is expected that it will give solutions or strategies to overcome the challenges mentioned above.

Statement of the Problem

According to America Association of School Librarians (2011), Edmodo is a top website that fosters innovation, creativity, active participation and collaboration (American Library Association [ALA], 2011). Cruz (2013) also stated that using Edmodo in classroom could increase student engagement (as cited in Manowong, 2011). Al-kathiri (2014) also added that one of the advantages in Edmodo is improves students' English development skill.

However, based on preliminary observation, the researcher found that the problem that aroused in EED of UMY context is that learning with Edmodo leads to lack of students' engagement due to incompatible devices. Incompatible device such as smart phone is served as serious problem for students (Punawarman, Susilawati, & Sundayana, 2016). The incompatible device used provides a limited access to the features of Edmodo. As a result, students could not participate actively in teaching and learning process using Edmodo.

Besides, low level of computer literacy is also one of the causes that limit students' engagement on learning activity in Edmodo. Since learning with Edmodo requires a good digital technology skill so that students who have a low

computer literacy or digital technology level will find it difficult to learn with Edmodo. In a word, it can be said that it is only students who have a good digital technology skills who can involve to every activity that teacher gave in Edmodo. In a contrary, students who have low level of digital technology will find that learning with Edmodo is hard. Similarly, a study conducted by Uzun (2015) showed that students who felt difficult to follow the procedure of Edmodo are caused by the low of computer competency level.

Another problem aroused on the use of Edmodo is the features of Edmodo do not facilitate students and teacher to do speaking activity. This is evidence that Edmodo has no feature such as video that supports speaking activity. Majid (2017) also stated that “Edmodo has no features of video conference, so that it cannot mediate teacher to deliver speaking” (Majid, 2017, p. 404). Thus, the statement of Al-kathiri (2015) about Edmodo improves English skill development is not proved and the student who loves to speak cannot practice speaking in Edmodo.

Additionally, due to the nature of Edmodo that requires internet connection, the students who do not have an access to internet connection are less interested with Edmodo. As a result, an activity that happened in Edmodo is not effective for some students. Obviously, based on the problems that have been stated above, it is essential to investigate the perception of the students towards the use of Edmodo in an EFL context.

Delimitations of the Problem

After reviewing the problems that aroused in EED of UMY, it is important to limit the study in order to control the main focus of this research. This study

only investigates how students perceive the features of Edmodo and the activities that have been done in Edmodo. Benefits of Edmodo and the challenges that students face when learning with Edmodo are also investigated in this study. Along with the background and the problem that have been stated, the participants of this study are students of English Education Department of UMY batch 2014 who have already taken Digital Technology in Education subject.

Research Question

Based on the problem identification that mentioned above, the research question of this study is formulated as below, “How do the EED of UMY students perceive the use of Edmodo in an EFL Classroom?”

Objectives of the Research

According to the background, and research questions that have been stated, this study seeks to explore English Education Department students’ perspective on the use of Edmodo in language classroom. It focuses on how students perceive the features of Edmodo on supporting them in learning and how student perceive the activities in Edmodo. This study does not only find out how the students perceive the features of Edmodo and and the activity that had been done in Edmodo, but also investigates the perception of the students on the benefits and challenges that they face on using Edmodo in an EFL classroom.

Significance of the Research

This study is expected to be beneficial for teachers, future researchers and stakeholders.

The researcher. The result of the study can inspires the researcher to find the strategy in overcoming the challenges when implementing teaching and

learning with Edmodo. This study also can be used by researcher as reference when conducting a related study with the same focus. Moreover, this study also can be used as a requirement to fulfill a requirement to be graduated from the English Education Department.

Students. This study also can be beneficial for the students especially for English Education Department Students. As a future teacher or lecturer, the English Education Department students can take the result of this study as a reference for them when implementing teaching by using Learning Management System. It is also expected that the result can motivates the students to maximize the use of technology in language learning to develop their skills.

Teachers. The result that this study found is hoped to inspire teacher to create an attractive teaching activity using Edmodo in language classroom, so that the student can perceived that e-learning is interesting. The result and the theory that are provided in this article are also expected to inspire teacher to maximize the implementation of Edmodo in language classroom. Additionally, the finding on the problems and the challenges of the students in this study can served as a reference for teachers to find a solution to minimize the challenge that students might face when using Edmodo.

University. This study is expected to motivate university stakeholders to take the advantage of both technology and internet as a compliment tool that can support teaching and learning activity. The result of this study also can be a reference for policy maker in university when making policy related to teaching and learning using technology.

Future researcher. The findings, theories and limitation of this research could be beneficial for future researcher to investigate another issue dealing with the use of technology in language classroom. Another benefit for other researcher is that they can conduct a similar study on e-learning or LMS using different methods, different setting, and different focus.

Organization of the Chapters

This research thesis contains five different chapters. The first chapter discusses the importance of investigating the perception of the students' towards Edmodo as a supplementary tool. Descriptions on the problems that arise when learning with Edmodo such as technical problem like internet connection, time consuming, ineffective are also provided in this chapter. However, in this context, the study will limit the problems only on activity when learning with Edmodo, the features of Edmodo, the benefits of Edmodo and the challenges when using Edmodo. For this reason, the question of the research was generalized as how students of EED of UMY perceive the use of Edmodo in an EFL classroom? Other things that will be discussed are objective of the study, significance of the study and the organizations of the study are also included in this chapter.

The second chapter is literature review. This chapter provides all the information and basic theory that cover a topic discussion of this study. To begin, this study provides brief explanation about the entire thing that related to Edmodo such as definition of Edmodo, feature of Edmodo, advantages of Edmodo and activity when using Edmodo in language classroom. Similarly, explanation about the use of Edmodo as a supplementary tool is also provided in this chapter as well as a description of related study on how students perceived Edmodo.

The third chapter of this research is methodology. This chapter gives a clear illustration on how this research will be conducted and how the data will be collected. To begin this chapter, researcher explains the reasons on choosing qualitative and descriptive qualitative as a method and a design for this research. Justifications on choosing EED of UMY as a place setting and students of EED of UMY batch 2014 as participant are added in this chapter. This chapter also consists of the process on how the researcher will choose and contact the participants. A process of how the data will be analyzed is also provided in this chapter.

Fourth chapter of this research is finding and discussion. This chapter provides all the findings that are found according to the data that have been gathered. This chapter also provides some discussion of every finding and related with another theory that shares the same idea. Moreover, in this study, this chapter will be divided into five different finding and discussion. First, it provides the description of the finding on how student of EED of UMY perceives features of Edmodo on assisting them to learn a language. Second, it provides the description and discussion of student perception towards the activities in Edmodo. Third, the researcher provides the findings on benefit of Edmodo and the discussion of related study. After that the finding and discussion on the challenges that student might face when learning with Edmodo is also provided in this chapter. At last, additional finding on how students of EED of UMY batch 2014 feel when learning with Edmodo is also added in this chapter.

Chapter Five of this research provides the conclusion and recommendation. In conclusion, all the summaries of every result of this research

are provided. The conclusion covers five summaries of the results of the study such as students' perception on the features of Edmodo, students' perception towards the activity in Edmodo, students' perception towards benefits of Edmodo and challenges that students might face when learning with Edmodo. At last, the chapter also provides summary about how students feel when learning with Edmodo. Additionally, to sum up and end this chapter, the researcher also put some recommendation to several parties that are related to this study.