

Chapter Two

Literature Review

This chapter provides a literature review that is related to the topic of the study. The information such as definition of Edmodo, features of Edmodo, and activity when using Edmodo would be explained clearly in this chapter.

Explanation about the advantages of Edmodo in language teaching and learning will also be provided as well as the challenge on using Edmodo in language teaching and learning. Additionally, this chapter also discusses about the use of Edmodo in language learning, Edmodo as a supplementary tool in an EFL classroom and previous study on students' perception towards Edmodo as a supplementary tool.

Edmodo

Edmodo is one of the Learning Management Strategy (LMS) that is popular around the world. Moreover, the information of Edmodo such as definition of Edmodo, features of Edmodo and activity in Edmodo are provided below. The benefits and challenge when using Edmodo are also discussed in this section.

Definition of Edmodo. The effect of technology has influenced all aspects in life, not to mention in education field. One of the examples on the influence of technology in education is the presence of Edmodo. Edmodo is a social learning platform that was developed by Nic Borg and Jeff O'hara in 2008 (Edmodo, n.d). Al-Kathiri (2014) defined Edmodo as “micro-blogging service that can be accessed at www.edmodo.com which provide a free and secure learning platform”

(p. 189). American Association of School Librarian defined Edmodo as one of 25 best websites that promote creativity, innovation, communication, participation and collaboration (ALA, 2011).

Moreover, Arroyo (2011) perceived Edmodo as a great communication tool that provided a safe and secure learning platform which could promote knowledge construction and collaboration. In a word, Edmodo could be defined as a communication tool or social media that was specifically intended for learning or educational purposes. Furthermore, the existence of Edmodo has widely known as Facebook for learning since Edmodo attracts both students and teachers with social features that resemble with Facebook such as posting, comment, and chat room (Abad Abad, 2016). To sum up the definition of Edmodo that has been stated above, it can be concluded that Edmodo is a platform that is similar to social media but it is used only for educational purposes especially to enhance communication, participation, and collaboration in teaching and learning process.

The features of Edmodo. The various features that Edmodo offered have successfully attracted teachers to use Edmodo as a tool to support teaching and learning process. The features of Edmodo can overcome the shyness and motivate the students to participate in classroom activity (Al-Kathiri, 2014). Additionally, Cruz (2013) argued that using Edmodo in classroom could enhance student engagement hence students could actively participate in every activity in classroom (as cited in Manowong, 2011). The importance of using Edmodo in classroom also mentioned by Mokhtar (2016), he stated that Edmodo could increase students' collaboration in classroom. Abad (2016) also stated that Edmodo helps teacher to conduct a virtual classroom that allows students to

access the material and learn autonomously. In a word, the features that Edmodo provided helps both teacher and students to collaborate beyond classroom wall.

Moreover, there are many features that are provided such as post, poll, quiz, assignment. As it was retrieved from the main website of Edmodo (www.edmodo.com) and other resources brief description on the features of Edmodo and its implementation in language teaching and learning is described as follows:

Group feature. One of the advanced features of Edmodo is group. Group feature helps teachers to make a private social environment between teacher and students. Group could be set up by teachers for club, collaborative project and as well as classes. A six-digit code will be generated for every group that has been created (Edmodo, n.d). Students only could join to a group that they are invited. While in a private small group, student could send something through a post feature, like a post, give a comment on a post, share a link, and also attach files.

Teacher library. Teacher library is a feature for teacher to put all the materials and files (video, document, picture, PDF and hyperlink) in a one place. Every file that is uploaded on Edmodo will be stored automatically in a Library (Cauley, 2012). Library helps teachers to put all files or digital learning material in one small place (Edmodo, n.d).

Student backpack. Serving as a small digital repository, student could also organize all the files, material or contents that they have shared in Edmodo Groups on Students Backpack. Students Backpack helps student to organize files in a folder. Abad Abad (2016) also added that “students can instantly access their files 24/7 through their cloud-based “Library” (p. 30).

Assignment feature. Another core feature of Edmodo is assignment. This feature helps teachers to manage the assignment effortlessly. Teacher could create the assignment and directly give comments or feedback to the students. The due date of the assignment is also could be set by teacher and those who do not submit the assignment on time could be tracked by this feature. Any files or links that teacher wish to attach could also be attached by using this feature.

Quiz feature. Not only creating assignment but teacher also could create a quiz on Edmodo through quizzes feature. This feature helps teachers to create a varied quiz include five different types of quizzes such as multiple choice, short answer, true or false, matching and fill in the blank. Time allocation on how long students should finish the quiz is also could be set by teacher. A quiz description and quiz preview are also supported by this feature. Overall, the most important feature that these features provide is that student will be automatically graded (except short answer) and all those grades will be compiled on Teachers' Edmodo grade book.

Badge feature. Even though Edmodo is a virtual learning platform, it is still possible for both teacher and students to get award on every achievement they made. Through this feature, students could get a badge from both teacher and publisher. Teacher could create a badge to give to students under the category that they wish to have. However, both teacher and students could also get a badge from publisher once they have a complete profile, and made lot of activity on Edmodo.

Planner feature. Planner helps teacher to manage the events and tasks. The tasks and the events that have been created could help students update of the upcoming events, assignment, or even school activity.

Post feature. Post feature is a basic yet important feature that Edmodo provided. Post feature is often used to share information, materials, and all the things that are related to the topic that is being discussed. Teacher could share the information, material, link and everything related to classroom activity through this feature. Teacher also has an access to manage who could be seeing the post that is shared. Any files or documents are also could be embedded through this feature.

Calendar feature. Edmodo helps teacher and students to manage their classroom activity. It is in line with calendar feature that is provided in Edmodo. Calendar features helps both students and teacher to see the important date such as assignment due date and post-test. All the due date in calendar will be post automatically to teachers' calendar (Evenddy & Hamer, 2016, p. 27).

Alert feature. Alert is a feature that is similar to note yet it has a different function. According to Cauley (2012), he argued that "Alerts are used to send important messages to people or groups" (p.6). He also argued that alert is similar to note but it will appear in bold and in larger font (Cauley, 2012). The alert that teacher has posted will appear in students' notifications.

Polling feature. When teacher and students are about to choose the date for the exam, polling features is the solution. Teacher can use this feature to know the students' choice or tendency over an issue or an idea. Teacher can create questions or choices and then students can vote on it (Cauley, 2012).

Grade book. It is a book that records all the grades that students get in every assignment. Students can access the grade that they receive in Edmodo assignment any time they wish (Evenddy & Hamer, 2016). Teacher can automatically access and print the students' grade since all the students score in Edmodo assignment will be automatically posted to teachers' grade book (Evenddy & Hamer, 2016).

Activities when using Edmodo in language classroom. According to Witherspoon (2011), he perceived Edmodo as a Learning Management System (LMS) which facilitate students and teacher to collaborate through an online classroom. As a simple illustration, through the post feature that Edmodo provided, both teacher and students can share, communicate or even discuss the material beyond the classroom. Here are provided some activities that could be done in Edmodo.

Store and share content. Conducting an online classroom does not hinder the idea of giving and sharing the important material to the students. In a contrary, in an online classroom, teacher was not only able to share material but teacher also share additional information related to the topic either in web-link format, audio or even a video. As it was said by Abad Abad (2016), he mentioned that "Teachers and students can store and share documents and files in a wide variety of formats in a cloud-based environment" (p. 30). In the other words, teacher cannot only share the printed material but teacher also can post anything such as link, audio, video and any information related to the topic. As well as teacher, students also can share or post comment or anything related to the topic.

Conduct and do the quiz. Besides posting the information on Edmodo, teacher also can conduct an interesting online quiz in Edmodo. The quiz feature that Edmodo provided helps teacher to conduct a various and interesting quiz. For instance, teacher can create a quiz in Edmodo based on the format that is wished such as jumble, multiple choices or any other format. Then, teacher can post it to the students.

Send and submit the assignment. Another thing that can be done in Edmodo is teacher can send or post an assignment and provide a room in Edmodo for students to upload or submit the assignment. Abad Abad (2016) mentioned that teacher can send the assignments and assessments and the assessment that have been submitted will also be automatically graded. By using assignment feature in Edmodo, teacher can set the time and the date for the deadline so that the students who submit the assignment late will be tracked.

Conduct and vote on polls. In order to make an online classroom become more interesting, teacher can conduct polls and let the students choose and vote on it. As an illustration, teacher can conduct a poll for students to choose the topic that they want to learn for next meeting. As a result, the leaning process would become more student-centered rather than teacher-centered.

Give and get feedback. Feedback is something that students should get from teachers in order to know what students should improve and what students should maintain in their process of learning. When conducting an online learning classroom, teacher still can give the students feedback on their works through the comment that Edmodo provided.

Give and get the grade. On conducting an online learning process, students still can get a score on their works from teacher. Moreover, teacher can also create the badge under the criteria that the teacher wish to have. Hence, not only the score that students might get in Edmodo, but the student also might get a badge on the attitude, behavior or any achievement that students made during the course.

Give and get the badge. Appreciating the students who showed some improvement in learning is important since it can motivate the students to do better. Moreover, Edmodo helps teacher to give such an appreciation to the students through the badges features. This feature helps teachers to appreciate students' works by giving the badge. The badge can be created and adjusted based on the need (Majid, 2017). For instance, teacher can give Early Bird badge for the students who submit the assignment in time (Majid, 2017).

Comment and discuss. The most activity that is done in Edmodo is commenting and discussing. Comment feature that is provided in Edmodo make it easier for students to comment and discuss on the current event or on the topic that is posted by teachers.

Edmodo in Language Teaching

The advantages of e-learning or web based instruction has been known by some schools or institutions. Thus schools or institutions take a benefit of web based instruction in order to make an effective learning process. Furthermore, on the implementation of web based instruction, there are many different ways to apply e-learning model into learning process. According to Berge, Collins, & Dougherty (2000), there are three different delivery models for Web based

instruction. The first model is using web based instruction instead of face to face instruction and it is often called as web based instruction model. The second model is using Web in mix mode with face to face instruction. This type of delivery is named as Web-enhanced course (Mix mode). The last is the use of Web as a supplementary for face to face instruction. The term that is used for the last model is Web-enhanced course (a supplement to face to face). The explanations of every model are stated below.

Web based instruction. The first model that is discussed is Web based instruction. According to Sener (2015), he defined a Web based instruction as an instruction in learning process in which all the activities are done online thus the other name of this mode is a full online course. In an online course or web based instruction, there is no face to face instruction since all the materials, feedback and the entire thing related to learning are conducted online (Sener, 2015). One of the advantages of web based instruction is it can be done anytime and the instruction on it is open (Berge, 2000). Moreover, in relation to the delivery mode and the tool that used as platform, in an online course, the tool or the platform is used as the main tool to conduct the course. In addition, in relation to the context of this study which discusses Edmodo, it can be said that in an online course, Edmodo is served as a major tool for learning.

The example on the implementation of Edmodo as a major tool is on Massive Open Online Course (MOOCs). According to Wikipedia (2012), MOOCs is an online course that stands for Massive Open Online Course that provides an open access for everyone. In the other word, it can be said that

MOOCs leads to a huge participation since it is an open class (as cited in Conole, 2013).

Web-enhanced course (Mix mode). Furthermore, another type of delivery model is a web-enhanced course (mixed mode). Web enhanced course (mixed mode) is the instruction that is used integrated with a traditional learning or face to face learning. This type of delivery model is also called as a blended course or hybrid (Afif, 2014). According to Bruner (2007) hybrid is a term that is used to describe a combination of traditional learning (face to face learning) and modern one (online course). In a word, web-enhanced course (Mix mode) learning is a mixed between classroom meetings and online course. Thus, in relation to the function of Edmodo in Web-enhanced (mix mode) model, it can be said that Edmodo is used as a semi-major tool.

Correspondingly, Valiathan (2002) stated that there are three different approaches on the implementation of web-enhanced course (Mix mode) learning; those are skill driven, attitude driven and competency driven learning (as cited in Afif, 2014). Skill driven learning is an approach in blended learning that focuses on the development of specific skills while attitude driven focus on achieving some attitude or behavior. Unlike attitude driven, the competency driven puts workplace competences as a main point of this approach (as cited in Afif, 2014).

Web-enhanced course (a supplement to face to face). The next model of web based delivery model is a web based that is used as supplement face to face learning. In this delivery model, a web based is used to support classroom activities (Berge et al., 2000). Sener (2015) used a term Web-enhanced course for an online course that only complements class session. By all means that in this

model, online course only plays a minor role in learning process since the major role of this model is classroom or face to face learning. Moreover, Schmidt (2002) defined web-enhanced course as “The combination of online activities with traditional classroom instruction is commonly referred to as web-enhancement” (p.2).

Furthermore, on the implementation of this delivery mode, this model also needs a platform such as Edmodo to support face to face learning. In relation to this context, Edmodo plays a minor rule in learning process that hence in this model, Edmodo also called as a supplementary tool. The use of Edmodo as supplementary tool was defined by Brady et al., (2010) as online platform that supports face to face learning. Manowong (2015) also stated that Edmodo is a supportive tool that creates an effective learning environment. According to Wheeler and Jarboe (2001), on the research that has been conducted, they found that students that attend both traditional class and online class fair better compare to those who attend entirely traditional class or entirely online class (as cited Schmidt, 2002).

Identically, on the implementation of Edmodo as a supplementary tool, the course design that might be included are providing links or websites to visit, providing online reading, providing classroom for face to face interaction, document distribution, and source information (Berge et al., 2000). Additionally, Pop (2013) added the activities that can be done in this delivery mode are sharing link, submitting assignment, sharing material and information.

The Use of Edmodo in EED of UMY Context

Edmodo has been used all over the world for the purpose of Education. Hart (2015) stated that Edmodo was ranked as one of the best learning tool all over the world. As it was retrieved from www.Edmodo.com, there are about 79 million users all over the world (Edmodo, n.d). Moreover, along with the existence of Edmodo in teaching and learning process not to mention in an EFL classroom, there are many various delivery models on the use of Edmodo in classroom. Those are web based instruction, web-enhanced course with mix mode and web-enhanced course as supplement to face-to-face learning (Berge et al., 2000). However, in context of EED of UMY, the delivery model that are used are Web-enhanced with mix mode and web-enhanced as supplement to face-to-face learning. The explanations of web-enhanced with mix mode and web-enhanced as supplement to face to face learning in EED of UMY context are provided below.

Web-enhanced with mix mode is one of delivery models that is implemented in EED of UMY context. According to Bruner (2007), web-enhanced course with mix method or known as blended learning or hybrid is a combination between online learning and face to face learning. In short, web-enhanced course is online learning activity that requires face to face interaction in as much as an online learning. Moreover, based on the preliminary observation that has been done by the researcher in EED of UMY context, the online activities that happened in this type of delivery mode are online discussion, online delivery content, online quizzes, online assessment and online reflections. Nevertheless, the face to face classroom is also conducted in this type of delivery and the activities in face to face classroom are content delivery, small group discussion,

quizzes and presentation. As an illustration, the subject that implements a web-enhanced course with mix mode delivery is Digital Technology in Education.

Likewise a web-enhanced course with a mix mode, an implementation of web-enhanced as supplementary to face to face learning is also happened in EED of UMY context. As its name, Sener (2015) argued that web-enhanced course as supplement to face to face learning is learning activity that only completes face to face learning. In the other word, the activities that happen online are not as much as it does in face-to-face learning. Moreover, based on the preliminary observation that has be done by researcher, the learning activities that happen online are submitting the assignment, sharing material, and sharing information related to the course. In contrast, the percentage of face to face learning is more dominating compare to online learning and the face to face activities that happen in EED of UMY context are small group discussion, group presentation, quizzes and assessment, warming up activity, and content delivery. Particularly, the subject that implements a web-enhanced course (as supplement to face to face learning) delivery mode is Material Design subject.

Advantages of Edmodo in Language Teaching and Learning

According to Hart (2015), Edmodo was nominated as the best learning tool in the world (as cited in Uzun, 2015). A great number of the user of Edmodo showed a significance reason behind their use on Edmodo. One of the reasons behind a massive use of Edmodo in education is its benefits. There are a great numbers of the advantages of Edmodo in teaching and learning process. Below are the list of the advantages of Edmodo in teaching and learning.

Enhance communication. One of benefits of Edmodo that is mostly discussed is that Edmodo enhance communications that happen between students and teacher. A study that has been conducted by Thongmak (2013) in Thailand found that Edmodo facilitates both students and teacher to have a direct communication. The features in Edmodo enables teacher to assign homework, give information, and update news, thus it can improve communication between students and teacher (Thongmak, 2013).

Enhance collaboration. Edmodo also promote collaboration between students and teacher. The flexibility of Edmodo that can be accessed anywhere and anytime makes it easier for students and teacher to collaborate. Colorado and Eberle (2010) argued that Edmodo provides such convenience, accessibility and flexibility. Moreover, Chandler & Redman (2013) argued that social learning platform underlines students' collaboration, learning and sharing (as cited in Mokhtar, 2016). Thus, it can be said that Edmodo is perceived as a simple tool that promote collaboration between student and teacher beyond their learning process in classroom.

Motivate students. Another advantage of using Edmodo in language teaching is that Edmodo is motivating. A research that has been conducted by Alshawi & Alhomoud (2016) found that collaboration and engagement that Edmodo facilitated can motivate the students to learn. A review on Edmodo as learning platform by Hourdequin (2014) also mentioned that the benefit of Edmodo as a learning platform is that Edmodo is motivating and it provides such access for both students and teacher to keep interact outside the class.

Reduce students' anxiety. It is not only motivating but Edmodo also helps students to overcome their anxiety in classroom. It is in line with the statement that Looi and Yusop (2011) said. They argued that Edmodo could help introverted student to lower their fear to interact with teacher asking a question and teacher can help them to reduce their doubt (Looi & Yusop, 2011). This statement is also supported by a finding of a study that has been conducted in Thai University. A research that investigated the perception of Thai University students' found that Edmodo helps students to reduce their discomfort to ask in front of other students and it also help teachers to create such motivating learning environment by providing a badges reward feature (Manowong, 2015).

Help teacher to manage classroom. Edmodo helps teacher to manage classroom easily. For instance, teacher can make a quiz easily by creating it in Edmodo. Similarly, Pop (2013) also specifically drew benefits of Edmodo for teacher such as helping teacher to detect the students who submit the assignment late. In the other word, Edmodo gives advantages to both students and teachers in learning process. A quiz feature could also help teachers to assess students' performance through attractive quizzes. Assessing students' soft skill and improving their motivation also could be done by teaching through giving the students award on every achievement they made through a badge giving feature. From the illustration above, it could be stated that every features that Edmodo offered could give an advantages to both teachers and students.

Help teacher to create an interesting learning environment. It is not only the benefits of Edmodo that encourage teacher to use it, the attractive features that Edmodo provided also has successfully catch both teachers and

students attention. According to Decker (2013), he mentioned that feature that Edmodo provided helps teachers to create such interesting learning environment such a creating small group discussion in Edmodo, sharing a video, and posting polls, sending files, adding due date or other events to students' schedule.

Develop students' reading skill. Edmodo also helps students to develop their language skill. One of the skills that can be developed is reading skill. A study that has been conducted by Al-kathiri (2014) in Saudi found that Edmodo can help students to enjoy their reading experience. Similarly, Looi & Yusop (2011) also argued that Edmodo can be a potential benefit to teach reading.

Develop students' writing skill. Learning with Edmodo also helps students to develop students' writing skill. The features in Edmodo such as note support students to develop their writing skills. An experimental study that has been conducted in Universidad de Cuenca by Bravo and Magrovejo (2016) found that students writing skills are improved after given some treatments using Edmodo as learning platform. The improvements of students in writing are shown in punctuation, grammar and sentence structure (Bravo & Magrovejo, 2016). Another study that is conducted in Universitas Muhammadiyah Maluku by Gay & Sofyan (2017) showed that the advancement of students' writing skills are improved after experiencing learning through Edmodo.

Develop students' listening skill. Edmodo also helps students to develop their listening skill. This statement was in line with the findings that Bravo & Magrovejo (2016) found in the study. A result of the study that has applied an experimental design showed some improvement on students' listening skill after they were exposed with online learning activity in Edmodo (Bravo & Magrovejo,

2016). This study also found that the students that experienced learning with Edmodo perform better compare to those who did not. It can be said that the experimental group outperform control group (Bravo & Magrovejo, 2016).

Develop students' cross cultural understanding. Edmodo helps the students to be connected to the students all over the world through joining communities. Moreover, by joining communities students can develops their cross cultural understanding (Majid, 2017). He also argued that students can post or share a picture or a link to a community to broaden their understanding about other cultures (Majid, 2017).

Challenges in Edmodo

Edmodo is not only considered as advantageous but it also has some limitation. There are numbers of research that has been investigating the limitations of Edmodo. The limitations of Edmodo are provided below.

Time consuming. Based on the research that is conducted by Ekmekci (2016) in a State University in Turkey revealed limitations of Edmodo. A research that applied survey design found that 25% of 62 students perceived Edmodo as time consuming, slow and confusing. Similarly, a study that has been conducted by Enriquez (2014) also found that Edmodo is time consuming. Edmodo is considered as time consuming for some students since it requires a competency to operate computer, hence those who cannot operate computer will find Edmodo as time consuming (Uzun, 2015). In addition, it can be said that Edmodo is time consuming (Ekmekci, 2016; Enriquezes, 2014; Uzun, 2015; Manowong, 2015; Sujadi, Kurniasih, & Subanti, 2016).

Difficulty on following the instruction. Another limitation of Edmodo is laid on the instruction. A study that is conducted by Enriquez (2014) also found that the instruction in Edmodo is hard to follow. Another research that has been conducted by Manowong (2015) also found that one of the drawbacks on the use of Edmodo from the students is difficulty on following the instruction in Edmodo. Thus, from the findings above, it can be concluded that one of limitations in Edmodo is the instruction is hard to follow.

Confusing. Additionally, a research that has been conducted by Punawarman, Susilawati, & Sundayana (2016) in Universitas Pendidikan Indonesia (UPI) found different challenges in their study. The first challenge that is found is that Edmodo is confusing. Based on the study that has been conducted, most participant of the study revealed that Edmodo is confusing for them (Punawarman et al., 2016).

Possibility of being distracted. Since Edmodo requires an internet connection, so there is possibility for student to open another websites that could distract their learning process. This statement was in line with the finding that is found by Mokhtar (2016). The finding of the study revealed that the limitation on the use of Edmodo in web-enhanced learning (Mix mode) learning is that the students cannot really focus to the activity in on line learning. Since an online learning requires the students to conduct their learning online, hence there is possibility of the students to get distracted from the real focus (Mokhtar, 2016).

Could not promote face-to-face interaction. In contrast with the benefits of Edmodo that could promote interaction between students and teacher; there is a limitation on the interaction that happened in Edmodo. A study that has been

conducted in Malaysia revealed that learning with Edmodo leads to a limited face-to-face interaction. Moreover, Rodriguez, Ooms, Montanes, & Yan (2005) claimed a face to face interaction as an essential factor in language learning (Enriquez, 2016). As a result; students do not have an opportunity to directly interact in face-to-face situation. For this reason, it can be said that learning Edmodo does not facilitates face-to-face interaction.

Incompatible devices. The benefits of Edmodo that is accessible could serve as a challenge for some students. Since the implementation of Edmodo requires a device, hence student who does not have a compatible device cannot access Edmodo. A study that has been conducted by Punawarman et al., (2016) found that incompatible smart phone becomes a serious problem for the student. The result of this study showed that student who access Edmodo using smart phone revealed that the access is limited since some features of Edmodo did not show up in smart phone (Punawarman et al., 2016).

Limited internet access. The implementation of Edmodo that requires an internet connection becomes a serious problem for students since not all students have an access to a speed internet connection. Research that has been conducted by Uzun (2015) found that students criticize Edmodo as time consuming and hard to follow the procedure. Those problems are caused by one problem that is internet connection (Uzun, 2015). A study conducted by Rahmawati (n.d) in a private university in Indonesia also found that internet connection is the technical problem faced by student in e-learning. Overall, it can be concluded that low internet connection served as a challenge of the students when using Edmodo (Uzun, 2015; Alzumor et al., 2013; Enriquez, 2016).

Previous Study on Students' Perception towards Edmodo as a Supplementary Tool

A number of studies that investigated the perception of the students towards Edmodo have been conducted by some researchers. A result of the study that is conducted by Ekmekci (2016) in Ondokuz Mayıs University, Turkey investigated students' perception towards Edmodo as assessment tool has found a positive result. The result of the study showed that students of Ondokus Mayıs University have a good perspective towards Edmodo. Students found that learning with Edmodo is a lot fun. They also believed that learn through Edmodo could decrease their anxiety and increase their motivation to learn a language. Similar to this, a study that has investigated students' preference towards the use of Edmodo as learning platform found that students have a good perception towards Edmodo. The students of a private university in Selangor, Malaysia agreed that Edmodo is helpful for submitting assignments and they also agreed that the badge feature that Edmodo provided motivated them to perform better (Balasubramanian, Jaykumar, & Fukey, 2014).

Moreover, a study that has been conducted in Centro Escular University, Philippine investigated the perception of the students on the effectiveness of Edmodo found that Edmodo could help students to improve their learning (Enriquez, 2014). This finding was also similar to what Al-kathiri (2014) found in his study. An experimental study that was aimed to know the attitude found that Edmodo is useful for acquiring English Vocabulary, improving spelling and grammar, developing listening skills and sharing with teachers and peers (Al-kathiri, 2014). Additionally the interesting features that Edmodo offered have

encouraged students to participate in learning process. Hence, students feel that learning through Edmodo could help them to learn and understand the material.

Correspondingly, a study that has been conducted in Thai University also found that the features that Edmodo provided motivates students to learn independently since they could get the authentic material and access it in unlimited period of time (Manowong, 2015). This study was in line with the finding that found in Malaysia and Saudi. The findings of the study that has been conducted in Malaysia and Saudi revealed that Edmodo is perceived as an online resource or digital library by the student for the students can access the material outside classroom (Balasubramanian et al., 2014; Al-kathiri, 2014). Hence, based on those result of the studies that have been conducted, it can be concluded that the positive perceptions of the students could prove the effectiveness of Edmodo as supplementary tool in classroom because of its features and benefits (Manowong, 2015).

Additionally, a qualitative research that has been conducted by Ruhunusa (2016) in Universitas Muhammadiyah Yogyakarta investigated the perception of the students towards the use of Edmodo that facilitate writing skills found positive finding. A study that has three different objectives: features, significance and challenge of Edmodo on writing skill context found that students agreed that some features of Edmodo help them to develop their writing skills (Ruhunusa, 2016). This study also found the significant of Edmodo on facilitating student writing skill are Edmodo improves student confident in writing well-structured text and Edmodo trained students to write academically (Ruhunusa, 2016).

However, this study aims to investigate the perception of the students towards the use of Edmodo in an EFL context. The objectives of this study include four different things; how student perceive the features of Edmodo in an EFL classroom, how students perceive the activities that have been done in Edmodo, and how students perceive the benefits of Edmodo and challenges that students face when learning with Edmodo. Unlike the other study that implied a quantitative research method, this research applied a qualitative approach in order to obtain a thick and rich explanation about how students perceive the use of Edmodo in an EFL classroom. Thus, the result of this study can provide a solution towards the issue aroused in the use of Edmodo in an EFL classroom.

Conceptual Framework

Edmodo has been used in educational institution for its benefits. Edmodo can be used in teaching and learning process either as a major tool, semi-major as its used in web-enhanced course with mix mode learning or as a supplementary tool as its used in web-enhanced classroom (as supplement to face-to-face). According to Arroyo (2012), he defined Edmodo as a tool that promotes student collaborations and knowledge construction. Edmodo gives benefits to a practice of teaching and learning process. According to Hourdequin (2014), she argued that the access that Edmodo has provided could motivate students to learn. Additionally, Bravo & Magrovejo (2016) found in their study that Edmodo helps the students to develop their writing and listening skills. However, several problems have been found on the implementation of Edmodo. A study that has been conducted by Punawarman et al., (2016) found that Edmodo is confusing for some students. Similarly, a study conducted by Mokhtar (2016) showed that

students might easily get distracted when learning with Edmodo. For this reason, it is important to know the perception of the students towards the use of Edmodo as supplementary tool.

There are several points served as the main focus of this study; those are features, activities, benefits and challenges in Edmodo. The first point that will be investigated in this study is how the students perceive the features of Edmodo. Investigating the features of Edmodo is importance since it determines how Edmodo supports learning and teaching process. Secondly, this research will also investigate how students perceived the activities that have been done in Edmodo. Investigating how the students perceive the activities that happened in Edmodo will help teacher to consider the effectiveness of conducting online learning.

Another point that will be investigated in this study is the benefits of Edmodo from the perception of the students. The benefits of Edmodo served as a main point of investigation in this study since knowing how far Edmodo could helps or support teaching and learning activities. It is not only the benefits of Edmodo, the challenges that students might face will also be investigated in this study. By knowing the challenges that students face will give such description to the teacher so that teachers can anticipate the challenges before applying Edmodo in teaching and learning process.

Based on the references that are discussed above, it is obvious that this research is intended to investigate the perception of the students on the features of Edmodo, activities in Edmodo, benefits and challenges in Edmodo. The concept of this research is presented in a diagram below.

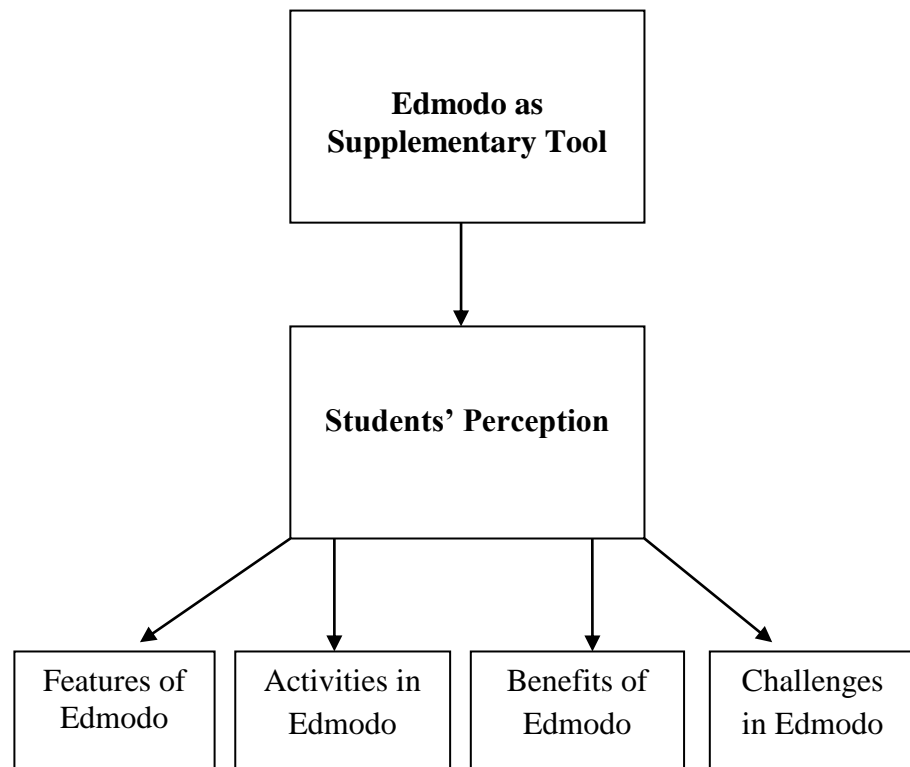


Figure 1. Conceptual Framework