

## **Chapter Four**

### **Finding and Discussion**

This chapter provides an explanation about finding and discussion. The findings that the researcher obtained are reported this chapter based on the research question and the objectives of this study. The first section discusses about the perception of the students towards the use of Edmodo in EFL classroom. The result on how the student perceived the features of Edmodo is reported in second section while the perception of the student towards the activity in Edmodo explained in the third section. The next subchapter reports and discusses about the findings on how do Edmodo could be beneficial for them and the last section reports and discuss about the challenges that the student face when learning with Edmodo. Moreover, a discussion on the findings and the theory of the experts is also provided in this chapter.

#### **Students' Perception towards the Use of Edmodo in EFL Classroom**

In this section, the result of the study is focused on the general finding in which the perception of the student towards the use of Edmodo in an EFL Classroom is presented. The study resulted that the students of EED of UMY batch 2014 have a positive perspective towards the use of Edmodo in an EFL Classroom although, for the first time the students perceived that learning with Edmodo is difficult. The findings on the perception of students towards the use of Edmodo in general are reported below.

#### **The students perceived that Edmodo was difficult for the first time.**

Based on the findings of this study, the researcher found that the students felt

difficult when learning with Edmodo. One of participants of this study; Mawar mentioned that “For the first time, I felt difficult learning with Edmodo because there are many features that I am not familiar” (Mawar). Similarly, the Kenanga also stated that “When the first time I use Edmodo, I can say that it is difficult because we used to learn face to face but now we have to learn Online” (Kenanga).

Regarding to the finding, the students felt that learning with Edmodo is difficult for the first time. The various features that have different functions made the students difficult to use and operate Edmodo in the beginning. However, after knowing the function of the features, the students found that learning in Edmodo is fun (Ekmekci, 2016). Thus, it can be concluded that the students misperceived Edmodo at the beginning since they have not familiar with Edmodo. To avoid such things, it is suggested that teachers should introduce the features of Edmodo along with the function before using it as teaching media. As a result, students would not feel difficult when learning with Edmodo.

**The students had a positive perspective towards the use of Edmodo in an EFL classroom.** This study also found that students have a good perception towards the use of Edmodo in an EFL classroom. Mawar, Dahlia and Anggrek mentioned that they felt enjoy when learning with Edmodo. As Mawar mentioned “On the other hand, it is helpful and I enjoyed using it (Mawar). Additionally, Dahlia answered “I enjoy it” (Dahlia) when being asked about the perception on the use of Edmodo in an EFL classroom. Anggrek also had the same answer, he stated “I think I enjoy it, because from a very beginning, I was introduced to Edmodo, so after I know what Edmodo is, I think I enjoy it because it is easy to

use compare to other applications like Schoology (Anggrek).” Hence, it can be said that three out of four participants enjoy the experience when using Edmodo.

Another positive perception of the students is the students felt happy and interested when learning with Edmodo. Based on the data that the researcher obtained, it showed that students feel happy and interested when using Edmodo. Kenanga said “but then after I tried, I feel happy (Kenanga). Meanwhile, the Dahlia mentioned she feel interested to learn with Edmodo “I mean, interested. There is something that makes student become interested (Dahlia)”.

The reasons behind these positive perspectives may be caused by features of Edmodo. The various features that Edmodo provided attract the students to learn with Edmodo. The feature that is similar with Facebook also successfully attracts both student and teacher to use it as social media for teaching (Abad Abad, 2016). Another reason behind the positive feeling could also lied on the activities since the features of Edmodo helps teacher to create interesting activities. Decker (2013) mentioned that features of Edmodo supports teacher to create interesting learning environment such as small group, discussion, posting, sending file and etc. Thus, it can be concluded that Edmodo attracted the student of EED of UMY batch 2014 to learn with Edmodo. As a result, students have a good perspective towards the use of Edmodo in an EFL classroom.

### **EED of UMY Students on Percieveing the Features of Edmodo**

The first objective of this study is to know how the EED of UMY students perceived the features of Edmodo. The result of this study showed that the students have a positive attitude towards the features of Edmodo. It is evidence that the statement of the students that said the features is varied, simple and easy to use.

Students also perceived that the features facilitate them in learning such as ease them to access material and do the quiz. This study also discovered that student perceived the features of Edmodo is similar to social media. The findings are provided below.

**The Students had positive attitude towards the features of Edmodo.**

**Based on the study conducted, the researcher found that students have positive attitude towards the features of Edmodo.** The students perceived the features of Edmodo are many and varied. Two out of four participants; Mawar and Anggrek argued that the features of Edmodo are many and varied. Mawar said that “the features of Edmodo are many and varied and that is what makes the student interested” (Mawar). Similar to that, Anggrek argued that the features in Edmodo are complete and varied. Based on the interview data, the fourth participant argued that “for me, the features in Edmodo are complete and varied.” (Anggrek).

Furthermore, this finding is in line with the finding that Manowong (2016) found. He found that Edmodo is considered as beneficial for it provides various features that helps student to learn (Manowong, 2016). As cited in [www.Edmodo.com](http://www.Edmodo.com) the various features that Edmodo provided are posting, badge, quiz, notification, comment, assignment submission, shared link, and polling. Every feature that is embedded in Edmodo has a different function. For instance, with posting feature, students can share video, material or even their idea. Identically, with quiz features, students will experience doing a quiz with different type of quiz such as multiple choices, fill in the blank, and jumble. Thus, it can be said that the diverse features of Edmodo allows students to do many activities. As

a result, students perceived that learning with Edmodo is interesting and this is in line with the statement of first participant of this study. Overall, it can be said that the students have a positive perception towards the features of Edmodo.

Different with first and fourth participant, second participant perceived the use of Edmodo as simple and easy to use. As it was mentioned that “I think it is simple and easy to use, especially for the student who uses it. Like for the example if we have the assignment we don’t need to come to campus to submit it but we can just upload the file (Dahlia)”. Anggrek also added that “Edmodo is easy to use compare to Schoology.” (Anggrek). Correspondingly, Pop (2013) found Edmodo as a platform that is user-friendly. The participant in Rahmawati (n.d) also stated that e-learning is simple and the feature is easy to use.

To sum up, this study encountered that students showed a positive attitude when being asked about how they perceive the features of Edmodo. It was found that the students perceived the features of Edmodo as many, varied and easy to use.

**The features of Edmodo were similar to social media.** Another finding that is found in this study is that the student perceived that Edmodo is similar to social media. Dahlia and Anggrek agreed that Edmodo has features that are similar to social media. Dahlia mentioned that “it is similar to social media like Facebook and Twitter, so if anything happen we can just put a comment or ask (Dahlia)”. Equally, Anggrek also argued that the features of Edmodo resemble the features of Facebook. He mentioned that “because may be Edmodo is similar to Facebook and we are all familiar with Facebook, so more or less we know how to use Edmodo (Anggrek).”

Furthermore, Abad Abad (2016) also defined Edmodo as a Facebook for learning because the features that is similar to Facebook attracts student and teacher. The reason why Edmodo is known as Facebook for learning is because Edmodo provided features such as posting feature, notification and group feature. By the features that are similar to Facebook, students discovered that learning with Edmodo is fun because it does not feel like learning.

**The features of Edmodo facilitated students to learn. Based on the data obtained, the researcher encountered Edmodo facilitates students to learn. According to participant of this study, it was found that the features of Edmodo help them to access material. It is also found that Edmodo helps doing the quiz as it does in learning process. All the findings are reported below.**

*The features of Edmodo eased the student to access material.* Based on the data obtained, the researcher found that the features of Edmodo ease the student to access material. Kenanga argued that “Yes, I think those features ease the students who does not learn at class (face to face), like for example online learning was assisted because everything is there. Like for example, we can open the material easily (Kenanga)”.

Additionally, a research that has been conducted by Balasubramanian et al (2014) also revealed that the students perceived Edmodo as a digital library since the student can access material easily. Correspondingly, a study conducted by Al-kathiri (2014) found that the students perceived Edmodo as online sources because they can access the material beyond classroom. Thus, it can be said that

the students of EED of UMY batch 2014 perceived the features of Edmodo could help them to access material.

*The features of Edmodo eased the student to do the quiz.* Another finding that the researcher found is that student perceived features of Edmodo ease them to do the quiz. Based on the interview data, it is clear that one out of four participants argued that the feature in Edmodo helps them to do the quiz. Mawar said that “I think the features of Edmodo eases the student especially when do the quiz because we do not need to re-write the entire question yet we can just answer all the questions directly.”(Mawar).

However, as cited in [www.Edmodo.com](http://www.Edmodo.com) , it was revealed that the quiz features helps the teacher to manage classroom since teacher can just make quiz on Edmodo (Edmodo, n.d). Furthermore, based on the interview data that has been conducted, the researcher found that the quiz feature is not only give benefit to teacher but it also gives benefit to student to finish the quiz for the student can answer to the question directly. Thereafter, based on the finding, it can be said that the features of Edmodo does not only help teacher but it also help the student when doing it.

*The features eased learning process.* The data of this research revealed that the features that Edmodo provided ease learning process. As Mawar mentioned:

“And then, it also has a lot of features that can ease our learning process For example speaking and writing activity in Edmodo. By that activity student know how to respond to something and then in listening

activity as well, we listen to an audio then we know what the audio is about (Mawar).”

This finding was in line with Pop (2013) on the study entitled *Edmodo e-portfolio in EFL* found that student has positive attitude towards the features of Edmodo especially on that task that is various and new, the site that is interactive, internet that is used in a creative way, platform that is user-friendly and the oral production that is possible to re-record or written that can be revised. Similarly, Bravo & Magrovejo (2016) also found that the students who learn with Edmodo are outperformed those who learn face to face in listening skill. Hence, based on those finding, it can be said that Edmodo helps student to learn such as listening.

### **Students' Perception towards the Activity in Edmodo**

Based on the finding, the research found there are many activities that have been done in Edmodo such as do the quiz; vote on polling, and discussion. Moreover, this research it was not only found the activity that have been done in Edmodo but it also found the perception of the student towards the activity in Edmodo such as interesting, fun, varied and not boring. The finding and discussion about the activity in Edmodo is discussed below.

**The activities that had been done in Edmodo.** On the objective of this study is to explore how students of EED of UMY perceived the activity in Edmodo, the researcher found the activities that the students did when learning with Edmodo. The findings on the activities in Edmodo are reported below.

*Listening activity.* According to the data the researcher obtained, it was clear that listening activity was one of the activities that have been done in Edmodo. This finding was in line with the statements that have been stated by

participants of this study. Three Mawar, Kenanga and Anggrek mentioned that they experienced doing listening activity in Edmodo. Mawar stated that “and we can also do listening because teacher usually attach the audio (Mawar)”.

Additionally, Kenanga revealed that the activity in Edmodo covers four skill, as it was mentioned that “it includes four skills, like for example listening, in listening we can listen the video that have been posted by lecturer (Kenanga)”. Similarly, Anggrek also mentioned that “the lecturer attached the URL of an audio and then the student listened to it (Anggrek).” Thus, it can be said that listening can be done in Edmodo.

Furthermore, similar to this finding, a research that has been conducted by Al-kathiri (2014) also found that Edmodo helps the student to learn new vocabulary, developing listening and improving spelling and grammar. Comparatively, Abad Abad (2016) also argued that the features that Edmodo provides facilitates teacher to share material in any kind of format. As an illustration, teacher can share a file whether in PDF, document, or audio file. The audio files that are uploaded in Edmodo can be used as a material for listening activity. Thus, learning with Edmodo does not limits teacher to conduct listening activity. Hence, it can be said that the features in Edmodo facilitates student to do listening activity.

*Writing activity.* Another activity that can be done in Edmodo is writing activity. Mawar mentioned that “and in Edmodo we can do writing activity as well because we an do writing activity there (Mawar)”. Similarly, a study that has been conducted in Universitas Muhammadiyah Yogyakarta by Ruhunusa (2016)

also found that Edmodo facilitates learning since some features of Edmodo helps them to develop their skill to write.

*Doing the quiz activity.* Based on the finding that has been found, it is obvious that the activity that has been done by the student in Edmodo is doing the quiz. Mawar, Dahlia and Anggrek stated that they experienced doing the quiz in Edmodo. Mawar said that “do quiz also was one the activity in Edmodo (Mawar)”. Similar to that, Dahlia also mentioned “the activity is just doing the quiz (Dahlia)” while Anggrek also supported that “do the quiz as well (Anggrek).”

Moreover, as cited in [www.edmodo.com](http://www.edmodo.com), the quiz feature that Edmodo provided helps teacher to create a varied quiz such as multiple choice, short answer, and fill in the blank. Hence, it also can be said the teacher in EED of UMY maximize the use of quiz feature in Edmodo and the students also experienced doing the quiz in Edmodo.

*Sharing material and information.* Based on the study that has been conducted, the researcher found that sharing material and information was the activity that the students experienced in Edmodo. Dahlia argued that “and the activities from lecturer are like submitting the assignment, being given material and download the file (Dahlia). She also added that “for example, I use Edmodo in academic presentation class and sometime lecturer give me the file and then give us information about what should we bring next meeting (Dahlia)”.

Additionally, Pop (2013) added the activities that can be done in this delivery mode are sharing link, submitting assignment, sharing material and information. Identically, this finding was similar with Pop (2013), that argued;

sharing link, sharing material and information, submitting the assignment are the activities that can be done when using Edmodo as supplementary tool.

*Discussion activity.* Another activity that has been done in Edmodo is discussion. Anggrek mentioned that “we do discussion (Anggrek)”. Moreover, comment feature that provided in Edmodo makes it easier for students and teachers to comment and discuss in Edmodo. Abad Abad (2016) stated that the features of Edmodo that is similar with Facebook such as posting, comment, and chat room attracts the students and teachers to participate. Hence, it can be said that Edmodo facilitates students to comment and discuss in Edmodo.

*Submitting assignment.* This study found that the activity that can be done in Edmodo is submitting the assignment. Dahlia and Anggrek mentioned that in Edmodo they submitted the assignment in Edmodo. Second participant of this study mentioned that “the activity that has been done in Edmodo is more or less just submitting the assignment (Dahlia)”. Furthermore, Anggrek also added that “I have experienced all the activities that have been done in Edmodo, for example submit the assignment (Anggrek).”

Similarly, Pop (2013) stated that the activity that can be done in web-enhanced delivery mode are submitting the assignment, sharing material and information and sharing link. Moreover, Abad Abad (2016) also added that in assignment feature, teacher can send assessment and assignment in Edmodo. Hence it can be said that in Edmodo student can submit the assignment and teacher can send the assignment in Edmodo.

*Sharing link.* Based on the finding of the study, the researcher found that the activity that can be done in Edmodo is sharing link. Mawar and Kenanga

mentioned that in Edmodo, they shared link. First participant of this study mentioned that “We can attach the link in Edmodo. (Mawar)” while another participant of this study also stated that “So the link is shared in Edmodo (Kenanga)”.

Obviously, based on the findings above, it can be said that one of the activities that have been done in Edmodo is sharing link. Berge et al., (2000) argued that on the implementation of Edmodo as web-enhanced delivery mode, the activities that can be done are documentation distribution, providing link or website and providing source information. Henceforth, it can be said that when using Edmodo, the students of EED of UMY batch 2014 did share the link.

*Voting on polls.* It was not only sharing the link but the students also voted on polling activity. Dahlia, Kenanga and Anggrek mentioned that they did voted polls in Edmodo. Dahlia argued that “the activity is just do the quiz, polling (Dahlia)” while Kenanga stated that “I just remember that we also vote a survey (Kenanga)”. Uniquely, Anggrek mentioned that “I voted on polling (Anggrek)”. Thus, it can be said that one of the activity that the student do in Edmodo is voting on polls. Similarly, Cauley (2012) added that in Edmodo teacher also can create questions and student can vote on it.

*Getting the badge.* Another activity that has been done in Edmodo is giving and getting the badge. Kenanga answered that:

“I also remember that in Edmodo, we can give the students reward or point. I forget the name but what I remember is that the student will get the reward in a form of a word or compliment like you are the 1<sup>st</sup> rank, something like that (Kenanga).”

As cited in [www.edmodo.com](http://www.edmodo.com), badge is the feature that can be created by teacher or publisher to give a reward to student (edmodo, n.d). Moreover, Majid (2017) also added that badge can be created based on the need. Majid (2017) drew an example on the use of badge in learning such as giving an early bird badge for those who submit the assignment early. Thus, it can be said that most of teacher and student used badge feature in Edmodo. As a result, it is obvious that the activity that can be done in Edmodo with badge feature is giving and getting the badge.

**Students' positive attitude towards the activities in Edmodo.** This research did not only find the activities that have been done in Edmodo but the researcher also found the perception of the student towards the activities in Edmodo. Moreover, based on the data, the researcher found that the students perceived the activity in Edmodo as interesting, not boring, varied, fun and good. Furthermore, the findings and the discussion of this study are explained as follows.

Based on the data that the researcher obtained during the interview, it was found that Mawar, Dahlia and Anggrek perceived the activity in Edmodo is interesting. It was evidence that Mawar said that "First, I can say the activity in Edmodo is interesting Why interesting? Because the features are varied so it can be linked into another website (Mawar)". Evidence that students perceived the activity in Edmodo is interesting is that Dahlia said "It is quite interesting because we can get everything in one click (Dahlia)". Similarly, Anggrek also mentioned that "we can do many things in Edmodo that is what makes Edmodo become interesting". (Anggrek).

Moreover, the findings that have been found were in line with the theory that has been mentioned by Decker (2013). According to Decker (2013), he mentioned that the feature in Edmodo assists teacher to create an interesting learning environment since there are many features that can be used to create a various activity such as group discussion, video sharing, voting and etc. Consequently, it can be said that the activities that are perceived as interesting by the student are supported by various features that leads to various learning activity. As a result, student will see the activities in Edmodo as an interesting thing.

It is not only that the activity in Edmodo interesting but the activity in Edmodo also perceived as varied and not boring. These findings are in line with the statements that two participants of this study mentioned. Here is provided the quotation of Mawar that said “so I can say that the activity in Edmodo is interesting because it is not boring. By involving technology in learning is interesting, not boring and the activities are varied (Mawar).”

Additionally, Dahlia also argued that the activity in Edmodo is varied and not boring. As she mentioned that: “because we can get everything in one click and the activity is varied and not boring (Dahlia)”. In line with this finding, a research that has been conducted in Rumania also found that student have a positive attitude towards Edmodo especially in the variety and novelty of activity, interactivity of the site, and platform use friendliness (Pop, 2013). Therefore, it is clear that Edmodo facilitates numbers of varied activities.

Another attitude found in this study is that Edmodo is fun. Anggrek argued that the activity in Edmodo is fun. It was in line with the statement Anggrek said

“Uhm, on doing the activity, I can say that it is fun” (Anggrek). Similarly, a result has been found by Ekmekci (2016) in Ondokuz Mayiz University, Turkey when investigating the perception of the students towards Edmodo as assessment tool. The students argued that learning with Edmodo is fun (Emekci, 2016). Hence, it can be said that the student perceive that learning or the doing the activity in Edmodo is fun.

### **Students’ Perception towards the Benefits of Edmodo**

The next objective of this study is to find the perception of student towards the benefit of Edmodo. According to the research data , there are many benefits of Edmodo such as eases teaching and learning, eases students to exchange the information, eases the students to submit the assignment, increases student computer skill, improve students vocabulary mastery and many more. Here are provided the findings and discussion on students’ perception towards the activity in Edmodo.

**Edmodo provided flexibility.** It is not only beneficial for teacher but Edmodo also gives benefit to the students. Mawar mentioned that “the benefit of Edmodo is first, eases teaching and learning process because even when we are not in one place but we can still conduct teaching and learning process (Mawar)”.

Additionally, Dahlia also mentioned that Edmodo is effective to use for distance learning. She argued that “For me, it is still effective to use when we don’t have a face to face learning”. (Dahlia).

Similarly, Colorado and Eberle (2010) argued that Edmodo provides such convenience; accessibility and flexibility. A study conducted by Rahmawati in a prive university in Indonesia. She found that Edmodo offered flexibility

(Rahmawati, n.d). Hence, from the statement above, it can be said that the statement that the first participant said proves the statement that Edmodo provides flexibility.

**Edmodo eased the student to exchange the information.** According to the finding, the student perceived that Edmodo eases them to exchange the information. Mawar mentioned that “it eases the student to share the information whether it is from teacher to student, student to teacher or students to student (Mawar)”. Furthermore, the finding of this research was in line with the statement that Pop (2013) mentioned on the activity that can be done in Edmodo as supplementary tool is sharing information. Additionally, a study conducted by Thongmak (2013) in Thailand found that the features of Edmodo facilitates teacher to assign homework, update news and give the information. Hence, it can be said that Edmodo, as one of the implementation of Web 2.0 helps an exchange information activity between student and teacher. As it was supported by O’Reilly (2005), he defined Web 2.0 as an application that provides “interactive information for user-centered design, sharing and collaboration on World Wide Web” (as cited in Flores, 2015, p. 110).

**Edmodo eased the student to submit the assignment.** As it is known that one of the features that is provided in Edmodo is turn in assignment feature, many of the research argued that turn in assignment features helps student to manage classroom. As Cauley (2012) defined the turn in assignment features as the features that is able to tell the teacher how many students have submit the assignment thorough Edmodo. Similarly, Pop (2013) also defined the turned in assignment as the features that offered several benefits for teacher such as

tracking student who does not turn in or late, viewing students' work and seeing student progress. Thus, it can be said that based the theory, turn in assignment feature is beneficial for teacher.

However, this research found turn in features is not only beneficial for teacher but it also help the student to submit the assignment. Based on the interview that has been conducted, the researcher found that student perceived Edmodo as a tool that eases them to submit the assignment. Mawar and Kenanga mentioned that Edmodo assisted them on submitting assignment. Mawar revealed that “and then, it also eases the student because we do not need to submit the assignment to campus but we can just submit it there (in Edmodo)” (Mawar). Similar to that, Kenanga also mentioned that “It also helps me and my others friends to submit the assignment because we don't have to go to campus just for submitting but we can just stay in our room and submit the assignment (Kenanga)”.

Correspondently, a study that has been conducted in Selangor, Malaysia also found that the student perceived Edmodo helps them to submit the assignment. According to Balasubramanian, Jaykumar, & Fukey (2014), they revealed that the student agreed that the feature of Edmodo helps them to submit the assignment. It is not only helping them to submit the assignment the first participant also added that it helps them to know the due date. As she mentioned; “and it also eases the students because we can know the due date and we can measure whether we submit it late or on time (Mawar)”. Therefore, it is obvious that Edmodo helps student to submit the assignment and know the deadline for submission.

**Edmodo helped students to learn a language.** The data of the interview showed all participants agreed that Edmodo assists them in learning a language. Mawar argued that “I think Edmodo helps the students to learn a language (Mawar)” by all means that features that Edmodo provided facilitates students to learn a language. In line with this finding, a study that has been conducted in Saudi Arabia also showed that Edmodo facilitates student to develop their skills in English language (Al-kathiri, 2014). Another study conducted in Centro Escolar University, Philippine also revealed that Edmodo helps the student to improve their learning performance (Enriquez, 2014)

Moreover, the research also found several points on how Edmodo helps students to learn such as eases them to find material, facilitates student to practice writing and eases them to acquire new vocabulary. All those findings are also being provided below.

*Edmodo eased the student to access material.* One of the proofs that Edmodo helps student to learn is it eases student to get and access the material. As it was mentioned Kenanga, she said “it helps the students to learn because the materials can be accessed anytime and it won’t be lost nor broken since all the materials are available in a folder (Kenanga). According to Pappas (2016), he revealed that one of benefits of Learning Management System is that it facilitates student with unlimited access to learning material (Pappas, 2016).

Similar to that, Dahlia also mentioned that “Benefit of Edmodo for me is it eases the student in term of getting the information about material that we need (Dahlia).” Moreover, a study conducted by Al-Kathiri (2014) found that Edmodo allows student to access material. This reason student can access the material is

because all the materials are being stored automatically in student backpack. As Abad Abad (2016) mentioned that “students can instantly access their files 24/7 through their cloud-based ‘Library’” (p. 30). Thus it can be said that Edmodo helps student to access material.

*Edmodo facilitated students to practice writing.* Another benefit of Edmodo that has been found based on the perception of the student is it facilitates the students to practice using English. Two out of four participants answered the same question when being asked about the benefit of Edmodo. Dahlia mentioned that “Because teacher is always post everything in English, so it is good for the student to practice how to give an opinion in written English (Dahlia)”. Similarly, a study that has been conducted by Ruhunusa (2016) also found that Edmodo facilitates students writing skill. She mentioned that Edmodo facilitates students to improve their confident in writing well-structured and trains them to write academically (Ruhunusa, 2016). Hence, it can be said that Edmodo facilitates student to practice especially academic writing.

Moreover, Anggrek also added that “Because the language that is used in Edmodo is English, so that the students get used to use English (Anggrek)”. Based on the statement of the students, it can be said that English that is used as a media instruction in Edmodo will simultaneously train student to practice using English. Overall, it is clear that Edmodo facilitates students to practice.

*Edmodo helped students to acquire new vocabulary.* Besides facilitating students to practice; Edmodo also develops student vocabulary mastery. Mawar, Dahlia and Anggrek revealed that Edmodo helps them in improving their vocabulary size. Mawar said that:

“The benefit of Edmodo in language learning is first, Edmodo can be accessed in many languages and for example we focus on English so that the features will be all in English. Automatically, it will add our vocabulary mastery (Mawar)”.

Similar to that, Dahlia stated “another benefit of Edmodo is also it can increase student’s vocabulary mastery (Dahlia)”. Furthermore, a study conducted by Al-kathiri (2014) showed that Edmodo helps the student to acquire new vocabulary (100%), improve spelling and grammar (85%), and develop listening skill (76%). Anggrek tried to draw benefit of Edmodo on vocabulary mastery by giving a real example. He mentioned that “ For example, the student is know nothing about English, so the teacher give the assignment then student check it in notification and see the assignment and then they know that assignment means *tugas*” (Anggrek). In addition, it is obvious that Edmodo improves students’ vocabulary mastery or it helps student to acquire new vocabulary.

**Edmodo motivated student to learn and promotes autonomous learning.** Based on the finding, the researcher found Edmodo motivates student to learn. Kenanga mentioned that:

“There are lots of benefits of Edmodo for the student especially to learn English. For instance, the lecturer may be cannot control whether or not the student is learning. However, we have been given lots of links and materials in a folder in Edmodo, so we learn by ourselves. So, that we are motivated to learn more. She also added that “It is not only motive the student to learn but it also makes the student curious about what material the lecture will give (Kenanga)”.

Moreover, these findings were supported by a research conducted by Manowong (2015). He found that the features of Edmodo motivates student to learn independently (Manowong, 2015). He also added that it might be caused by the authentic material that student can access in an unlimited period of time (Manowong, 2015). Similar to that, nother participant also stated that “It also makes the student becomes more interested to learn (Anggrek). The Kenanga also mentioned that when using Edmodo, she felt so challenges because it requires a high initiative on learning. As she mentioned that: “because when learning with Edmodo, I was challenged to be an autonomous learner. So we have to be independent by understanding material even though it was not face to face learning” (Kenanga). Correspondingly, Abad Abad (2016) also mentioned that Edmodo allows student to access material and learn autonomously. The function of Edmodo that can store material or content makes the students easier to access material. Thus, student can have an access to material 24/7 and it trains them to be an independent or autonomous learning.

**Edmodo enhanced students’ involvement.** One of the benefit of Edmodo is that it it can overcome shyness and motivates student to participate (Al-kathiri, 2014). Based on data of interview, the students of EED of UMY also perceived Edmodo can helps students to involve in learning activity. Anggrek said that “It also makes the student becomes more interested and involved on using Edmodo because most of student now are interested with technology (Anggrek). Additionally, Mokhtar (2011) argued that Edmodo could increase students’ collaboration in classroom. Comparatively, Cruz (2013) also mentioned that using Edmodo in classroom encourages student to actively participate in classroom (As

cited in Manowong, 2011). Rahamawati (n.d) also discovered similar finding, she discovered that e-learning provided an opportunity to the students who are less active to participate in learning activity. The students who are seems do not active in face to face activity seems to be more active and participating when learning through e-learning (Rahmawati, n.d). Hence, it can be said that e-learning or Edmodo can enhance student involvement.

**Edmodo enhanced communication.** Based on the research that has been conducted, the researcher found that student of EED of UMY perceived Edmodo enhances communication. It is evidence that there are two out of four participants answered that Edmodo helps them to communicate. Dahlia mentioned that “The benefit is also we can communicate with teacher (Dahlia).” Likewise Dahlia, Anggrek also mentioned that

“First, the benefit of Edmodo is eases the student to communicate because with Edmodo, teacher can just make an announcement and then Edmodo will spread the words through notification. So the students know what they have to do (Anggrek)”.

Furthermore, a study that has been conducted in Thailand found that the features of Edmodo allow teacher to assign homework, update news, and give information that improves communication between students and teacher (Thongmak, 2013).

**Edmodo promoted creativity.** Edmodo does not only enhance communication but it also promotes creativity. It is evidence that Dahlia mentioned “I think, uhm..maybe it also increases students’ creativity. Especially in Ms. Fitria class, when we had a task to create an online class (Dahlia)”.

Correspondingly, Edmodo was defined by American Association of School Librarian as one of 25 websites that promotes innovation, communication, collaboration, participation and creativity (ALA, 2011). Obviously, this research found that Edmodo enhances communication and promotes creativity.

### **Students' Perception towards the Challenges in Edmodo**

Based on the finding of this research, the researcher found that there are several challenges that student face when learning using Edmodo such as incompatible device, internet connection, time consuming, confusing, and difficulties on specific subject. Here are the findings and discussion for the challenges that student face when using Edmodo.

**The external factor caused the challenges in Edmodo.** Based on the finding of this study, the researcher found that student faced challenges in Edmodo that are caused by external or supported factor that can succeed the learning and teaching process in Edmodo such as incompatible device, internet connection, and the subject learnt. The findings are reported below.

***The incompatible device.*** One of the challenges that students face when learning with Edmodo is incompatible device. As a learning platform, Edmodo needs a good and compatible device to support it to work. However, in fact, there are many students that found compatible device as a challenge when using Edmodo. It is evidence that Kenanga mentioned “We also experienced learning with Edmodo in Computer Laboratory, and what happen there is not all the computers are compatible (Kenanga)”.

Correspondingly, Punawarman et al (2016) also drew challenges that student face when accessing Edmodo via incompatible devices; smartphone.

Based on the research that has been conducted, they found that students have difficulties on accessing Edmodo since there are lots of features that cannot be accessed on Smartphone (Punawarman et al, 2016). Nevertheless, it is not only smartphone that is considered as compatible device but some computers also can be served as incompatible. This is evidence that Anggrek said “And also for example, we are doing the activity together in Puskom, some compute will work but some of it was not compatible (Anggrek)”. Thus, it can be concluded both incompatible smartphone and computer are served as a challenges that student face when using Edmodo.

***The internet connection.*** Besides Edmodo needs compatible devices, it also requires internet connection to access it. However, internet connection seems becomes serious problem for the students when using Edmodo. Based on the research that has been conducted, the researcher found that Mawar, Anggrek and Kenanga agreed that one of the challenges they face when using Edmodo is internet connection. Mawar mentioned that:

“I don’t find any difficulties when learning with Edmodo but I do find a challenge when using it. May be it because we involve technology and internet connection so let say if there is a black out and the internet is offline, then Edmodo cannot be accessed. (Mawar)”

Similarly, Kenanga also stated that “The difficulty is on uhm.. Internet connection (Kenanga) I think, because sometimes internet connection hinders the student to submit the assignment. Anggrek also added “The biggest challenge is laid on Internet Connection (Anggrek)”.

Comparatively, according to Enriquez (2014) in Philippine he argued that there are some disadvantages of Edmodo such as time consuming, difficult to follow the procedure of Edmodo and not all students have access to internet connection. Another study that investigates students' perception towards e-learning with Blackboard also found that 48% of the students stated that internet connection and technical problems are major challenge on learning via Blackboard (Alzumor, 2013).

Different with another participant, Kenanga mentioned "But if we do it in our home we have to really make sure that the internet connection is good because if not, it will be time consuming (Kenanga)". Third participant described the effect that caused by internet connection; time consuming. Similar to this, Sujadi, Kurniasih & Subanti (2016) argued that disadvantages of Edmodo is time consuming, hard to follow procedure, not all students have internet access and plagiarism. Moreover, Uzun (2015) also found that the students perceived the use of Edmodo is time consuming and difficult to follow the procedure. Additionally, Rahmawati (n.d) found in her study that internet connection is one of technical problems faced by the students in e-learning. Hence, it can be said that internet connection is served as a big challenge that students face when learning with Edmodo since it will leads to another issue that is time consuming.

***The difficult subject.*** According to the finding, the researcher found that the student also face some difficulties that is not caused with the things related with Edmodo but it is more with the thing related to the task in the subject that used Edmodo. For instance, Kenanga mentioned that "Yes, I once face the challenges when learning with Edmodo especially when creating a lesson plan,

when I got a task to create an online learning and another difficulty is how to be creative when creating online learning (Kenanga)". The point that the participant mentioned; difficulty on creating lesson plan and difficulty on how to be creative when creating online learning are the difficulties or challenges that student faces yet caused by the lesson or the subject itself. In the other word, based on the finding, the student face difficulties when doing the task on the subject that used Edmodo.

**The challenges caused by internal factor.** The internal factor in this context refers to Edmodo. In this section, the research reported the finding that is found on the challenge that students faced when learning with Edmodo. The result of this study showed that the internal factor that caused challenge to student is Edmodo is confusing especially in the beginning. As second participant mentioned that "Sometime, I got confused on creating something in Edmodo like for example I used polling, and I often get confused on which step I should pass first" (Dahlia.16). Additionally, a research that has been conducted in Turkey by Ekmekci (2016) found that 25% of students reacted that Edmodo is slow, confusing and requires internet connection. Identically, a study that has been conducted in UPI by Punawarman et al (2016) also found that students perceived Edmodo is confusing.

The confusion that students faced is might be caused by the unfamiliarity of the student towards the features of Edmodo. Since Edmodo have provided many features with different functions, as a result students who are not familiar will find it as confusing. In order to minimize this thing, it is important to

introduce Edmodo to student before using it. By introducing the features and the function, it is expected to ease the students on using Edmodo as learning platform.