APPENDIX 1. INTERVIEW GUIDELINE

Purpose	References	Interview Question
		1. Apa sajakah mata kuliah di PBI yang menggunakan e-learning?
a. Features in Edmodo which facilitate writing skills	- There are some features that available in Edmodo such as post; teacher can post note, post assignments, post quizzes, and post polls. Then it also provides alert, calendar, library, grade book and badges. **a. Note** - Note allows the teacher and the students to post messages, files and links to the group. Note provides opportunities for the students and the teacher to interact by posting something or giving comments and feedback to the post. It helps students to consult their teacher personally, review lessons and files posted by their teacher, and get feedback from their teacher easily (Kongchan, 2012). **b. Assignment** - Assignment feature allows the teachers to post assignments and assessments that are electronically submitted and automatically graded. It provides students with facility for writing tasks or assignments. "The writing tasks comprise of a lot of activities, started	1. Apa sajakah fitur yang tersedia dalam Edmodo? 2. Apa sajakah fitur-fitur yang memfasilitasi kemampuan menulis anda? 3. Apakah fitur yang digunakan berpengaruh dalam kemampuan berbahasa Inggris khususnya kemampuan menulis? tolong jelaskan

	from composing, posting, revising to publishing writing" (Purnawarman et al., 2016, p. 247)	
	c. Quizzes.	
	- Quizzes allow the students to write in the form of completed the "short answer " and "fill in the blank" question. In this activity, the students require to write their answers into the form of a word by using proper spelling in the limited time. Thus, "teachers can expect their students in academic writing classes to make a serious effort by submitting all writing assignments on time" (Mali, 2015, p.12)	
	d. Badges.	
	- Teachers are able to encourage the learners by awarding badges when they perform well in their quizzes and assignments. This will motivate them to engage in the planned learning activities. Looi and Yosop (2011)	
a. Significances of Edmodo toward writing skills	**a. Write in academic and formal setting**	1. Berdasarkan pengalaman anda, apa yang anda rasakan ketika belajar menggunakan Edmodo?
	- Edmodo utilized because it had to do with academic matters and involve the formal setting in academic activities to enrich their schooling experience where students should consider their attitude and language when they communicate because they address their teacher (Purnawarman et al., 2015).	2. Menurut pendapat anda, manfaat apa saja yang anda peroleh dari penggunaan Edmodo terhadap kemampuan menulis?

	b. Motivate the students - Students are able to interact with information from any supported resources contained in Edmodo in which they had freedom to deal with the information. Thus, it motivates students to have more enthusiasm for learning the language through Edmodo" (Janpho, Chaeturat, Multa, Harnburut, and Kwangsawad, 2015, p. 711). **c. Share students' written works and receive feedback** - Any content that a student posts instantly starts receiving comments, reviews, opinions, and additional information on that topic either by the teacher or by other students in Edmodo groups. Thus, it gives them new knowledge as opportunity to revising and rewrite the sentence by using peer and teacher review (Al-Khatiri, 2015). **d. Facilitated the development of linguistic competence** - Al-Khatiri (2015) stated that Edmodo support the acquiring of new English vocabulary, sharing writing with teacher and peers, improving spelling and grammar, enjoying reading experiences, and developing listening skills. As Edmodo provides students with an English online communicative environment to practice	

	language skills and to develop their linguistic competences"	
c. **Challenges of Edmodo toward writing skills**	a. **Internet Connectivity** - As argued by Grosseck (2009) as cited in Al-Khatiri (2015) "the implementation of technologies and Web 2.0 in the teaching-learning process poses a series of challenges such as the requirement of Internet connection and the need for high digital abilities" (p. 191). b. **Incapability of mobile application** - Students found the difficulty in using Edmodo Mobile because the small-sized screen causes the difficulty in navigation and typing (Al-Khatiri, 2015) - Edmodo in mobile application make the student could not send the assignment and could not take the quiz in the mobile application (Cankaya et al., 2013). c. **Cannot detect plagiarism** - Enriquez (2014) "Plagiarism of other works become the disadvantage and problem in the use of Edmodo where the "students can easily view or copy the works of their classmates because it can easily be access in the said educational platform site" (p.5).	1. Sebaliknya, apa saja hambatan dan masalah yang anda alami ketika belajar menggunakan Edmodo? 2. Adakah tantangan dan masalah dari penggunaan Edmodo terhadap kemampuan Bahasa Inggris khususnya kemampuan menulis? tolong jelaskan

APPENDIX 2. SELECTIVE CODING

Features in Edmodo		
Point	**Translated Statements**	**Theme**
The Note feature	(P.1.8) Students were able to post, (P.2.11) And it facilitated us to send information directly to the group. (P.3.9) For the students there was note for postings (P.4.7) The features were good such as note, (P.4.10) to share the material in any files, (P.5.11) Post and attach-attach videos, and application.	P.1.8. Note P.2.11. Note P.3.9. Note P.4.7. Note P.4.10. Note P.5.11. Note
The Assignment Feature	(P.1.10) Turn in assignments (P.2.10). There were varieties of features, first, send or submit assignment and it had the time limitation. (P.3.10) Then assignment (P.4.9) Turn in assignment, (P.5.10) Then, if we want to submit the assignments we can turn-in. The teacher will find out who are already submit, who are late and who have not submit yet,	P.1.10. Assignment P.2.10. Assignment P.3.10. Assignment P.4.9. Assignment P.5.10. Assignment
The Polling Feature	(P.1.9) Polling, and (P.3.13) Then for the teacher, there were polling for voting, (P.4.8) Polling, (P.5.8) Polling,	P.1.9. Polling P.3.13. Polling P.4.8. Polling P.5.8. Polling

The Quiz Feature	(P.2.14) Then, teacher could also make games like hot potatoes, so it facilitated the teaching and learning process and it was interesting. (P.3.14) there was also quiz,	P.2.14. Quiz P.3.14. Quiz
The Badges Feature	(P.1.11) Receive badges from the lecturer if they are active and answer the question quickly (P.2.13) then, badges that could be used to give score or reward for the students who gave good performance. For example like "well done" badge. (P.3.16) Then there was badges where the teacher could give badges or reward. (P.5.9) Badges	P.1.11. Badges P.2.13. Badges P.3.16. Badges P.5.9. Badges
The Group Feature	(P.1.12) Then we also made group. (P.2.12) Then, the features also facilitated the teacher to monitor or manage the class by creating a group. For example like group for Innovative Technology subject, teacher could monitor the teaching and learning process and be able to give feedback or assignments. (P.3.17) And there was also group, it was used to post note and it can be seen by all people. When you post something you should addressed it to someone or group you aimed because there were many people there and they can see it	P.1.12. Group P.2.12. Group P.3.17. Group
The User profile Feature	(P.3.12) Then there was also profile on the left side, we could see how much badges that received from teacher	P.3.12. User profile P.4.11. User profile

	(P.4.11) Then there was also user profile	
The Grade book Feature	(P.3.15) We can see our assignment and the scores because the teacher can give the grades automatically	P.3.15. Grade book
The Library Feature	(P.3.18) And there was also library feature that could be used to save files and those files can be posted on the group. It used as backup.	

Features that facilitate the writing skills		
Point	**Translated Statements**	**Theme**
The Note Feature	(P.1.13) Features that facilitated us in writing was post feature (note). For example, when we posted something we were required to type anything that we would like to share in the group. (P.2.15) In my opinion, the features that facilitated writing skills were actually prefer to the direct writing. For example when the lecturer posted questions or opinions, we should answered or giving comments on it. Those comments could be seen by our friends and sometimes they also gave comments for each other's. Thus, we were required to write in well-structured text because it read by the other students. (P.3.19). The features that facilitated writing skills were actually depend on the lecturer. For example, in note feature, the lecturer	P.1.13. Note P.2.15. Note P.3.19. Note P.4.13. Note P.5.12. Note

	could ask the students to comment or discus about something. Through those activities, our writing skills could be trained. Because we were required to write or comment on the postings.

(P.4.13) Note feature was the mainly feature that improve the writing skills. Because it facilitated us to write anything, comment on teachers' postings, and also be able to see our friends' writings. By doing the writing activities frequently, we were be able to improve our writing skills. And also by read our friends' postings, it could influence our writing because we can see how their text and we can learn from them However, we had to choose which one was the good text, such as it had correct grammatical structure.

(P.5.12) Comments, if we would like to post something on the Edmodo wall. For example, when the lecturer posted something, we could give comments or question about it. We could also answered our friends' questions. | |
| **The Assignment Feature** | (P.1.14) Second, turn-in assignments also facilitated us in writing. Because we were required to write an introduction about our assignment and send it to our lecturer

(P.2.16) besides, we also made some exercise related to the teaching materials. Through this | P.1.14. Assignment
P.2.16. Assignment
P.3.20. Assignment |

	assignment, we were facilitated on how to write in well-structured text. (P.3.20) then also in assignment feature where the lecturer gave assignments and be able to upload file. It depends on the subjects. For example basic reading and writing or academic reading and writing, those subjects could improve our writing skills. But, it did not only depends on the subjects, as long as the assignments had essay writing activity, it could increase our writing skills. It would be better if the lecturer gave feedbacks on our writing	
The Quiz Feature	(P.3.21) the other feature was games, it could facilitate the writing skills if the lecturer gave us quizzes related to the writing.	P.3.21. Quiz
The Group Feature	(P.3.22) Next was group. It could facilitate the writing skills where we could comments on the small groups or our class. Moreover, the lecturer asked us to write in English. The lecturer could create virtual classes and divided them into some small groups. So it was easy for the lecturer to send information in different classes. It facilitated the lecturer to send notes, assignment with limitation time, polling, quiz and also facilitated the students send notes and upload any files.	P.3.22. Group

Significances of Edmodo on the learning process		
Point	**Translated Statements**	**Theme**
Edmodo engages students to use and write using English in every activities	(P.1.15) The activities that were conducted by utilizing Edmodo were effecting the writing skills because the lecturer required the students to write in English. Thus, the discussion were always used English. Besides, they always done the writing activities so it affected their writing skill. (P.2.17). Edmodo was highly effected the writing skills because they students required to write and type anything on the spot. Thus they have to write as good as possible, (P.3.23) The students aware that they should write by using English in Edmodo. Because they are English students, they have to write by using English language. The lecturer also required the students to write by using English and if they did not, the lecturer would not response on their questions. (P.3.34) It affected the students writing skills because they required to write in English and communicate with each other through the written text	P.1.15 Require students to write in English P.2.17. Students require to write as good as possible on the group. P.3.23. Required students to write by using English P.3.34. Students try to communicate through their written text

Edmodo is easy to use	(P.1.20) besides, it was also easy, students were able to share any kind of different files such as text, recording, audio and video	P.1.20. Easy
	(P.2.25) It was simple because it can be accessed by using hand Phone. Thus the students were facilitated to answer the question quickly or on time.	P.2.25. Simple and provided in Hand phone; facilitated the students to follow the learning process easily
	(P.3.29) It was fun and easy to access if the internet connectivity is good	P.3.29. Easy
	(P.4.20) It was easy to submit the assignments. For example, in the research methodology subject, it needs much papers to print out the assignments. Fortunately, by using Edmodo we just simply send it in the virtual class and no need for printed paper.	P.4.20. Cheap and easy: No need for printed paper
Edmodo is interesting and fun	(P.1.19) I felt exited in learning by using Edmodo because it was the first time for me and there were also many useful features for the students.	P.1.19. Excited
	(P.2.22) Edmodo made students feel happy in learning. They were asked to act like teacher. (P.2.23) Tt was interesting because there were many pictures on it.	P.2.22. Happy (interesting and fun teaching strategy)
		P.2.23. Interesting (interesting teaching materials
	(P.3.28) Edmodo was fun and simple as like	

	Facebook	P.3.28. Fun and simple as Facebook
Edmodo facilitates students to share information	(P.5.15) Actually it facilitated us to send and access information. It helped us to find the information about the deadline, the detail of assignments. So when we forgot about it we just simply open Edmodo. (P.5.17) We also shared information for each other.	(P.5.15) facilitates the students and teacher to share and access the information. P.5.17. Sharing information
Edmodo facilitates the students to communicate with each other	(P.5.18) We could communicate with our friends through virtual classroom and also sharing information	P.5.18. Facilitate the students to communicate through virtual classroom

Significances of Edmodo toward writing skills		
Point	**Translated Statements**	**Theme**
Edmodo increases students' critical thinking	(P.1.21) Edmodo could increase students' critical thinking because they required to think in giving comment or feedback to their friends. Thus, it could develop their critical thinking. (P.2.24) Edmodo increased student critical thinking where they required thinking about the idea as fast as possible and it engaged	P.1.21. Increase students' critical thinking P.2.24. Increase students' critical thinking: require students to think and develop their idea

	them to develop their writing.	
	(P.3.24) Edmodo was influencing the writing skills because the students had to think when they want to do something. Because Edmodo group was for public (her friends and the lecturer), so the post could be seen by all the people on that group. Thus, they had to think before they want to write and share their post.	P.3.24. It influences the writing skills because students do the prewriting or starts to thinking
Edmodo engages the students to write in well-structured text	(P.2.20) Additionally, the lecturer was always give reflection and the students had to write in well-structured text as well as write an essay (P.4.16) We also know how to write in well-structured text	P.2.20. Require the students to write well-structured text P.4.16. Engage the students to write in well-structured text
Edmodo increases students' confidence in writing	(P.4.14) Because there were many features, I think it was very influence the writing skills. For example, we were always write opinion, ideas, and comments in Edmodo. By doing those activities, we could gain and increase our confidence to write.	P.4.14. Gain and increase confidence by writing activities
Edmodo engages students to write in academic and formal setting	(P.1.22) Students used formal language to communicate and send assignment to their lecturer but they used informal language to communicate and reply of their friends post (P.2.18) and know how to use of formal language (P.5.13) We used formal language to	P.1.22. students require to use formal language to communicate with their lecturer P.2.18. Engage student to use formal language P.5.13. Engage students to use formal language

	communicate with the lecturer and used informal or daily language to communicate with our friends. (P.5.19) For writing itself, we could understand about the use of formal and informal language	P.5.19. Formal and informal language: engage them to write in formal language
Edmodo facilitates the students to get feedbacks on their writing and give feedbacks to the others writing	(P.1.17) Edmodo could help students to increase their writing skills in grammar. When the students posted or commented on something, their friends read it. If they found the writing was wrong, they will correct it and gave feedback about the correct sentence or grammar. So the other students on the group also learn from the correction. (P.1.21) Edmodo could increase students' critical thinking because they required to think in giving comment or feedback to their friends. Thus, it could develop their critical thinking. P.3.32. Students were happy when they got feedbacks or response from their friends or lecturer although it was late response. But the challenge was when they late in accessing the information. They will left behind.	P.1.17. Increasing students grammar ability through the interaction between them by giving feedback on correcting the wrong sentence or grammar P.1.21. Increase students' critical thinking when they give comment or feedback P.3.32. Students receive feedback and response

Edmodo increases students' awareness to use proper grammar in writing	(P.1.17) Edmodo can help students to increase their writing skills in grammar. When the students post or comment on something, their friends read it. If they find the writing is wrong, they will correct it and give feedback about the correct sentence or grammar. So the other students on the group also learn from the correction. (P.1.23) Students still used proper grammar in writing although they prioritized the interaction and communicating rather than the linguistic in writing (P.3.25) Students were thinking about proper grammar in before they wrote .	P.1.17. Increasing students grammar ability through the interaction between them; giving feedback on correcting the wrong sentence or grammar P.1.23. Use of proper grammar P.3.25. Grammar ability
Edmodo increases students' vocabularies	(P.3.26) Students were also consider on the use of vocabulary and (P.4.15) by reading the comments and ideas from our friends, we could increase our vocabularies (P.4.23) the text become more creative because the vocabularies is increased	P.3.26. Use of vocabulary P.4.15. Increase vocabulary P.4.23. Increase vocabulary

Edmodo facilitates students to get new information and develop the idea	(P.1.18) Students should have idea to write and know how to arrange the ideas based on the topic. (P.5.16) Then, we could also see our friends comments, for example if we were asked to give an opinion about qualitative research, we could see our friends opinion. From their comments we can got new knowledge and ideas to answer the question.	P.1.18. Engage students to develop the idea and arrange the sentence based on the topic. P.5.16. Get new information to develop the idea
Edmodo motivates the students to write better	(P.4.17) Definitely, we also motivated to write better and correct because it would be seen by the other. It's embarrassing if our writing was not good. (P.4.21) By seeing our friends' post, we knew how to write correctly. (P.4.22) and also became more confidence in writing (P.4.27) moreover, when we saw our friends who write in well-structured text, it made us feel unconfident but it motivated us to write better than them.	P.4.17. Motivated students to write better and correctly. P.4.21. Facilitate students to write better by seeing their friends post P.4.22. Become more confidence in writing P.4.27. Motivate the students in writing.

Challenges of using Edmodo on the learning process		
Point	**Translated Statements**	**Theme**
The slow internet connectivity	(P.1.24) "Internet connection was the common challenge that faced by the students in learning by using Edmodo. Because Edmodo require good internet connectivity so the students always need it in their campus. Because of the limited and slow internet connection in their campus, they felt hard to send the assignment" (P.2.26) the common challenge of using Edmodo as an online learning was internet connection. It required good internet connection to facilitate the students to answer and access the question on time. If the connection was not good, it would obstruct the learning activities. (P.3.31) Internet connectivity was the common challenge for student. it was hard for them if the internet connection was slow (P.4.19) Sometimes it stressed me up if I could not access the new information from the lecturer because of bad internet connection. I was afraid of being left behind (P.4.25) The challenge when learning by using Edmodo was quota internet. When we had limited quota, we should looking for free	P.1.24. Slow internet connection P.2.26. Slow internet connection P.3.31. Slow internet connection P.4.19. Slow internet connection P.4.25. Slow internet connection P.5.14. Slow internet connection P.5.20. Internet connectivity and limited Wi-Fi

| | Wi-Fi or went to the internet cafe. Sometimes I felt panic when the due date was close and the connection was not stable and slow.

(P.5.14) Honestly, I did not really like it, because I need to connect in a good internet connection while my connection at home is very difficult.

(P.5.20) Yes, if we use e-learning, definitely the first problem is internet connectivity. Especially in Indonesia there is no Wi-Fi anywhere. | |

Challenges of Edmodo toward writing skills		
Point	**Translated Statements**	**Theme**
The incapability in detecting the plagiarism	(P.1.25) Plagiarism became obstacle in writing when the students learned using Edmodo. When a student posted the comment firstly, the following student in the group could copy his/her idea so the answer was almost same with her/his answer. Thus the lecturer should pay more attention and careful in checking their answer.	P.1.25. Cannot detect plagiarism
The incapability in auto correcting system.	(P.5.23) Edmodo was not like Ms. Word where automatically correcting our capitalization. For example when we type "I" in Ms. word, it will be automatically change into capital after the full stop but in Edmodo,	P.5.23. The capital letters are manually typed. P.5.24. The is no spelling checker

	we had to make it manually. (P.5.24) Then, if we compared it with Ms. Word, Edmodo did not have spelling checker. In Ms. Word, the wrong word will automatically marked as red but in Edmodo was not. Thus, we did not know if we write in wrong spelling or not.	