

## **Chapter One**

### **Introduction**

This chapter presents several points to reveal an accurate discussion of the main problem of the research. It elaborates the background of the study, statement of the problem, limitation of the problem, research question, purpose of the study, significance of the study and outline of the study.

### **Background of the Study**

Writing is one of the essential skills that have to be mastered by the students. It is included in the ESL teaching and learning as the element for students' academic success (Javed, Juan & Nazli, 2013). It helps the learners reinforce the grammatical structure, increase vocabulary, and support other skills such as reading, listening and speaking (Kellog, 2008). It also requires creative performance from the writer. This creative performance involves the writer to organize their idea into well-thought idea to produce well-structured text with mixture of ideas, appropriate vocabulary, and correct grammar. Furthermore, Braine and Yorozu (1998) states that basically the writing skills requires a well-structured way of the presentation of thoughts in an organized and planned way (as cited in Javed et al., 2013, p.130)

In learning writing, students face some problems. Based on the researcher's experience and observation, some of the students had difficulty in grammatical structure, words spelling and punctuation. The mistakes in using tenses and passive sentence were also found in the students' writing. Besides, lack

of vocabulary and lack of information make them feel difficult in brainstorming and developing the idea. Mostly they only write the same ideas and always repeat the same words in their texts.

To overcome those problems, the role of the teacher and the students are very important. Harmer (2007) explained that teacher holds some roles such as motivator, resource and feedback provider (as cited in Shams-Abadi et al., 2015). The guidance from the teacher or the instructor is very important and useful for the students in writing skills. As motivator, the teacher can motivate the students, create the right condition of ideas, and encourage them to make as much effort as possible for achieving maximum result. The teacher also needs to supply the information and language where necessary. Moreover, they should respond and give feedbacks positively and encouragingly of what students have written.

Besides, the role of the students is also needed in encourage the teaching and learning process. In learning language, students need to encourage themselves to learn and practice. They are facilitated by the teacher, but they have to find more information and create their creativity by their own self (Brown, 2007). Besides, they should have strong motivation and their own learning strategies that can support them in learning. As digital natives, who have used technology frequently and intensively in their daily activities, students are used to receive information really fast by utilizing the technology and internet (Prensky, 2001). It is very beneficial for them because technological development becomes more sophisticated and it provides innovative tools and information for all aspects in life. It will be beneficial for them if they utilize technology for educational

purposes. By utilizing technology, they can be motivated to learn and find more information by themselves with ease and fun.

In response to the students' problems in writing skills such as the difficulty in grammatical structure; spelling; punctuation; passive and active voice; lack of vocabularies and idea, teachers can use technology as supporting tool to overcome those problems. It is appropriate to the students because they are digital natives who are already familiar with the use of technology. "It gives opportunities for students to gain confidence to practice and extend themselves, especially for EFL students who learn the language for more than just fun. For them to keep pace with English language teaching and gain more confidence they have to stride into the world of multimedia technology" (Shyamlee and Phil, 2012, p.151).

Technological innovations have gone hand -in- hand with the growth of English and are changing the way in which the people communicate. Moreover, when writing comes to the teacher electronically, having more dialogue that is extensive with the learner is easier (Egbert and Hanson-Smith, 1999). Then, students and teacher are facilitated in finding every information in the websites related to their lessons. The websites support the autonomous learning and helps the teacher in designing interesting teaching materials.

Along with the development of technology that is becoming more sophisticated, the Information and Communication Technology (ICT) is also growing. With the development of technology that is more sophisticated, it generated the next generation of World Wide Web namely web 2.0. According to Lee and McLoughlin (2011), "Web 2.0 aim to enhance creativity,

communications, secure information sharing, collaboration and functionality of the web. Web 2.0 concepts have led to the development and evolution of web culture communities and hosted services, such as social-networking sites, video sharing sites, wikis, blogs, and folksonomies” (p. 22) . Web 2.0 tools include social networking as medium of communication where people can interact and communicate through a virtual environment. The students as teenager are interested in using the social media to communicate with their friends both in the real world or the virtual world. According to Tariq, Mehboob, Khan and FaseUllah (2012) , “Social media totally grab their attention and concentration and diverts them towards non-educational, unethical and useless inappropriate actions such as chatting, killing time by random searching and not doing their jobs” (p. 409). Sometimes, chatting through the social media do not encourage them to use the language properly. Therefore, they always communicate with the language and writing text that are not in accordance with existing regulations.

Besides, ICT in educational field can be evolved through the entry of electronic learning or e-learning. At the same time, Web 2.0 has been given an educational twist, through the parallel term “E-learning 2.0” which involves e-learning based on Web 2.0 tools (Lee and McLoughlin, 2011). Thus, there were also social networking that was designed for educational purposes. Edmodo is one of social networking webs that are designed for educators and school. According to Majid (2011), Edmodo is an online learning platform that is specially designed for teachers, students and parents to communicate and work collaboratively (as cited in Al-Khatiri, 2014). Edmodo provides some creative features for

supporting the teaching and learning process. It is different with other social media because it is safe and only students who successfully registered in the group can collaborate with their teacher and engage in the learning activities. Edmodo enables them to communicate with each other by sharing the ideas, giving feedback, giving problems, and giving helpful tips (Al-Khatiri, 2015)

In EED of UMY, the teachers teach writing subjects with different methods. Teaching by using technology is one of those methods. E-learning such as Edmodo was one of social networking tools that was utilized in EED to facilitate the teaching and learning activities. Similar with other social media, Edmodo enables the students to communicate by writing comments, information, and opinions. However, the activity in Edmodo are always monitored by the teacher, so the students required to always use proper grammar, punctuation, spelling, language and complete sentence. Besides, they also can see their friends' post, which can help them in brainstorming their idea and motivate them to write better than the other. Furthermore, by using Edmodo, teacher could also designed interesting teaching materials and assignments that could attract students' attention and make them have higher motivation in the teaching and learning process. Therefore, it could help both the teacher and the students to overcome the students' problems in writing and improve their writing skills.

Due to the fact about Edmodo and its implementation on the teaching and learning process, this paper aimed to reveal EED of UMY students' perception on the use of Edmodo toward their writing skills. EED of UMY teachers have been teaching the writing skills since the first semester and Edmodo has applied in the

teaching and learning process on the fifth semester. The implementation of Edmodo in EED of UMY may provide some benefits and challenges. The students who had been studying using Edmodo might have different opinion and perception about the benefits and the challenges of using it. Therefore, it was important to know their perception in order to help the EED of UMY improving its teaching and learning process using E-learning. To respond to that purpose, the researcher conducted the research about “*The English Education Department of UMY Students’ Perception on the Use of Edmodo toward Their Writing Skills*”.

### **Statement of the Problem**

As stated previously, EED of UMY students experienced some problems and difficulties in writing skills. Based on the researcher experiences and observations, the problems were the difficulty in developing ideas, spelling and punctuation, grammar, lack of vocabularies, and difficulty in organizing the text.

In order to overcome the writing problems faced by the students of EED of UMY, the teacher can use technology as supporting tools. Edmodo can be one of the supporting tools for teacher in teaching writing. As explained, Edmodo is a social networking web which provides some features which allows the teacher or the student work collaboratively by giving assignments, note and comments. Moreover, teachers are able to give feedbacks and suggestions. Through those feedbacks and suggestions, students can correct and revise their writing.

Regarding the use of Edmodo in writing course, the researcher was interested to find out how this online learning platform facilitated the students’

writing skills. Moreover, the features of Edmodo that facilitate the writing activities were also investigated. In addition, the benefits and the challenges of Edmodo implementation was also explored in this study.

### **Limitation of the Problem**

This research focused on students' English writing skills. It discussed the implementation of Edmodo as an online learning platform supporting writing activities. Therefore, the study specifically focused on investigating the EED of UMY students' perception on the features of Edmodo that facilitate their writing skills, its benefits and challenges toward their writing skills. Moreover, the participants of this research were limited to EED of UMY students' batch 2013.

### **Research Question**

This research was conducted to examine the students' perception on the use of Edmodo toward their writing skills. Thus, there is one main question that is addressed in this research, "What are the EED of UMY students' perceptions on the use of Edmodo toward their writing skills?"

### **Purpose of the Study**

Based on the research question, this research aimed to analyze and understand the students' perception about the features in Edmodo that facilitate the students in their writing skills, the significances of Edmodo and its challenges toward their writing skills.

### **Significance of the Study**

This research aimed to reveal the perception of EED of UMY students on the use of Edmodo toward their writing skills. This research gave benefits during and after the compilation. Those benefits were addressed to some parties such as the researcher, students, teacher or lecturer, and other researchers.

Through this research, the researcher explored more about technology, the development of technology, ICT and their roles in education. Besides, she also got some knowledge about writing that were very useful in improving her writing skills. In addition, as an educator candidate, the researcher could adopt learning strategies using Edmodo to assist the teaching and learning process especially in teaching writing by considering some factors according to the students' view.

This research is hoped to benefit the students. Through this research, the students will recognize and identify the benefits and the problems of technology as learning media especially Edmodo. Thus, by understanding their perceptions, they can use Edmodo to improve their writing skills. If it is beneficial for them, they may consider Edmodo as a good online learning media to enhance their writing skills.

This research also helps teacher who had difficulties in designing teaching strategy. This research provides information about teaching strategies using technology specifically Edmodo. In addition, by knowing the students' perception on Edmodo as a learning media, they can utilize it as teaching media and facilitate their teaching process by the provided features.



Furthermore, this research can also be a reference for other researchers especially the students of EED UMY who wants to conduct the research in the same field. Other researchers can consider to apply other research method in conducting the research regarding the use of e-learning especially Edmodo.

### **Outline of the Study**

This research consisted of five chapters. It was organized as follows. In the first chapter, the researcher explained the introduction that contains of some parts such as background of the study, the statement of the problem and the limitation of the problem. Then the researcher mentioned the research question related to the problem and it was followed by the purpose of the study. Next, the researcher mentioned some significances related to the problem for some parties. Then, it continued with the outline of the research. The second chapter gave the detail about the literature review, which explained some theoretical frameworks and the conceptual frameworks about the study. It mainly discussed writing skills, Edmodo, and the use of Edmodo toward students' writing skills. Moreover, chapter two also discussed the related study from other researchers who conducted research in the same field as this research. The third chapter explained the methodology of the study that focused on collecting the data. This chapter included the design of the study, setting of the study, participants of the study, the instrument of the study, technique of data collection method and the analysis of the data. After the data was completed and analyzed, the result of the interview

were described and discussed on the fourth chapter. The last, it provided the conclusion and recommendations on the fifth chapter.