Chapter Two

Literature Review

This chapter reviews theories and some studies related to this research. The theories that were reviewed draw the conceptual framework to conduct the research. Thus, this chapter involved some sections such as review of related study and conceptual framework. In this section, the researcher mainly discusses some related references about Edmodo and Writing skills. The discussion about Edmodo focused on the description, the benefits, and the features. Besides, the writing skills focused on the concept of writing skills, the process of writing, and the difficulty in writing. Then it was followed by the use of Edmodo in writing skills that focuses on the features in Edmodo that facilitate writing skills, the significance and the challenges of Edmodo toward writing skills.

Edmodo

Web 2.0 is the second generation of World Wide Web (WWW) which emphasizes on the user-generated content and interaction among the users. This web has helped to promote and support the education standard (Al-Kathiri, 2015, p. 189). Wolf & College (2007) explained that the web basically a service provider that allows users to create system profiles and an online group network of users so that all the users in the group can interact with one another, share information and build an ongoing virtual community. Types of Web 2.0 tools are Blog, Wikis, Social Networking, Multimedia Archives,

Synchronous Communication Tools, 3-D Virtual Worlds, Multiplayer Games, Mobile Learning, and Open Content.

Edmodo is one of web 2.0 tools that belong to social networking sites. As stated by Galán (2011), Edmodo, Yammer, or Ning are the social networks that are suggested to be used in educational field. Edmodo is an online learning media that provides tools and features to facilitate teaching and learning activities with secure platform. It is free application and it could be accessed through any mobile devices with Internet capabilities. Thus, it provides a simple way for teachers and students in a virtual class to connect and collaborate (Al-Khatiri, 2015). "Edmodo was created in September, 2008 by Jeff O'Hara and Nic Borg, who wanted to make an impact internationally by helping teachers and students communicate and collaborate with one another using a next generation social learning platform" (Beltran-Cruz and Cruz, 2013, p. 70). Edmodo can be accessed through the website at www.edmodo.com. It provides accounts for teacher, students and parents. Members are able to share ideas, files, events, and assignments in a virtual setting.

There are numerous groups of people who defined Edmodo in the same definition. Arroyo (2011) sees Edmodo as an excellent communication tool for knowledge construction based on social networking and collaboration providing a more secure learning platform for learners and educators. Similarly, Duncan and Chandler, (2011) also stated Edmodo is a private social platform which facilitates the teacher and students to connect and collaborate safely. "It looks similar to Facebook, but is much more private and safe for a

learning environment because it allows only teachers to create and manage accounts, and only their students, who receive a group code and register in the group, can access and join the group" (Majid, 2011 as cited in Al-Kathiri 2015, p.189). "It is a social platform for education, where the interaction process works through a wall, in which resources are shared, conversations are generated, allowing the development of communication skills and argumentative" (Gómez, Magreñán and Orcos, 2015, p. 33).

The benefits of Edmodo. As an educational social networking site, Edmodo has several benefits. From several references, the researcher found out four benefits of Edmodo for teaching and learning process, namely facilitating the collaborative work, facilitating students' writing skills, and receiving ease of use and work easier

First, Edmodo is created for the teacher, students, and parents to work collaboratively rather than to work alone. Edmodo offers some useful features that facilitate collaborative work. It provides collaborative environment for learning where learners help each other and allows them to keep in touch with their teacher and classmates every time during the week out of class (Shams-Abadi et al., 2015). By doing this collaborative work, students become more interested in learning, as stated by Dooly (2008) that collaborative learning can increase students' interest in learning especially when the students are actively exchanging, debating and negotiating ideas, engaging in discussion and taking responsibility of their learning. Parents can also join and work collaboratively with the teacher to monitor their child's progress. "Edmodo also offers parent accounts in which they can view their children's homework assignments and

due dates and receive updates on class and school events" (Al-Khatiri, 2015 p. 189).

Second, students are facilitated in their writing skills. Via Edmodo, students freely write their post in the group. The post can be in the form of suggestion, comment, and answer to the teachers and their friends' post in the group. Through this activity, students get more opportunity to discuss and present their point of view and be able to explain and support it. Hence, they will do the giving and receiving comments and feedback from their written ideas. As explained by Shams-Abadi et al., (2015), students have used Edmodo to peer review each other's writing and teachers have used it to give feedback on students' project work "The use of a different color in providing feedback helped learners to be aware of their errors to understand the point of feedback. As Edmodo provides the opportunity to make the learners interested in writing and it is possible to provide collaborative environment for learning where learners help each other" (p. 95).

Third, the students perceive the ease of use because Edmodo has familiar interface similar to Facebook. As mentioned by Haefner and Hanor (2012) that Edmodo is easy to apply to classrooms since its appearance is similar to Facebook, so that many students are already familiar. With the familiar interface, they are able to use and work with Edmodo easily. Additionally, Edmodo also attracts students to learn because it is fun and allows them to keep in touch with their teacher and classmates every time. As stated by Cankaya et al. (2013), students perceive that Edmodo's contributions in learning are such as making learning fun, attracting students' attention and

making the lesson effective. Thus, it can attract students to learn because the ease of use just like as Facebook.

Moreover, Edmodo makes teachers and students work easier. "Kongchan's study (2012) revealed that Edmodo was perceived to be a wonderful and user-friendly social learning network that enables a 57-year-old teacher of English at King Mongkut's University of Technology Thonburi in Thailand to take charge of her own exploring and making use of the site to set up and run her online classes" (Al-Khatiri, 2014, p. 191).

Via Edmodo, teachers can send out quizzes and assignments, give feedback, receive completed assignments, assign grades, store and share content in the form of both files and links, maintain a class calendar, conduct polls, as well as send notes and text (SMS) alerts to individual students or to the entire class (Al-Kathiri, 2015). Thus, the teachers are facilitated to send out the materials and assignments without any paper and face-to-face interaction. As well, the students can also simply access the materials and engage in the classroom activity virtually. They can complete the quizzes and polls, submit completed assignments, receive grades, and download any content that are uploaded by the teacher. As example, if Edmodo is used in writing class, it provides opportunities for the students to hand their written work directly on the virtual classroom (Shams-Abadi et al., 2015).

The features of Edmodo. Edmodo is designed with innovative features that facilitate the teaching and learning activities. According to Cankaya et al. (2013), "Edmodo provides activities such as micro blogging discussion,

manage and respond to polls, manage and submit assignments, and manage and submit quizzes for teacher and students" (p.8). This is a secure and private platform which requires students to enter the code that is given by the teacher in order to access the course because only the teacher who can create the accounts in Edmodo.

There are some features that are available in Edmodo. One of the features is post in which teacher can post note; post assignments; post quizzes; and post polls. Then it also provides alert, calendar, library, grade book and badges. Cauley (2013) from "A Guide to Explain it All" (IT Babble.com) explained that most of Edmodo features are understandable and easy. Those features are meant to help increase communication and make the class a better place. The following are the explanations of each features.

Post. The teacher can choose to post a note, alert, assignment, quiz or polls by clicking the provided link in the post section. The post can be viewed, replied, deleted, edited, and searched either by the teacher or by the students.

Note. It is the main feature of what makes Edmodo great. The ability for the teacher and the students to post and respond to other posts easily and in real time. It is very easy to do and very helpful. Teacher only needs to type the note in the blank box provided. Teacher can attach file or links from the computer or from Edmodo library in their post. Then, they can send the notes by click "send to" and choose the groups that are aimed.

Alert. Posting Alert is used to send important messages to people or groups. It is done the same way with note but it will appear in larger font and in bold. It will also show up in the notifications. To create an alert, teacher can

click on alert at the top of the comment box and the rest is the same as creating a note. It only has 140 characters to help the teacher to deliver their thoughts.

Assignment. Like writing a note and alert, creating an assignment is also very easy. Teachers are facilitated to give assignment by attaching just about any type of file. Besides, they can also edit and give score easily. The assignment can be seen and turned-in by the students. It is different from the traditional class where the assignments were done in the paper. In Edmodo, there is no more paper, web video, power point presentation, or document assignment because it is done online.

*Quiz .*Edmodo offers a way to create and give online quizzes. Just like an assignment. Quiz allows the teacher to create, assign and grade it using the questions that are made by the teacher. Moreover, quiz also has the time limitation. Teacher can give information about the quiz. It could be instructions, and a synopsis about the quiz. There are four types of quiz such as multiple choice quiz, true false quiz, short answer quiz, and fill in the blank. Teacher can load a file (image, file, etc.) to the question, upload them to library and then insert them into the quiz. Teacher can also add a link from webpage.

Poll. Polls allow the teacher to maximize their understanding of students' thoughts and opinions through the creation of anonymous feedback. Polls are neat. Teacher can create questions with multiple choices and the people in the group vote on it.

Calendar. The calendar is very useful. Teacher can post important dates on the class calendar. Every assignment that is posted on Edmodo will

automatically be added to the calendar and the calendar of each student in that group.

Library. Library in Edmodo is a tool to save every file (document, picture, video, hyperlink, etc.) that are uploaded by the teacher or the students. The Edmodo Library allows teachers to store and manage files and links in a wide range of file formats, with the ability to access these files anywhere and share them with group members.

Grade book. Grade book is a feature where the score of the students are saved. First, teacher have to view the students' work, give the grade, and even post a comment about their assignment, attach a file (like a rubric) or even record the teacher voice and add an audio file. Then, students can access the grades of the entire class that they have received on an Edmodo assignment at any time. The total score is written into percentage.

Badges. A new feature that Edmodo has just added is the ability to create and award badges to students. Badges enable teachers to provide recognition to students for their achievements. Teachers can choose to award a student with an Edmodo badges, or create their own custom badges.

As educational social networking sites, Edmodo provides some creative and useful features for supporting the teaching and learning process. Besides, every activities that are conducted in Edmodo will be saved automatically and no need for any paper. The teacher and the students just simply use and it can be accessed easily. Furthermore, teachers are able to encourage students' motivation by rewarding the badges when they show well performance.

Writing Skills

In this part, the researcher provides some reviews related to writing skills. Therefore, this section focuses on writing skills, the process in writing, and students' difficulty in writing skills.

The concept of writing skills. Writing is a skill that has to be mastered by every person because it is one of the ways the people communicate. Writing requires a well-structured presentation of thoughts in an organized and planned way (Braine and Yorozu, 1998). It requires the creative process in creating someone thought into understandable and meaningful written text. Huy (2015) argued that writing provides a relatively permanent record of the information, opinions, beliefs, arguments, explanations and theories. Those recorded information will be produced in a well-structured way to communicate with other people. Additionally, Grape and Kaplain (1996) wrote the meaning of writing in their book "Theory and Practice of Writing", writing consists of some elements such as reader, writer, and originator of the message, subject matter and the text itself (as cited in Huy, 2015). Both the writer and the reader have to consider those elements when writing and reading because each one plays a significant role towards the meaning. Therefore, a writer requires writing well-structured text which is acceptable and understandable by the readers.

Writing is an activity where the writer should have skills in order to write in right way. Writing is a skill on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goal, such as writing a report or expressing an opinion with the support of evidence (Huy, 2015). It

requires mastering basic sub skills and processes such as spelling, rich of knowledge and vocabulary, mastery of conventions of punctuation, capitalization, word usage grammar (Al-Shourafa, 2012). Writing skills require four important areas such as knowledge of writing and writing topics, producing and creating text, processes for energizing and motivating participants to write with enthusiasm, and directing thought and actions through strategies to archive writing goals (Graham, 1997 as cited in Huy, 2015). The productive writing skills is considered as cognitive challenge, because it helps to assess language competency, involving long-term memory, reasoning, decision making, and problem solving in addition to language production (Kellogg, Olive, & Pilot, 2001).

The process of writing. In order to produce comprehensive and well-thought text, the writers have to utilize the stages or the process of writing. As defined by Harmer (2004), "The writing process is the stage goes through in order to produce something in its final written form" (as cited in Jannah, 2013, p.14). There are five stages in writing process. Each one of them is crucial to develop the well-written essay. The steps are prewriting, drafting, peer editing or sharing, revising and editing, proofreading and publishing.

Prewriting. According to Brown (2007), prewriting is the step where the writer starts to think. The writer is encouraged to generate ideas. The ideas can happen in several ways such as reading, skimming or scanning passage, conducting some outside research, brainstorming-technique which permits the writer to approach a topic with open mind, listing, discussing a topic or question, and free writing-designing free ideas that might not realize that they

have. Similarly, Palmer (1994) described prewriting as planning process where the writer generates the ideas, images, and thought before they produce the text. The writer should think of what s/he is going to write, decide the topic, and write detailed notes based on the topic (as cited in Jannah, 2013). A skill writer can spend more time in the planning and organizing process (Hillocks, 1986 in Kamehameha Schools, 2007). In planning process, the writer has considered three elements such as the purpose of their writing, the reader; the shape of the writing and choice of language, and the text itself; structure of the content (Harmer, 2004 in Jannah, 2013).

    Drafting. The following step after pre writing is drafting. As stated by Brown (2007), drafting and revising are the main steps of writing process. He stated that drafting is important and complex because it takes time, encourages the writer to become more patience, and trains construction. Drafting is a first version of writing when the students produce their thought and ideas that are already planned and brainstormed into a sentence or paragraph. In this stage, the perfect grammar does not necessary because it will go to taking care up in the next stages. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version (Harmer, 2004 as cited in Jannah 2013).

    Peer editing or sharing. Sharing what the writer has written with the others is important. By sharing the written text to the other, the writer can see whether the meaning is conveyed successfully or not (Brown, 2007, p. 409). Brown also note that a writer is able to improve their text from the information which are gained from the other.

Revising and editing. After a writer got the feedback from reader, s/he can use those feedbacks to improve their writing and make it clearer and convincing (Brown, 2007). Palmer (1954) stated, "During the process of revision, the writer expands ideas, and clarifies meanings" (as cited in Jannah, 2013, p. 15). The writer involves rearranging the text, reorganizing the idea, replacing inappropriate words and making the text as smooth as possible. The writers should think and consider the feedback or comments that are given by other people or the reader. If they agree with the comments, they can revise and edit the piece.

Proofreading. In this stage, the writers have to make the sentence correctly. After did the revision in the ideas, a writer has to be sure with the language, sentence and grammar, has to re-read and revise the punctuation, capitalization, and the spelling correctly. Besides, they should analyze if the language is correct and if the message seems complete and understandable.

Publishing. This step is conducted when the writers have written their text correctly. The final draft of the text can be shared to other people if it is allowed. After all the steps have been conducted, the written text can be printed and published. If it is an assignment, then it should be submitted. Palmer (1994) suggested that "to publish the writing can take a variety of forms; individual books, class books, newsletter, literacy, magazines, and bulletin board displays" (as cited in Jannah, 2013, p. 15).

Students' difficulty in writing skills. Writing as a productive skill requires well-structured text, use of proper grammar, spelling and appropriate vocabularies. Some experts noted that in writing a text students especially EFL students may face some difficulties and challenges such as low confidence, difficulty in developing their idea, organizing text, choosing right vocabulary, and punctuation and spelling.

First, students in writing have low confidence. "Students' low of confidence in their writing ability made it harder to make revision decisions and explain these decisions to the feedback providers (Al- Fadda, 2012). Low confidence in writing can be caused by their anxiety and expectation of error and failures. "This was especially the case when there was conflicting feedback from different faculty" (Can, 2009, p. 25).

Second, the other problems are students have difficulties in developing their idea, difficulties in organizing the text, and choosing right vocabulary (Al Seyabi and Tuzlukova, 2014). They found that "most of the students lack of information to improve their writing skills. They faced problems in extracting the important points necessary for the topic, brainstorming and organizing their ideas cohesively; deciding how to start the essay/ paragraph is their biggest problem" (p.42). Another less serious concern for students was organization and coherence. Organization is the structural framework. It is important because it provides readers with a framework to help them fulfill their expectation for the text. Many of class materials in writing lessons seem to focus on the use of transition devices. Organization and coherence of ideas

seems less important concern for the students. They seemed to be more concerned with generating ideas than with organizing them.

Third, the other biggest problem as indicated by school students' responses was choosing the right vocabulary. As founded by Nanwani (2009) that the difficulty among EFL students is the absence of a rich and adequate vocabulary. They had difficulty in arranging the text and the content become poor and weak. Although they have interesting idea, they don't know to use the precise vocabulary to express it. Additionally, Mahfoudhi (1999) also found out that the biggest problem in EFL students' writing was finding words to express themselves and finding the appropriate words. It always happened at the first time when they want to start their text. Thus, they were need as much vocabularies as possible to express their idea into good text.

Fourth, punctuation also becomes the challenge in writing skills. As founded by Adas and Bakir (2013), several "English language learners with Arabic background struggle with punctuation since Arabic has few limitations in the use of commas and periods than English. The semi-colon and the exclamation marks aren't very commonly used in students' writings" (p. 255). Additionally, Farooq, Hasan and Wahid (2012) explained that spelling also become a problem in writing. For example in English spelling, a word that is incorrectly spelled is not only a deviation from the standard, but adversely affects the intended meaning. They stated, "Spelling is a skill of identifying a word in spoken or written mode. Students who suffer from spelling problems need to memorize the spellings of heavily used, irregular words, such as "right", "government", etc. Due to irregularities in English spelling, students

have to memorize each word as a separate entity; hence there is no logical connection between sound and symbol" (p. 186).

The Use of Edmodo in Writing Skills

In this section, the researcher provides some reviews about the Edmodo and its effects toward writing skills. Therefore, this section focuses on the features in Edmodo that facilitate writing skills, the significance of Edmodo toward writing skills, and challenges of using Edmodo in writing skills.

Features in Edmodo that facilitate writing skills. Based on some studies, the researcher found that Edmodo provides various useful features that facilitate the students' writing skills. Those features are note, assignment, quizzes, and badges.

First, 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. From the post, students were eager to correct their works by welcoming teachers' feedback, showing that participation and work involvement took place. This is also the students' strategy to be skillful in writing as a part of cognitive engagement: how to work on tasks and how they master learning materials (Purnawarman, Susilawati, and Sundayana, 2016). Thus, Edmodo helps students to consult their teacher personally, review lessons and files posted by their teacher, and get feedback from their teacher easily (Kongchan, 2012).

Second, 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 from composing, posting, revising to publishing writing" (Purnawarman et al., 2016, p. 247). In writing class, teacher may ask the students to write an essay. In writing an essay, the students are required to use proper grammar/spelling in their written work. Moreover, they require writing an introduction or description about their assignment when they want to send it. The introduction or description should be written in formal and correct sentences, because it addresses to their teacher. After the assignments successfully uploaded, it will be checked and annotated by the teacher. Teacher can make any remarks or edit it necessary such as write comments, draw on the assignment, highlight things or use the strikeout tool.

Third, post quizzes also enable the students to improve the writing skills. Similarly to assignments, quizzes also allows the students to write in the form of completing the "short answer" and "fill in the blank" questions. For example, teachers can design a model of "fill in the blank" question in the form of write the synonym, antonyms or verb wheels. In this activity, the students require to write their answers into the form of a word by using proper spelling. Hence, the ability of students in the mastery of spelling the word and vocabulary can be increased and trained. In writing the answers, they are limited by the given time. Students need to think criticism and attempt to write and pour their ideas from their memory into writing in a short time and

correctly. Thus, "Teacher can expect their students in academic writing classes to make a serious effort by submitting all writing assignments on time" (Mali, 2015, p.12). The results of their answers will also be collected and corrected by the teacher. For more specific feedback, there is a box where teachers can leave comments below each question (no matter what type question) when the students access the completed quizzes. Students can see comments given by the teacher and knowing their mistakes.

Lastly, badges also affect students writing skills. As founded in Mali (2015), "That in relation to Edmodo technological components, such as icons and badges, the findings show that the components make the majority of the students feel motivated to write better" (p.9). Emphasizing the role of icons and badges in Edmodo, Balasubramanian, Jaykumar and Fukey (2014) believes that icons given by teachers make the students feel motivated. Therefore, teachers are able to encourage the learners by awarding those badges when the students perform well in their writing, quizzes and assignments. This will motivate them to engage in the planned learning activities.

Significances of Edmodo toward writing skills. Previous studies conducted by some researchers review that Edmodo facilitates and supports the teaching and learning process. In language learning, the students receive some benefits of the implementation of Edmodo such as support them to write in academic and formal setting, motivate students in writing, facilitate them to share ideas and receive feedback, and facilitated the vocabularies improvement, spelling and awareness of using proper grammar.

First, as an educational tool, Edmodo engages the students to write in academic and formal setting. The discussion in virtual class involves students to write in academic and formal setting as well as in the traditional class (Liaw, Marimuthu, and Idris, 2014). Edmodo is utilized because it had to do with academic matters and involved 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).

Second, Edmodo can motivate students in writing. By using Edmodo, teachers gain better idea of how to work with the students. The interesting and fun material or assignments designed by the teacher can engage students in writing. As a teaching tool, Edmodo could make the lesson more interesting, which in turn could keep the students focused in class. When the teachers can draw the students' attention in the class, the lessons could be carried out more smoothly and when that happens, the students will not be so bored as well (Yunus, Nordin, Salehi, Embi1 and Salehi, 2013). Moreover, "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). Additionally, the Edmodo also help students to increase their confidence and motivate them to write better than the other. As it provides the features that allow them to broaden both the type and amount of their

communication offering them opportunities to increase their confidence and motivation (Al-Khatiri, 2015).

Third, Edmodo has shown some significance in improving the writing ability where it gives the students opportunity to share their written works and receive feedback. Any content that student posts instantly starts receiving comments, reviews, opinions, and additional information on that topic either by the teacher or by other students in groups. Thus, it gives them new knowledge as opportunity to revising and rewrites the sentence by using peer and teacher review (Al-Khatiri, 2015).

Furthermore, students are facilitated on the vocabularies improvement, spelling and awareness of using proper grammar. Through Edmodo, students have opportunity to receive new English vocabulary and having chance to improve their spelling. Edmodo allows the student to posts comments, and questions and starts receiving comments, reviews, opinions, and additional information on that topic either by the teacher or by other students in Edmodo groups. By those posts, they have chance to acquires the new English vocabulary, improve spelling, use of proper grammar and capitalization when they post complete words and sentences. As founded Al-Khatiri (2015), Edmodo supports the acquiring of new English vocabulary, sharing writing with teacher and peers, improving spelling and grammar, enjoying reading experiences, and developing listening skills. Edmodo provides students with an English online communicative environment to practice language skills and to develop their linguistic competences.

Social Networking Sites (SNS) such as Edmodo plays significance roles in enhancing discussion and facilitating the students and teachers to share information. Through discussion and sharing, students have opportunity to improve their writing skills, because it requires them to write clearly and readable by the reader. Although Edmodo gives benefits to the students in writing and learning language, it also has some challenges in its implementation.

Challenges of using Edmodo toward writing skills.

Edmodo also has four weaknesses that become challenges in the teaching and learning process. Based on the previous studies done by some researchers, those weaknesses are the internet connection, lack of digital abilities, limited interaction and the incapability in the mobile application, and cannot detect the plagiarism.

First, the main disadvantage and challenge of using Edmodo as e-learning in class is not all students have access to the internet. Some students could be left behind on the lessons or activities posted by the teacher in Edmodo because of low speed and internet connection problems (Enriquez, 2014). As an educational social networking site, Edmodo requires the internet and supporting technology. Internet, technology and digital abilities are mostly become general challenges in the E-learning implementation as Edmodo. As argued by Grosseck (2009) 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).

Second is the teacher and students' lack of digital abilities. In the course of the process of teaching, teachers act as facilitators, designers, guides and assistants (Warschauer, 1998). Wei (2005) stated that teachers' technology competence should be enhanced. If the teachers are lack of competence, such as computer multimedia contents presented, systematic teaching models applied, and multimedia sources utilized, it is impossible for the teachers to integrate technology into teaching efficiently (as cited in Wang, 2008, p.138). As e-learning platform, Edmodo also requires the teacher to have good technology competence where was found that Edmodo is not appropriate for every lesson, so the teacher must be good at technology in order to use Edmodo beneficially (Cankaya et al., 2013). Similarly, students are also required to have good digital ability. In order to avoid the problems in teaching and learning by using technology such as "copied and posted information, not arranged information and plentiful information but useless because the students seemed have no abilities of organization, data collection, and operation of computer. To raise learning effect, enhancing students' computer competence was urgent" (Chien, 2004 as cited in Wang, 2008, p. 138). Due to the fact, the teacher or the students are required to have good digital abilities to operate the technology and web sites to run the teaching and learning process smoothly.

Third, in the case of using mobile learning, students also express their complexity. Students found the difficulty in using Edmodo Mobile because the

small-sized screen causes the difficulty in navigation and typing (Al-Khatiri, 2015). As for students' challenges, the small-sized screen of Edmodo Mobile are found to be poorly suited for students' needs. Additionally, some negative implications about the inappropriate features of 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).

The last, Edmodo cannot detect the plagiarism. As founded by Enriquez (2014) that 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). The plagiarism activity might become possibility in teaching and learning English. In finishing the assignments, students might possibly copying or plagiarizing materials on the net and submitting other persons' works. If the teacher does not realize it, they will just accept the work without giving any punishment for the students. Thus, students will repeat the same way in finishing the following assignments and it will not improving their language skills. Therefore, the plagiarism detector can be considered as additional feature or tool in Edmodo.

Review of Related Studies

In conducting the research, the researcher evaluates and relates the research with several studies to the field. There are many research studies concern about Edmodo. However, only several researches concern about Edmodo and its usage toward writing skills. There are three researchers who

conducted the research study in the field of Edmodo and writing skills. The

researcher reviews, evaluates and summarizes the point of those studies

briefly.

The first research entitles "*Students' Perception on the Use of Edmodo in*

Writing Descriptive" is conducted by Tabhita Dwi Apriani (2015). This

research aimed to investigate how the first grade of SMP N 2 Yogyakarta

students perceive the use of Edmodo as a medium in writing descriptive text

and how Edmodo helps the students in developing their writing skills. The

research involved the first grade students of SMP N 2 Yogyakarta as the

participants. The data were gathered by used questionnaires, interview and

direct observations toward 30 students. The result of questionnaires, interview

and direct observations show that the students perceive the use of Edmodo as a

medium in writing descriptive text positively and Edmodo was helpful for

them to develop their writing skills.

The second research was done by Shams-Abadi, Ahmadi and Mehrdad

(2015). The research entitled "*The Effect of Edmodo on EFL Learners'*

Writing Performance". The focus was on the composition writing ability. The

Participants in this study were 40 female Advanced-level students attending

advanced writing classes at Irana English Institute. The age range of the

participants was between

14 and 24. One of the researchers took part in the study as the teacher. The

students were randomly assigned into two groups, experimental and control.

The material used was the same for both groups with the exception that the

experimental group worked with their Edmodo pages to upload their

assignments in their pages and used it for receiving and providing recast. The obtained data were analyzed using SPSS statistical package version 22 (SPSS Inc., 2013) by running a Mann-Whitney U Test. The result indicated that Edmodo created a significant difference in EFL learners' writing performance. As the result of the study showed, it seems that using Edmodo as a technology tool has acted positively to support the writing ability. It showed that the use of a different color in providing feedback like recast helped learners to be aware of their errors to understand the point of feedback. As Edmodo provides the opportunity to make the learners interested in writing and it is possible provide collaborative environment for learning where learners help each other

The last study was conducted by Janpho, Chaeturat, Multa, Harnburut, and Kwangsawad (2015). The research entitled "*Enhancing English Writing Skill by Using Online Social Network Edmodo*". In this research, the researcher investigated of how Edmodo improves students writing skills and students motivation. The participants of the research were 25 high school students. They were selected through a cluster random sampling. The researcher used experiment as the instruments. At the pre-test, the researcher were not implemented Edmodo and writing lesson plans on the classroom. But, they had implemented Edmodo and writing lesson plans on the post-test. Data collection of the study included four months. Data were analyzed to compare writing skills of the sample before and after using Edmodo. The statistics used in data analysis were dependent samples t-test to evaluate significant differences between pre – test and post -test of English writing skills. Then, data were analyzed to compare motivation of the sample before and after using

Edmodo. The result of the study showed that students' writing skills could improve after using Edmodo. It also motivated students to have more enthusiasm for learning the language through Edmodo.

The reviews and summarizes from those previous studies are giving advantages for the researcher. Through those studies, the researcher gains additional information related with her research field. Besides, those studies also provide some views about the effect of Edmodo toward students writing skills. However, this research has the strength itself. The strength of current research is that this research examines the features of Edmodo that facilitates students writing skills, and the problems and benefits of using Edmodo that is faced by the students. Thus, this research is hoped to give several views about the features in Edmodo and their function, also provide students perception about Edmodo itself. Whether it can be positive or negative perception.

Conceptual Framework

When producing a text, students could not produce it in a single step since writing requires not only organizing ideas but also mechanics. To Gebhard (2009) and Harmer (2007), mechanics (such as punctuation, spelling and handwriting as well as layouts) and organizing ideas (to be cohesive and coherent) are indeed not easy to apply (Purnawarman et al., 2015, p. 247). "It is a well-known fact that writing involves a number of complex rhetorical and linguistic capabilities. It also requires the writer's full attention, concentration, and practice. Effective writing involves conveying a message in such a way as it affects the audience as the writer intends" (Farooq, Uzair-Ul-Hassan, and

Wahid, 2012). Therefore, it is not surprising to see the students make errors quite often. Nevertheless, it even encourages them to keep learning and practice on how to produce a good sentences and minimize the errors.

The teacher as the only audience in many writing classes responds to students' writing. Teachers try to help the students overcome the difficulties, encourage them, responds to their writing, provide feedback and score the final products during the writing process (Uso-Juan, & Martinez-Flor, 2006 as cited in Shams-Abadi et al., 2015). Response to this situation, teachers need supplementary tool to support the teaching and learning process. Besides, as learners, students require to have strong motivation, practice, concentration and ability to find the information and learning language by themselves. As digital natives, they can utilize technology to facilitated the educational purpose and find more information by themselves. It is appropriate for them to utilize technology in the teaching and learning process because they are digital native. As explained previously, the teacher can use technology such as Edmodo as a supplementary tool as the effective way in the teaching of writing and make the students better achiever. Edmodo is an online web-based learning designed specifically for educational purposes. All types of features were designed to facilitate the learning activities. Because Edmodo is an online learning platform and does not use paper to complete the learning process, the students and teachers are required to type in all things related to the activities. Such as when they want to ask questions, answer questions, respond to the posts, create a task, and fill in a quiz. The features have indirectly facilitated the students to write and communicate with each other.

Through the communication, Edmodo helps the students to practice their writing skills. They will also receive a response, comments and feedback from teachers and their friends. Feedback and comments may be in the form of the answer, or corrections to their writing. Therefore, through Edmodo students can continuously writing and always motivated to write properly because they thought of their work being read publicly as their writing posted to a class news group.

On the other side, Edmodo also has some problems that become challenges for students to study the writing skills. Those are the slow internet connection, the digital incapability of the teachers and students, the limited interaction and incapability if the students use mobile application to access Edmodo, and also cannot detect plagiarism in the learning activities using Edmodo. These problems can be the effecting factors in decreasing students' motivation in learning, especially learning writing. The students who have experienced the same way in learning by using Edmodo must have different opinion about the benefits and the challenges that they received. Therefore this research was aimed to discover the information about the implementation of Edmodo in writing skills based on the students' view. Thus, the concept of this study is designed in the chart below.
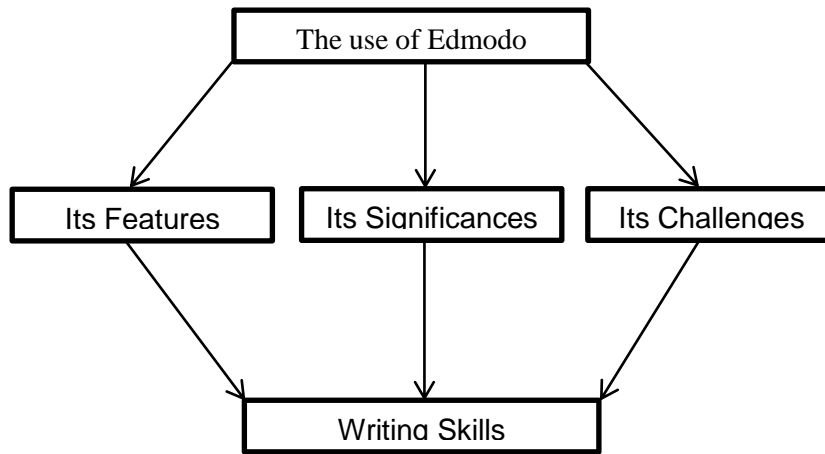
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                    ┌─────────────────────────┐
                    │     The use of Edmodo    │
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The use of Edmodo

Its Features   Its Significances   Its Challenges

Writing Skills

Figure 1. Conceptual Framework