

Chapter Four

Finding and Discussion

This chapter presents the findings and discussions of the research about the English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) students' perception on the use of Edmodo toward their writing skills. This research reports the finding to answer the research question proposed in this study based on the interview data. It also provides further discussion of the findings and relates some references that have been reviewed in chapter two. There are three major findings revealed from this study based on the purposes of the study. Firstly, the finding reports the EED of UMY students' perception on the features of Edmodo that facilitate students writing skills. Secondly, the EED of UMY students' perception on the significances of Edmodo on the learning process and significances toward their writing skills. Lastly, it also reports the EED of UMY students' perception on the challenges of Edmodo toward their writing skills.

EED of UMY Students' Perception on the Edmodo Features that Facilitate their Writing Skills.

The first purpose of this research is to figure out the EED of UMY students' perception on the features of Edmodo that facilitate their writing skills. Regarding to this question, the researcher found out that there were four main features that facilitate the students' writing skills. The features were the *note* feature, the *assignment* feature, the *quiz* feature, and the *group* feature.

Finding 1: The note feature. Based on the interview data, it was found that all the participants reported that the *note* was a feature that could facilitate the writing skills. Those five participants explained that the *note* facilitated them in giving and responding to the comments and questions through postings. The first participant said, “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.1.13). The first participant explained that the *note* feature allowed and facilitated the students to share anything to the group and it required them to type any information that they shared. Thus, she felt that the *note* feature was very useful and facilitated her in writing.

Besides, participants two, three, four and five also stated that the *note* feature also facilitated their writing skills. Because they were be able to write any comments or question on the teachers’ postings or their friends postings. As they stated, “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 answer or give comments on it. Our friends could see those comments and sometimes they gave comments for each other’s. Thus, we were required to write in well-structured text because it is read by other students” (P.2.15). Besides, participant three explained, “The features that facilitated writing skills were actually depend on the lecturer. For example, in note feature, the lecturer could ask the students to comment or discuss about something. Through those activities, the writing skills could be trained. Because we were required to write or comment on the postings” (P.3.19). Then the fourth participant also perceived the same idea, she mentioned, “The Note feature was the main feature

that improved the writing skills. Because it facilitated us to write anything, comment on teachers' postings, and be able to see our friends' writings. By doing the writing activities frequently, we were able to improve our writing skills. By reading 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.4.13). Additionally, the fifth participant also stated that "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 answer our friends' questions" (P. 5.12).

It was clear that all the participants perceived that the *note* feature can facilitate their writing skills. The *note* is the main feature of Edmodo. It facilitates the teacher and the students to post and share any information or files. The *note* allows the teacher and the students to post messages, files and links to the group (Cauley, 2013). It provides opportunities for the students and the teacher to interact by posting something or giving comments and feedback to the post. Moreover, they were also be able to see their friends' posts and learn from each other. Based on the interview, it was found that the *note* feature facilitated them to share their works or ideas and be able to give or receive comments on the postings. This activity could encourage the students to do the peer editing or sharing process. Through this feature, they could share their written idea to the teacher or other students and they can see whether the meaning is conveyed successfully or not (Brown, 2007). After they shared their written ideas on the group, they will start receive comments from each other's and it could also engaged the peer editing process. In this process, the students are able to receive information and

feedback to improve their writing text. Thus, by utilizing the *note* feature, the students could train their writing skills.

Finding 2: The assignment feature. The second finding related to the Edmodo features that facilitate writing skills was the *assignment* feature. Participant one explained that “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.1.14). Based on her explanation, it can be seen that she perceived that the *assignment* facilitated her writing skills because it required the students to write introduction or description about the assignments. Then, they have to write it in formal language because they addressed their teacher.

Moreover, participant two gave different opinion; he stated, “Besides, we also made some exercise related to the teaching materials. Through the exercises or assignments, we were facilitated on how to write in well-structured text” (P.2.16). Based on his statement, it can be found that the *assignment* facilitated the writing skills because it required the students to write in well-structured text. The *assignment* feature facilitated the teacher to upload or send assignment on the virtual class. The students also can download and finished it through the virtual class. Although it was done online, still they have to pay attention on their language and text because it is an academic activity.

Besides, participant three stated that the *assignment* feature was also facilitate the writing skills. It depends on the subject and the type of assignments. She stated that “then also in assignment feature where the lecturer gave assignments and be able to upload file. Actually, it depends on the subjects. For example basic reading and writing or academic reading and writing, those subjects could improve our writing skills. However, it did not only depend 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” (P.3.20). Based on her opinion, the researcher concludes that the *assignment* feature could facilitate the students writing skills if the activities or the assignments are about writing or an essay. Moreover, it will be beneficial for the students if the teacher provides feedback on their assignments or written text.

Based on the data gained above, it can be seen that the *assignment* feature facilitated the students writing skills by writing the introduction or description related to their assignment. Although it just a few sentences, they still required to write into well-structured and formal language because they addressed their teacher. As stated by Purnawarman, et al. (2015), Edmodo 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. After they submit the assignments, they will receive feedback from the teacher related to their assignments. Thus, the assignment feature also facilitated the peer editing and proofreading processes where they could receive the feedback in the form of text correction or other components in writing such as grammar, vocabularies, punctuation

and capitalization. Therefore, they could improve their text and writing skills through the activities.

Moreover, the students also facilitated to share and submit their assignment as final draft of their text. Thus, it facilitated the students to publish their work and engaged the last process of writing, publishing. As explained by Brown (2007) that final draft of the text can be shared to the other people if it is allowed. After all the steps have been conducted, the written text can be printing and published. If it is an assignment, then it should be submitted.

Finding 3: The quiz feature. Another finding related to the features that facilitate writing skills was the *quiz* feature. This is stated by participant three that “the other feature was games; it could facilitate the writing skills if the lecturer gave us quizzes related to the writing” (P.3.21). Similarly, with assignment feature, participant three also stated that quiz also facilitated her writing skills and it depended on the type or the content.

The *quiz* feature allows the students to write in the form of completed the "short answer" and "fill in the blank" question. 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.

Based on the finding above, it could be seen that Edmodo facilitated the teacher to make some test by creating quizzes. Teacher can create is as creative as possible to make it interesting. Moreover, they can design various 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 (Cauley, 2013). By this feature, the teacher are facilitated to design interesting materials that could attracted students attention and gain higher motivation to follow the learning process.

Besides, the quiz feature is facilitated with time limitation where the teacher could set the time for the students in finishing the quiz. The teacher could expect the students in writing class to make serious effort by submitting and finishing the quiz on time (Mali, 2015). It also enable the teacher to give specific feedback for the students in the below of each questions. Thus, students also facilitated to get feedback and know their mistakes.

Finding 4: The group feature. This study also found out the other features that facilitate writing skills. There was only one participant argued that the *group* can facilitate the writing skills. She was participant three; she stated that “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. Therefore, 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).

As e-learning platform, Edmodo should have groups as a place to communicate, conduct the discussion, and carry out the learning process. Teacher can create a big group for all the students and small groups based on the classifications. Through those groups, teachers can post assignment, note or information, quiz, poll, materials and monitor students' activities. Those postings can be accessed by the students. The collaboration and communication between teacher and students also can be performed. As stated by Wolf & College (2007), Web as Edmodo 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. The groups in Edmodo are safe because it required code for everybody who wants to join in the groups. As stated by Majid (2011) that "Edmodo 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". Moreover, the *group* feature allows the students to share, giving comments or feedback, peer editing, proof reading, and publishing the works at same time and in the one place.

To sum up, the researcher found out that there were four features that facilitated the EED of UMY students' writing skills. Based on the data gathered, those features were the *note* feature, the *assignment* feature, the *quiz* feature and the *group* feature. The *note* feature facilitated the students' writing skills because the students were able to write information, comments, opinions and questions. Besides, they were also be able to see their friends' writing where they could learn from it. Thus, by doing those activities

frequently, they can train and improve their writing skills. The *assignment* feature facilitated the students' writing skills because it engaged the students to write the introduction and description about their assignments in formal language. It facilitated the students to write an essay and other assignment that required the students to write in well-structured text. Moreover, the *quiz* feature also facilitated the writing skills but it depends on the type of the quiz. It could facilitated the writing skills if the quiz related to the writing skills. The last, the *group* feature could facilitate the writing skills because it provided the place to communicate and discussion. The students could communicate through their postings where it engaged the process of writing. Moreover, those features facilitated and enabled the students to share their work, receive feedback, peer-editing, and proof read of the others works. They also facilitated to publish their work through those features. The publishing works can be in the form of assignment, individual work, newsletter, literacy, and teaching material (Palmer, 1994).

EED of UMY Students' Perception on the Significances of Edmodo on the Learning Process.

The next question asked by the researcher in the interview was the EED students' perception about the significances of Edmodo. Based on the data gathered, there are some points that delivered by the participants related to the significances of Edmodo on the learning process. Those significances are Edmodo engages the students to use and write using English in every activities; easy to use; interesting and fun; facilitates them to share information; and facilitates them to communicate with each other.

Finding 1: Edmodo engages the students to use English in every activities.

Based on the interview result, there were three participants who stated that the learning activities in Edmodo engaged them to use English. It can be beneficial for them because they can improve their English skills including the writing skills. Participant one and two stated that the activities were affecting their writing skills because they should type or write anything on Edmodo in English. As they stated that “The activities that were conducted by utilizing Edmodo were affecting 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 skills” (P.1.15). Similarly, participant two also stated that Edmodo engaged them to write anything on the group. He stated that “Edmodo was highly effected the writing skill because the students require to write and type anything on the spot. Thus, they have to write as good as possible” (P.2.17).

Additionally, the third participant said that the lecturer required the students to write by using proper English. She said that “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.3.23). She added, “It affected the students writing skills because they required writing in English and communicating with each other through the written text” (P.3.34).

Based on the findings above, the EED of UMY students stated that they were required to using English in the teaching and learning activities by using Edmodo. It was because they are the English education students that involved English in their teaching and learning activities. Besides, Edmodo only provides English as the language to communicate. Moreover, the teacher also encourages them to always write by using English. The teacher could take a role as motivator for the students to always use proper English when they communicate through Edmodo. It is very important for the students to achieve their learning purposes. As stated by Uso-Juan (2007), teacher hold some roles such as motivator who can motivate the students and create the right conditions of ideas and encourage the students to make much effort as possible to achieve the maximum result.

Finding 2: Edmodo is easy to use. The second finding related to the significances of Edmodo on the learning process was the ease of use. Related to this finding, four out of five participants stated that they received the ease of use of Edmodo. They were participant one, two, three and four. The first participant reported that “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). She stated that Edmodo was easy because the students were facilitated to share any kinds of different files in the group.

Edmodo is a social learning platform that was designed with some useful features that are meant to help the teaching and learning process through the virtual class (Cauley, 2013). The features support the teacher and the students to work easier (Al-Khatiri, 2014). The use of Edmodo and its features facilitate the teacher and the students to increase the communication and facilitate them to share any resources. As stated by Gómez, Magreñán and Orcos (2015), Edmodo is social media where the interaction process works through a wall, in which resources are shared, conversations are generated, and allowing the development of communication skills. Moreover, the ease of use in sharing text, materials and files also facilitate the students share their works where in the writing skills, it can be considered as sharing process. In this process, the writer sharing what they have written with the other. It is important to see whether the meaning is conveyed or not (Brown, 2007).

Different with the first participant, the second participant said that “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). The second participant argued that it was easy because the application was available on hand phone. Thus, the students can easily access Edmodo on their gadget or phone with supporting internet connectivity in anytime and anywhere. This is in line with (Al-Khatiri, 2015) who explained that Edmodo can be accessed through any mobile device with supporting internet connectivity. It is free apps that provide on the website and could be installed and accessed through mobile devices such as hand phone. Thus, it provides simple way for teachers and students in a virtual class to connect and collaborate.

Moreover, the third participant also gave different opinion about the ease of use in using Edmodo. She said, “It was fun and easy to access Edmodo if the internet connectivity was good” (P.3.29). Because it is an e-learning platform, Edmodo need the good internet connectivity in its implementation (Al-Khatiri, 2015). The good internet connection is an essential factor to support the online teaching and learning activities. If the internet connectivity is good, the teacher and the students will receive the ease of use in using it. Therefore, the teaching and learning process will run smoothly without any disruption.

The other opinion from the participant four was the ease in submitting the assignments. She stated, “It was easy to submit the assignments. For example, in the research methodology subject, it needs many papers to print the assignments. Fortunately, by using Edmodo we just simply send it in the virtual class and no need for printed paper” (P.4.20). Based on the result above, it showed that Edmodo facilitate the students and provide the ease of use in submitting the assignment. The teacher and the student perceive the ease of use in using Edmodo because the activities were done through a wall and virtual classroom (Gomez et al. 2015). In this activity, the students and the teacher were facilitated by the assignment feature where allowed the teacher to send out the assignments to the group. Besides, the students could also access the assignments and turn in the assignments (Cauley, 2013). This finding is in line with Shams-Abadi et al. (2015) that 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 stated that Edmodo facilitates the students to submit their

work directly in the virtual classroom and no need for printed form as like in traditional classroom.

In summary, there were some different opinions from the students about the ease of using Edmodo. Based on the data gained, the students received the ease because it facilitated them in sharing any information and files through the virtual classroom. Then, it was also free application that is available and accessible through mobile devices. Next, it facilitated them in submitting their assignment without need for any printed paper because it could be submitted through the virtual classroom by using assignment feature. Those ease could be received by the students because they were facilitated by the Edmodo features. Moreover, the tools such as mobile devices and good internet connectivity also support the teaching and learning process by e-learning.

Finding 3: Edmodo is interesting and fun. Interesting and fun was the third finding about the significances of Edmodo on the learning process. It was found that three out of five participants answered that Edmodo was fun and attracted. Three of them gave different opinions about this finding. The first participant said that she felt excited because it was the first time she used it and she found that there were many useful features were provided on Edmodo. Here she answered, “I felt excited 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). The second participant stated the different feeling about it; he stated that he was happy learning by Edmodo because the teaching strategy was interesting. The students were asked to act like teacher, as he stated “Edmodo made students feel happy in learning. They were asked to act like teacher” (P.2.22). Additionally, he added that it was interesting because the teaching materials were

interesting, the teacher can create the teaching materials as creative as possible. He stated that “It was interesting because there were many pictures on it” (P.2.23). Lastly, the third participant found out that Edmodo is fun and simple because it is quite similar with Facebook. She stated that “Edmodo was fun and simple as like Facebook” (P.3.28).

Based on the statements above, it can be found that Edmodo is fun, easy and attracted platform for students. The interface is quite similar with Facebook that the students were already familiar with, so it is easy to apply in the classroom (Hanor, 2012). It also provides some creative features that are meant to help the communication and teaching and learning process (Cankaya, 2013). From the features, the teacher could design interesting teaching materials and gained the students attention. It is very beneficial for the teacher because they were facilitated to design interesting materials that could engage students’ motivation in learning. This finding can be supported by Cankaya et al. (2013) that explained, “Students perceive that Edmodo contributions in learning are such as making learning fun, attracting students’ attention and making the lesson effective. It can attract students to learn because the ease of use just like Facebook”.

Finding 4: Edmodo facilitates the students to share information. Facilitate the students to share information was one of the Edmodo significances on the learning process. There was only one participant who gave answer related to this finding. She was participant five and she stated that Edmodo helped the students to find any important information such as the detail of the assignment and the deadline. Here she answered “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.5.15). She added “We also shared information for each other” (P.5.17).

Based on the finding above, it can be seen that students received the ease of use in sharing and receiving the information. As a social learning platform that was designed for educational purposes, Edmodo assist the teaching and learning platform. It was included as one of Web 2.0 type that allows the users to interact with each other and share information with virtual community (Wolf and College, 2007). The finding above is also supported by Al-Kathiri (2015, p. 189) who argued that through Edmodo, users can share the information with ease. It has some main features that enable the user to access, create, interaction, and share the information with their virtual community easily. The ease of sharing the information can be received by the students because Edmodo facilitated them with some creative features

Finding 5: Edmodo facilitates the students to communicate with each other.

The next finding that was reported by the participants was Edmodo helped them to communicate with their friends and lecturer through the virtual classroom. Related to this finding, participant four answered, “We could communicate with our friends through virtual classroom and also sharing information” (P.5.18).

The finding above is also similar with the finding four where the participant perceived the ease of use in communicate and share the information. As stated by Arroyo (2011), Edmodo is an excellent communication tool for knowledge construction and collaboration providing a more secure learning platform for learners and educators. It can be seen that Edmodo as a learning platform facilitate the students to communicate

and collaborate with each other's with secure learning platform. Moreover, the communication through Edmodo are also supported and facilitated by the features of Edmodo. The features of Edmodo were designed to help and increase the communication in the classroom (Cauley, 2013). Thus, the teacher and the students were help to communicate, discuss and collaborate easily through this platform.

In summary, there were five significances of Edmodo toward the teaching and learning process that are received by the EED of UMY students. Those significances were reported by the students based on their experiences in learning by using Edmodo. They reported that Edmodo engaged them to use and write by using English in every activity. In this significance, the contribution of the teacher is involved where the teacher always encourage them to write and using proper English to communicate. Furthermore, they perceived the ease of use of Edmodo and perceive Edmodo makes learning fun. The students received the ease of use because the similar interface with Facebook that they have already familiar with. They were also facilitated with some useful and creative features that could make learning fun and interesting. In addition, as social learning platform for education, it facilitated and supported the students to share information and communicate with each other through the virtual classroom.

EED of UMY Students' Perception on the Significances of Edmodo toward their Writing Skills.

Related to the second purpose of this study, the researcher found that there were nine findings related to the significances of Edmodo toward their writing skills. Those significances were Edmodo increased students' critical thinking; engaged the students to write in well-structured text; increased students' confidence in writing; engaged the students to write in academic and formal setting; facilitated the students to get feedback on their writing and give feedback to the others; increased the students awareness to use proper grammar in writing; increased vocabularies; facilitated the students to get new information and develop the idea; and motivated them to write better than other.

Finding 1: Edmodo increased students' critical thinking. In learning, regarding to the development of the idea, sometimes it put the students in difficult situation to think on how to develop their topic sentence or idea. Through Edmodo, students were trained to develop their critical thinking by giving comments or feedback to their friends, by writing reflection or writing assignment. This is stated by the first and second participants who explained, "Edmodo could increase students' critical thinking because they required thinking in giving comment or feedback to their friends. Thus, it could develop their critical thinking." (P.1.21). Then the second participant also reported, "Edmodo increased students' critical thinking where they required thinking about the idea as fast as possible and it engaged them to develop their writing" (P.2.24). Moreover, the third participant stated that Edmodo influencing her writing skills because she had to think on idea before she writes. She answered, "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).

Based on the data above, the researcher found out that Edmodo has benefit toward students’ critical thinking. As stated by the students that they were required to think the idea and develop it by themselves. Thus, it enhanced them to think critically to support their idea. In this activity, students experienced the prewriting process of writing where the students required thinking on idea before they write their postings on Edmodo. The prewriting process is the process is the first process of writing where the writer start to explore their ideas. As has been explained by Brown (2007) that prewriting is the step where the writer starts to thinking. The writer is encouraged to generate the 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.

Finding 2: Edmodo engaged the students to write in well-structured text.

The first finding related to the significances of Edmodo toward writing skills was it required students to write in well-structured text. This is stated by the second and fourth participants. The second participant said, “Additionally, the lecturer was always give reflection and the students had to write in well-structured text as well as write an essay” (P.2.20). Then, the fourth participant also agreed that by doing those activities they knew how to write in well-structured text, as she said that “By doing those activities, we can gain and increase our confidence to write. Then by reading the comments and ideas

from our friends, we can increase our vocabularies, we also know how to write in well-structured text” (P.4.16).

As can be seen above, the researcher found out that one of the use of Edmodo and its features in the writing skills was engaging the students to write in well-structured text. As writing basically requires a well-structured way of presentation of thoughts in an organized and planned way (Braine and Yorozu, 1998). In doing the activities, students were engaged to write the text in well-structured text and this is how the teacher can help and encourage them to improve their writing skills. As stated by participant two that the students were facilitated and encouraged by the teacher to write in well-structured text by giving them an exercise such as write reflections. In this situation, the teacher try to help and encourage the students by providing them a writing task. Besides, the students also find their own way where they could gain more vocabularies and learned on how to write in well-structured text by seeing their friends’ text. As Edmodo provides a place for the students to work collaboratively and actively engaging and discussing the ideas (Dooly, 2008).

Finding 3: Edmodo increased students’ confidence in writing. The next finding contributing to the significances of Edmodo toward the writing skills was it increased students’ confidence in writing. Related to this finding, there was only one participant who stated that by doing activities in Edmodo, she became more confidence. As she stated, “Because there were many features, I think it is 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).

In this finding, participant four stated that she gained confidence when she frequently wrote comments, opinions or ideas in Edmodo group. It could be happened if the students active write in public media. This finding showed that as e-learning platform, Edmodo facilitated the students by the features which could help them to communicate and interact through their written opinion, comments or suggestion. As an educational platform it provides collaborative environment for the teacher and the students to collaborate and communicate with each other. The communication occurred when the students actively respond on the teacher or the other students' postings. Their respond could be in the form of answering the question, respond to a poll, giving opinion or suggestion. Thus, it helped the students to overcome their problem in writing such as low confidence. Low confidence is founded as one of the students writing problems that caused by their anxiety and expectation of error and failures (Can, 2009). By using Edmodo, the students were trained to give their ideas freely and facilitated by the feedback from the teacher and other friends. Thus, their anxiety of error and failures will be decreased and encourage their confidence to write. This finding is in line with Al-Khatiri (2015) who found that Edmodo also help students to increase their confidence and motivate them to write better than 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.

Finding 4: Edmodo engaged the students to write in academic and formal setting. The next findings about the significances of Edmodo toward the writing skills was Edmodo engaged the students to write in academic and formal setting. Based on the data analyzed there were three participants who stated that Edmodo engaged the use of formal and informal language setting because they were required to write in formal language if they addressed their lecturer and use informal language if they addressed their friends. The first participant explained, “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.1.22). Additionally, participant two also answered that “Edmodo was highly effected the writing skills because the students required to write and type anything on the spot. Thus they had to write as good as possible and know how to use of formal language” (P.2.18). Similarly, participant five also said, “We used formal language to communicate with the lecturer and used informal or daily language to communicate with our friends” (P.5.13). She added, “For writing itself, we could understand about the use of formal and informal language” (P.5.19)

The result showed that by using Edmodo, students were engaged to write by using formal language if they addressed their teacher and use informal language to communicate with other students on the group. This finding is supported by Liaw, Marimuthu, and Idris (2014) who stated that the discussion in virtual class involves students to write in academic and formal setting as well as in the traditional class. Similarly, Purnawarman, et al. (2015) also stated that 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. Although Edmodo is social learning platform, still it has to deal with academic and formal setting because it aimed for educational purposes.

Finding 5: Edmodo facilitated the students to get feedback on their writing and to give feedback to the others. The next finding contributing to the benefits of Edmodo toward writing skills was Edmodo enabled the students to share their post and to receive feedback from others. The feedbacks that are given and received by the students are different. The first participant said that she gave feedback to her friends if they wrote in wrong sentence or grammar. As she mentioned that “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.1.17). Additionally, she also stated that by giving feedback or comments, they will be able to develop their critical thinking “Edmodo could increase students’ critical thinking because they required to think in giving comment or feedback to their friends. Thus, it can develop their critical thinking” (P.1.21). Moreover, the third participants also mentioned that she felt happy and helped when she received feedback although it was late response. She stated, “Students were happy when they got feedbacks or response from their friends or lecturer although it was late response” (P.3.32).

Based on the finding above, it can be concluded that Edmodo facilitates the students to give and receive feedbacks from their friends or lecturer. Those feedbacks can help them in correcting their written text or answering their questions. This is in line with (Al-Khatiri, 2015) who found that any content that student posts instantly in Edmodo 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 revise and rewrite the sentence by using peer and teacher review. Moreover, Shams-Abadi et al. (2015) also explained that that the 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.

Besides, related to this significance of Edmodo, it could be concluded that Edmodo engaged the peer editing and sharing process of writing. The students were facilitated to share their writing ideas and receive feedback from the teacher and their friends. As explained by (Brown, 2007) that peer editing or sharing is sharing what the writer has written with the others. By sharing the written text to the other, the writer can see whether the meaning is conveyed successfully or not. Brown also notes that a writer is able to improve their text from the information that is gained from the other.

Finding 6: Edmodo increased students' awareness to use proper grammar in writing. It was found that two participants explained that Edmodo facilitated them to correct the other writing and to receive feedback on their writing. One of the feedback that they received is about their grammatical structure. As reported by participant one that "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 other students on the group also learn from the correction" (P.1.17). Moreover, she added that, "Students still used proper grammar in writing although they prioritized the interaction and communicating rather than the linguistic in writing" (P.1.23). Additionally, participant three also provided the same opinion to the use of proper grammar when they write on Edmodo. As she stated, "Students were thinking about proper grammar in before they wrote" (P.3.25).

Finding 7: Edmodo increased students' vocabularies. The following finding contributed to the significances of Edmodo toward the writing skills was the vocabulary improvement. Related to this finding, participant three reported that the students were also pay attention on the correct words. As she stated, "Students were also consider on the use of vocabulary" (P.3.26). Besides, the fourth participant answered that her vocabularies increased because she read the postings on the group. Here she answered that "By reading the comments and ideas from our friends, we could increase our vocabularies" (P.4.15). She added that "The text also become more creative because the vocabularies are increased" (P.4.23)

Based on the findings 6 and 7 above, students believed that Edmodo platform facilitated them in increasing their awareness of using proper grammar in writing and increasing their vocabularies. The interactions on Edmodo give chance for the students to know how to write in English by using proper grammar and proper vocabularies. Moreover, they were also facilitated to read others postings and get the new knowledge and new vocabularies.

Based on the result, it can be seen that Edmodo could help the students to overcome their difficulties in writing such as finding the appropriate words to express themselves and their ideas. This problem always happened at the first time when they want to start their text (Mahfoudhi, 1999). Respond to this problem, students need as much vocabularies as possible to express their idea into good text and they could be facilitated by Edmodo where it supports the acquiring of new English vocabulary and ideas. As supported by Al-Khatiri (2015) who found that 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

Moreover, it also engaged the process of writing namely proofreading. In this process, the writer starts to make sentence correctly after gain correction or feedback from the other or the reader. In this process, the writer has to be sure with language, sentence and grammar, revise punctuation, capitalization and spelling correctly (Brown, 2007). As stated by participant one that she started receiving feedback if the sentence was incorrect and the grammar was wrong. Then, by the feedback they can revise their sentence and grammar correctly.

Finding 8: Edmodo facilitated the students to get new information to develop the idea. Getting new information to develop the ideas was the next finding related to the significances of Edmodo toward writing skills. Almost all of the students agreed that Edmodo is learning platform that facilitated them in sharing the information. In this finding, there were two participants mentioned that they received benefits related to the development of idea in writing. The first participant stated, “Students should have idea to write and know how to arrange the ideas based on the topic” (P.1.18). She said that in writing, the students should have ideas and know how to arrange them becomes one structured paragraph. The lecturer was always give the students a question or a topic on Edmodo and asked them to respond on it. By answering the question, the students were required to think on what should they write and organize it into well-structured text. Besides, the fifth participant stated that she could get new information to develop her idea from her friends’ post. She stated that “Then, we could also see our friends’ comments, for example if we were asked to give an opinion about qualitative research; we can see our friends’ opinion. From their comments and opinions we can get new knowledge and ideas to answer the question” (P.5.16).

As has been explained that Edmodo enabled the members to share ideas, files, events, and assignments in a virtual setting, it proved by the finding above that EED of UMY students experienced in sharing the ideas and information to each other. As stated by Gomez et al. (2015), Edmodo is a social platform that enable the interaction works through a wall and information and resources are shared where the communication skills were developed. Through the activities in Edmodo, they were facilitated to gain new information and ideas because they were shared on the group and give chance for

the students to read and gain new knowledge and ideas. Thus, it could help the students to overcome their difficulties in developing their ideas where it was found that most of the students experienced this problem.

Finding 9: Edmodo motivated the students to write better. The last finding contributing to the benefits of Edmodo toward students' writing skill was about motivation. Based on the data gained, the fifth participants said that she received confidence and motivation in the learning activities because the other could see her writing text, so it motivates her to write better. As she stated, "Definitely, we also motivated to write better and correct because it will be seen by other students. It's embarrassing if our writing is not good" (P.4.17). Then she added, "By seeing our friends' post, we knew how to write correctly (P.4.21) and also became more confidence in writing" (P.4.22). "Moreover, when we saw our friends who write in well-structured text, it made us feel unconfident about our writing but it motivated us to write better than them" (P.4.27.)

This finding is similar with the previous finding, participant four also stated that she received confidence in writing and that she gain more motivation as Edmodo provides many features and facilitated the learning activities. Through Edmodo, students can communicate and interacting with ease and freely. They 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 in learning (Janpho et al. 2015). Moreover, all of the activities in Edmodo were carried out in the virtual classroom and they can be accessed and read by all students, so students are challenged to always do their best. Therefore, students can be

motivated to be better than the other. As stated by Al-Khatiri (2015) who found that 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. Moreover, the students also gain their confidence in writing because they were trained to write in social media and they have to build their confidence in write the English sentences.

In summary, the researcher found that there were several benefits of Edmodo toward students' writing skills. Based on the interview data, the students stated that Edmodo increased their critical thinking; Edmodo engaged them to write in well-structured text; academic and formal setting because it is an educational learning platform, and thus they have to consider their language. Then, it also increased their confidence in writing. Next, it facilitated them to received feedback on their work and gives feedbacks to the others. Their awareness of using the proper grammar also increased when they write and communicate with their friends and teacher. Besides, by read the posts, they also received some new vocabularies that could make their text more creative. Then, Edmodo also facilitated them to get new information from their friends and that can help them to get new ideas. In addition, they were motivated to write better than their friends because it will be embarrassed if their writing is not good.

EED of UMY Students' Perception on the Challenges of Edmodo toward Their Writing Skills.

Related to the challenges of Edmodo toward the writing skills, the researcher found out that there were three challenges experienced by the EED of UMY students. Those challenges were the slow internet connectivity; the incapability in detecting the plagiarism; and the incapability in auto correcting system.

Finding 1: The slow internet connectivity. The first difficulty of using Edmodo becomes the common challenge that happened in the teaching and learning process by utilizing e-learning is lacking an access to good internet connection. Based on the data gathered, all of the participants agreed that internet connection become the most challenge in the Edmodo implementation. Those statements are described as follows.

“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.1.24)

“The common challenge of using Edmodo as an online learning was the 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.2.26)

“Internet connectivity was the common challenge for student. It was hard for them if the internet connection was slow” (P.3.31)

“The challenge when learning by using Edmodo was quota internet. When we have limited quota, we should looking for free 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.4.29).

“Honestly, I did not really like it, because I had to be connected with a good internet connection while my connection at home was very difficult” (P.5.14)

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

Based on the data obtained, it can be seen that all of the participants agree that internet connectivity is important and become problem in utilizing e-learning such as Edmodo. As has been explained that, as an e-learning platform, Edmodo requires good internet connection to support the teaching and learning process run smoothly. Therefore, 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” (Grosseck, 2009). The students stated that internet connectivity is very important to support their learning activities by using E-learning. They sometimes had difficulty in accessing the Edmodo and following the learning activities because of bad internet connectivity. Thus, they sometimes felt afraid of being left behind and being late in sending the assignments. This is in line with Enriquez (2014) who stated that 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. Thus, internet connection is an important factor to support the teaching and

learning by using e-learning. It will be beneficial for the students if it has good connection but it will be a big problem if the connection is slow and trouble.

Finding 2: The incapability in detecting the plagiarism. The second finding related to the challenge of using Edmodo in writing skills was it could not detect the plagiarism. Based on the data analyzed, there was one participant said the plagiarism activity was happened in her class. As she explained, “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).

Based on the finding above, it can be seen that plagiarism activity could happened in Edmodo. As social learning platform, Edmodo was not supported by plagiarism detecting tool that could check the originality of the students’ works. In finishing the assignments, students might possibly copying or plagiarizing materials on the net and submitting other persons’ works. Additionally, they could also copying the others idea related to the topic discussed on the Edmodo group. 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.

The finding above is in line with Enriquez’s study (2014), he found 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).

Finding 3: The incapability in auto correcting system. The last finding about students' perception on the challenge of Edmodo toward their writing skills was Edmodo does not provide the auto correcting system as like Ms. Office word does. This finding was gained from the fifth participant who complained that "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, we had to make it manually" (P.5.23). Additionally, she added "Then, if we compared it with Ms. Word, Edmodo did not have the spelling checker. In Ms. Word, the wrong word will be automatically marked as red but in Edmodo was not. Thus, we did not know if we write in wrong spelling or not" (P.5.24)

The incapability in auto correcting system is similar with plagiarism tool where they are not provided on Edmodo. Edmodo is a social learning platform that support the communication and interaction through virtual class and provide some useful features that are meant to help teaching and learning process (Cauley, 2013). Unfortunately, Edmodo does not provide feature or tools to detecting the plagiarism and auto correcting system for the writing activities. It is similar with other social media that support the communication and interaction and the communication is fully create by the people. Therefore, as social media that was designed for educational purposes, it should considered the plagiarism detecting tool and auto correcting system as additional feature or tools to facilitated the teaching and learning process especially writing skills.

To sum up, there are three challenges that are experienced by the EED of UMY students' batch 2013 in the use of Edmodo toward their writing skills. Those challenges were the slow internet connectivity; the incapability in detecting the plagiarism; and the

incapability in auto correcting system. It was found that the slow internet connectivity became the most general problems faced by the students when they utilize e-learning in the teaching and learning process. Moreover, the incapability of Edmodo in detecting the plagiarism and auto correcting system also become problems for them in their writing skills because they were not provided on Edmodo to facilitated the teaching and learning process.