

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presented findings and discussions from the research data. The findings covered the result of higher students' perception toward Edmodo which was derived from observation, video analysis, interview. The explanation of students' perception would be delivered in discussion.

#### **4.1 Finding**

In this research, there were several data that the researcher used including interview, observation, and video analysis. In order to reveal the students' perception toward Edmodo, the researcher used interview as main data and other such as classroom observation and video analysis would be the additional data.

##### **4.1.1 Main Data of High Achiever Students' Perception**

###### **4.1.1.1 Interview**

In this study, the researcher conducted interview twice. The first interview was unstructured interview and the second interview was semi structured. The first interview was conducted on Thursday 3<sup>rd</sup> November 2016 from 13.45 – 14.50. The second interview was conducted on Friday 4<sup>th</sup> of November 2016 from 14.22 – 15.30. The first interview was developed by Kirkpatrick on course evaluation and revision maintenance.

However, for the second interview The researcher found that the perception in using Edmodo for English learning. The researcher found 4 category

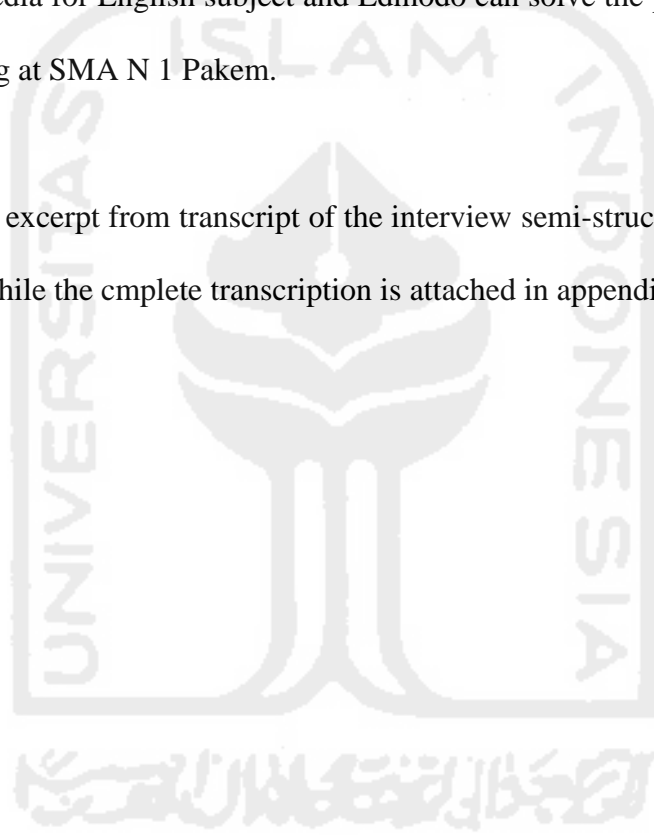
result of perception of high achiever students, which more than appear 2 time. For the second interview, the result has 4 category perceprion. First, about the appropriateness, instruction, layout and display. For the first question, the researcher asked the students about the appropriate level of detail to Edmodo, second question about the instruction of Edmodo for all features, third question about appropriateness between layout and reading material/information, and the last questions about the displays interesting to use Edmodo as online learning media.

Researchers use only the implementation of Kirkpatrick 'model online at the first level reaction. In a statement about this reaction there is some necessity that must be considered in the implementation of online media. researchers only use the four a basic as a basic implementation of an online model based Kirkpatricks' because in this case, researchers do not implement Edmodo thoroughly. However, researchers only introduce Edmodo as a model of online learning-based technology to support the education of students in learning English class X SMA N 1 Pakem. in this case the researchers just want to know the perception of students as researchers first introduced as a media of online learning Edmodo. Researchers only use a basic of the Kirkpatricks' online first-level models namely; appropriate between Edmodo with the level of class X student at SMA N 1 Pakem, the instructions on Edmodo, Layout on Edmodo and Display that are in Edmodo.

The results obtained researcher is accordance with the expectations. perceptions of student achiever on Edmodo is very good and the students are expecting that Edmodo can be applied directly as of online media learning English

in SMA N 1 Pakem. The categories for which researchers found in the first interview are: Appropriateness Edmodo with level of students and backgrounds that exist in SMA N 1 Pakem, there are no problems were found by students during operate Edmodo, appropriateness between layout and reading material and interest online learning media. This result can be answered the formulation of the problem in chapter I. The researcher hopes that Edmodo can be use as a online learning media for English subject and Edmodo can solve the problem in teaching and learning at SMA N 1 Pakem.

The excerpt from transcript of the interview semi-structured can be seen in **table 4.2** while the complete transcription is attached in appendix 1.



CODE	TRANSCRIPT	AP	CL	L	D
I/1/SP/1	<p>Q: “Menurut kamu Edmodo itu cocok gak untuk media pembelajaran kalian?”</p> <p>A: “Yaa cocok mbak, sesuai dengan background sekolah, yang udah berbasis IPTEK mbak”</p>	<i>Cocok appropriate</i>			
I/1/ SP/2	<p>Q: “Terus menurutmu instruksi di Edmodo itu gimana? Maksudku dalam Edmodo ada kesulitan gak bagi kamu untuk mengikuti instruksinya?”</p> <p>A: “Gak ada kendala mbak, mudah, apalagi sistematikanya sama kayak FB jadi lebih paham mbak”</p>		<i>Easy</i>		
I/1/SP/3	<p>Q: “Terus menurut kamu layoutnya gimana?”</p> <p>A: “Menurutku sih sesuai mbak”</p>			<i>Sesuai</i>	
I/1/SP/4	<p>Q: “Menurut Okta display Edmodo itu gimana Dek?”</p> <p>A: “Tampilannya menarik, soalnya kesannya bagus mbak dan aku liat dari segi fungsionalnya aja”</p>				<i>Interest Good</i>
I/2/SP/1	<p>Q: “Menurut kamu Edmodo itu cocok gak untuk media pembelajaran kalian?”</p> <p>A: “Ya pastine cocok mba soalnya kan kami gak pernah ketemu yang seperti itu dikelas.”</p> <p>“Dan menurutku sih sesuai ya mbak karena kan sudah bukan hal jarang lagi kalau kita pakai Edmodo dan itu sih udah hal umum dikalangan SMA”</p>	<i>Cocok appropriate</i>			
I/2/ SP/2	<p>Q: “Terus menurutmu instruksi di Edmodo itu gimana? Maksudku dalam Edmodo ada kesulitan gak bagi kamu untuk mengikuti instruksinya?”</p> <p>A: “Menurutku sih gak ribet mbak, clear semua kok soale gak ribet”</p> <p>: “Trus mudah dipahami juga gak perlu pake belajar gitu”</p>			<i>Clear, Easy to understanding</i>	

I/2/ SP/3	<p>Q: “Terus menurut kamu layoutnya gimana?”</p> <p>A: “Gak ada masalah mbak, clear kok gak ada masalah di layoutnya”.</p> <p>“Dan antara bahan bacaan itu juga selaras gt maksudku mbak”</p>				<i>Clear, Appropriate</i>
I/2/SP/4	<p>Q: “Menurut Okta display Edmodo itu gimana Dek?”</p> <p>A: “Hmm, bagus kok desainnya mbak, gak bertele-tele gak banyak gambar jadi bisa buat kita fokus belajar”</p> <p>“Dan interest bagi kami sebagai pengguna sosmed”</p>				<i>Good design, Interest</i>
I/3/SP/1	<p>Q: “Menurut kamu Edmodo itu cocok gak untuk media pembelajaran kalian?”</p> <p>A: “Emm.. Kalau dari aku sih sangat cocok kak”</p> <p>“Menarik banget kak, terutama untuk perkembangan zaman yang modern seperti sekarang ini”</p>	<i>Cocok Interest</i>			
I/3/SP/2	<p>Q: “Terus menurutmu instruksi di Edmodo itu gimana? Maksudku dalam Edmodo ada kesulitan gak bagi kamu untuk mengikuti instruksinya?”</p> <p>A: “Menurutku sih gak ada kesulitannya sih”</p>		<i>There is no difficulty</i>		
I/3/SP/3	<p>Q: “Terus menurut kamu layoutnya gimana?”</p> <p>A: “Cukup jelas sih”</p>			<i>clear</i>	
I/3/SP/4	<p>Q: “Menurut Okta display Edmodo itu gimana Dek?”</p> <p>A: ““Displaynya menarik, simple, gak ribet gitu”</p>				<i>Interest Simple</i>

I/4/SP/1	<p>Q: “Menurut kamu Edmodo itu cocok gak untuk media pembelajaran kalian?”</p> <p>A: “Menurutku sih Edmodo itu program e-learning yang bagus.</p> <p>“Sistem pembelajarannya mudah, efisien dan menyenangkan”</p> <p>“Sangat membantu bagi guru dan murid”</p>	<p><i>Good program,</i></p> <p><i>Easy,</i></p> <p><i>Efficient,</i></p> <p><i>delight</i></p>			
I/4/SP/2	<p>Q: “Terus menurutmu instruksi di Edmodo itu gimana? Maksudku dalam Edmodo ada kesulitan gak bagi kamu untuk mengikuti instruksinya?”</p> <p>A: “Instruksinya mudah dipahami kok, gak sulit mbak”.</p>		<i>Easy</i>		
I/4/SP/3	<p>Q: “Terus menurut kamu layoutnya gimana?”</p> <p>A: “Layoutnya bagus dan tidak membuat pembacanya bingung antara bahann bacaan dengan keseuaian gambarnya mbak”</p>			<i>Good</i>	
I/4/SP/4	<p>Q: “Menurut Okta display Edmodo itu gimana Dek?”</p> <p>A: “Simple dan menarik buat aku sih mbak”</p>				<p><i>Simple</i></p> <p><i>Interest</i></p>

The researcher can draw conclusions from this first interview about students' interest to Edmodo. The students do not find any difficulty to use Edmodo. The students expected to use Edmodo in daily learning at classroom.

In this first interview results, researcher conclude that the answer to both these students have compatibility with the theory of Kirkpatrick's online model level 1 is Reaction of student's perception in terms of learning. In Kirkpatrick's theory was mentioned that “Internet technology can help

documents students' learning and collect other data that indicates how the course can better facilitate learning.”

Internet technology provides an easy method of gathering reaction data through a fairly common means—course surveys, here the survey might pose questions about a course in the following areas by Kirkpatrick's online model level 1 is Reaction:

- ◆ Appropriate level of detail
  - ◆ The organization of course materials
  - ◆ Whether lessons are presented in an interesting way
  - ◆ The relevance of lessons to the student's job tasks
  - ◆ The clarity and utility of instructions for navigating and completing the course
  - ◆ The level of learner control provided (pace, navigation, etc.) and whether that control is appropriate for the course material and student
  - ◆ The quality or effectiveness of the user interface (graphics, layout, etc.)
  - ◆ Availability of or need for resources within the course, such as a help button or a link to references
  - ◆ Ease of exit and return
  - ◆ Whether or not the student has engaged in web-based learning prior to the course
- To help maintenance team members interpret survey results, it is helpful for them to have some knowledge of a particular learner's previous experience in web environments. We are not suggesting that a lack of experience invalidates a student's opinion, but that this information can be used to refine interface usability given a specific target audience.

In this research, the researcher used 4 strategies by Kirkpatrick's online model there are: Appropriateness, Clarity and utility, Layout and Displays. Researcher used 4 strategies from all strategies by Kirkpatrick's model online because the researcher only introducing Edmodo to know the student's perception about Edmodo.

Below was the second transcript, the excerpt from transcript of the interview un-structured can be seen in **Table 4.3**.

<b>Transcription 2 (2<sup>nd</sup> Interview).</b> <b>Respondent: Student X (X IPS 2)</b> <b>Time: 09.30 – 11.30 WIB</b> <b>Date: November 4, 2016</b> <b>Place: Mosque of SMA N 1 Pakem</b> <b>I: Interviewer, S: Student</b>		
Subject	Line	Transcription
I		“Kalau menurutmu dari segi apa Edmodo memfasilitasi kamu untuk belajar Bahasa Inggris?”
S	5	“Kalau dari aku sih walaupun benar Edmodo diterapin di sekolah kita itu udah sangat memfasilitasi kami semua loh mbak. Secara kan biasanya Cuma buku-buku doang, pol-polane kita nonton video itupun jarang banget e. Jadi, kita sebagai siswa kan kurang memakai teknologi dalam belajar dan kami harus ngerasain dampak positif dari teknologi juga untuk belajar to..”
I		“Iya benar, jawabannya logis banget ya suka banget aku, dan menurutmu jadi Edmodo sendiri bisa gak meningkatkan kemampuan Bahasa Inggris kamu?”
S	6	“Ya tentu bisa mbak, selagi kita sebagai siswa aktif dalam kelas ya pasti bisalah. Apalagi kan kita gak tatap muka langsung, pasti temen-temen lebih percaya diri dan kita bisa dapat pengetahuan yang lebih luas to..”
I		“Andaikan nih, Edmodo dipakai buat media kalian belajar Bahasa Inggris ya, kamu setuju gak e ?”
S	7	“Wihhh, ya bakal setuju mbakkk. Karna banyak manfaatnya to, jadi ada pembaruan media



		<p>dikelas lah mbak. Karna kita siswa juga penat mbak dari jam 7.15 loh sampe jam 13.45 separuh waktu kita natap papan tulis terus mbak. Bayangin aja lah mbak, bosen banget kan?”</p> <p>“Sebenarnya bukan karena kita bosan juga sih, ya kita harus ngikutin perkembangan jaman sekarang to biar pikiran kita gak kolot.”</p>
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Based on the second interview above, the students felt presence of Edmodo could change their learning styles in the classroom because they already felt the boredom of the situation and the absence of renewal of the material. Students agreed if Edmodo applied in their class because they had to follow the development of this sophisticated era. In addition, students believed that Edmodo could provide more knowledge and also improved their English language.

#### **4.1.2 Supported Data of High Achiever Students' Perception**

##### **4.1.2.1 Observation**

The observation was conducted during the field study on August from 15 - August 20<sup>th</sup> September 2015, but the researcher just allowed to do class observation as much as twice. Observation was focused on the media used for teaching and learning English subject in the classroom by the English teachers. From the observation, the researcher found some kind of teachers' style to teaching and learning English in the classroom, there are just focusing on the student's material/books, the material lack of variation and technology, limited opportunities to practice English. Based on observation result, the researchers found the teachers used a little of technology, there are used video and audio. The researcher gave the teachers some positive feedbacks related to

teaching will become up to use Edmodo in class, but the teacher did not know and understand to use technology. However, the teacher has a desire to learn to use the technology and learn Edmodo with researcher.

**Table 4.4 Observation Result**

<b>Observation 1</b> <b>15 August 2015 (08.45 – 10.30)</b> <b>X MIPA 2</b>	<b>Observation 2</b> <b>16 August 2015 (07.15 – 08.45)</b> <b>X IPS 3</b>
<ul style="list-style-type: none"> <li>- Teacher just gives some assignment without explain the material first.</li> <li>- Teacher used bahasa Indonesia, and sometimes used English.</li> <li>- Some student still confused about the assignment.</li> <li>- Teacher tell the students to open online dictionary.</li> <li>- Teacher tell the students to standing in front of friend to give the result of the assignment.</li> <li>- Some students can not explain.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher review the previous material.</li> <li>- Teacher explain a little bit of the new topic.</li> <li>- Teacher tell the students to make a paragraph individually.</li> <li>- Teacher tell the students to open online dictionary.</li> <li>- Teacher tell the students to switch of the paper with other friend and read in front of class.</li> <li>- Teachers gives some homework for tomorrow.</li> </ul>

Based on observation result, the teacher used little technology and did not explain much about the topic. Then, the material of the topic was lack of variation. And the end of the class, the students felt no enjoyment and no happiness in the class. In the current era, it was time for teachers and students changed the learning style for betterment in order to follow rapid technology.

#### 4.1.2.2 Video analysis

The researcher collect data by analysing the video in introduction of Edmodo toward two students of X MIPA 1 class who had 9.2 as their English score. The researcher expected that the two students were able to strengthen the data. Researcher conducted the introduction of Edmodo on 4 November 2016 at 11:50am - 12:30 pm WIB. During the introduction of Edmodo, researcher found no obstacles.

The function of video analysis was to strengthen the data for accuracy and verifiability. From the results of video analysis, the researcher could see a clear expression of the students in the introduction of Edmodo. The students felt a joy because it felt like in the classroom and one student was busy to operate the Edmodo with a serious face. Researcher assumed that the two students were very enthusiastic about the introduction of Edmodo.

**Table 4.5** The results of introduction of the video transcript Edmodo to 2 high achiever students.

<b>Transcription 1.</b>		
Date : November 10 <sup>th</sup> 2016		
Time : 11:50am - 12:30 pm WIB		
Respondents' : Student 1 (Nikita Kurnia X MIPA 1)		
: Student 2 (Gasha Charisma X MIPA 2)		
<b>Place: Canteen of SMA N 1 Pakem</b>		
<b>I: Interviewer, S1: Student 1, S2: Student 2</b>		
Subject	Line	Transcription
S2	4	<i>“**hmm, jadi Edmodo Cuma perantara doang gitu kan mbak? Kita tetep belajar kayak biasa dikelas hanya sedikit berbeda aja to..”</i>

A		<i>“nah iyaa bener sekali itu”.</i>
A	9	<i>“Caranya kita harus buat akun dulu, pakai emailmu trus km input user name. Simple kok menurutku tinggal jalanin aja”.</i>
S2		<i>“Oalah gitu, eh tapi kadang ya mbak kita kalau berhubungan dengan social media nih keren loh mbak. Secara kan sekolah kita kan basisnya IPTEK dari singktannya aja Ilmu Pengetahuan dan Teknologi tapi menurutku kita jauh dari teknologi.”</i>
S1		<i>“Iya e bener, kadang kita sering dimarah kalau buka HP mbak. Padahal kita bukan main tapi googleing. Apa yang guru kita bilang itu bener atau enggak dan kita perlu isu lain juga padahal. Aku takutnya, pemikiran kita dan guru itu gak berkembang mbak”</i>
A	11	<i>“Hmm iyaa ngerti kok aku. Jadi menurutmu bisa dipahami gak dari segi instruksinya?”</i>
S2		<i>“Kalau dari tampilan sih nek bagiku bagus mbak, gak ribet gitu loh. Ada beberapa kesamaan sih sama FaceBook. Tapi kan ini fokusnya untuk belajar bukan untuk main-main”.</i>
A	12	<i>“Dari segi keefektifan ya ini layak gak dibawa di kelas?”</i>
S1		<i>“Ya sangat memudahkan bagiku mbak, diluar konteks bosan loh tapi. Kita kan sekolah di SMA 1 Pakem loh, lumayan bergengsi loh mbak, masa sekolahnya gak nerapin kayak gini (Edmodo) kan jauh ketinggalan zaman mbak”</i>
A	13	<i>“Hmm gitu yaa, memang seharusnya kita seperti itu. Kalau dari segi warna gimana menurutmu?”</i>
S1		<i>”Hmmm gak ada masalah sih mbak, simple banget. Gak perlu banyak warna cukup gini aja sih nek aku. Karena kan kita sudah besar gak perlu lah mancing kita buat makainya dengan warna-warni, cukup kegunaannya aja.”</i>
A	14	<i>“Kalau secara keseluruhan gimana menurut kalian?”</i>
S1		<i>“bagus, modern banget mbak. Nek dariku sih kerenlah ngikutin perkembangan zaman. Gak ada masukan sih dari aku cukup sudah.”</i>

### 4.1.2.3 Coding

Coding is a code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana, 2009: 3).

**Table 4.6** displays the coding system for all data from observation, interview, questionnaire and analysis video.

<b>Data Source</b>	<b>Coding</b>	<b>Meaning</b>
Interview	I/1/LSS/1	‘I’ (for Interview) means the data is gathered from interview. ‘1’ for respondent 1. ‘SP’ is the theme, which is student’s perception, ‘1’ means it is from interview transcript line 1.
Observation	OB/IMR/D1/S	‘OB’ (for Observation) means the data is gathered from observation. ‘IMR’ is the theme, which is important result. ‘D1’ means it is first day get the data, “S” means the student.
Video Analysis	VA/S1/CS/6	‘VA’ (for Video Analysis) means the data is gathered from Video Analysis, ‘S1’ means the students, ‘CS’ is the theme, means that critical strategy, ‘6’ means it from video transcript result.

## 4.2 Discussion

This part presented the discussion of research findings which provided evidence to answer problem statement on how does students' perception about Edmodo as instructional media in learning English in chapter one.

### 4.2.1 Appropriateness

The evaluation of the suitability of a technology media education is to determine the level of conformance to of a media, in other words, is the compatibility between educational media to the views of students. The suitability is paramount in determining a medium for education for levels between the media and the level of students should be a draw. Below are questions to determine the suitability of the technology Edmodo as learning media for high school students in class X SMA N 1 Pakem.

*Q: "Menurut kamu Edmodo itu cocok gak untuk media pembelajaran kalian?"*

Researchers ask questions to determine the appropriateness the four students by using the same questions. Below is the perception of the appropriateness of the student media. The example of appropriateness for this datum can be seen below:

*"Yaa **cocok** mbak, **sesuai** dengan background sekolah, yang udah berbasis IPTEK mbak"*

**I/1/SP/1**

Conformity with the medium of learning for students of class X SMA N 1 Pakem with the results of the analysis above is looking for as a learning media

and appropriate to their level. Below is an analysis of other students with the same question related to the suitability of an online learning media.

*“Emm.. Kalau dari aku sih **sangat cocok** kak”*

*“**Menarik banget** kak, terutama untuk perkembangan zaman yang modern seperti sekarang ini”*

**I/3/SP/1**

*“Ya pastine **cocok** mba soalnya kan kami gak pernah ketemu yang seperti itu dikelas.”*

*“Dan menurutku sih **sesuai** ya mbak karena kan sudah bukan hal jarang lagi kalau kita pakai Edmodo dan itu sih udah hal umum dikalangan SMA”*

**I/2/SP/1**

The results of the analysis datum above, from the datum **I /1/SP/1**, **I/3/SP/1** and **I/2/SP/1** one of three outcomes above can answer any questions the suitability of online media for students of class X SMA N 1 Pakem is appropriate and suitable as a media of learning English. The suitability level of detail that was developed by Kirkpatrick's online model, that Edmodo is an online learning media suitable for media learning English class X and appropriate with the level of detail students SMA N 1 Pakem in accordance with students' perceptions about Edmodo as online learning media.

#### 4.2.2 Clarity and Utility of Instruction

The clarity and utility of online media as learning media is one of the most important things in developing learning media. Researchers try to balance between the clarity of the instructions an online media with the use of online media as a learning media. In this phase, researchers seeking students 'perception of clarity and utility of instruction in an online media-based education as a media for students in accordance with the development of Kirkpatrick's model online to an online media. Researchers trying to find a student perceptions related to with Clarity and Utility of Edmodo instruction by asking the same question to different respondents. Below is a question researchers to find out the perceptions of students.

*Q: “Menurutmu instruksi di Edmodo itu gimana? Maksudku dalam Edmodo ada kesulitan gak bagi kamu untuk mengikuti instruksinya?”*

Below are the results of the analysis of students' answers, the example of datum for this analysis can be seen below:

*“Gak ada kendala mbak, mudah, apalagi sistematikanya sama kayak FB jadi lebih paham mbak”*

**I/1/ SP/2**

*“Menurutku sih gak ribet mbak, clear semua kok soale gak ribet”*

*“Trus mudah dipahami juga gak perlu pake belajar gitu”*

**I/2/ SP/2**



From the results of the analysis above, researchers concluded that the perceptions of high achiever students about Clarity and Utility Instruction of Edmodo is easily understandable from the data **I/2/SP/2**, is not complicated and there is no obstacle for students from the data **I/1/SP/2** to operate the Edmodo as online for students as learning in school. From the analysis above that the second datum Edmodo is as an online that is easily understood and the results from the perception of students stated that there is no obstacle for them to Clarity and Utility.

Below is an analysis of other students' perceptions related to with Clarity and Utility Instruction of Edmodo.

*“Instruksinya mudah dipahami kok, gak sulit mbak”.*

**I/4/SP/2**

In the explanation datum above, according to high achiever student perception about Clarity and Utility Instruction of Edmodo is the ease of access to online media Edmodo and according to the perceptions of students, they did not find any difficulty in terms of instruction. In the discussion of clarity and utility, researchers found that compliance with the development of 'Course Evaluation and Revision Maintenance by Kirckpatrick's' Model Online "that one one evaluation gauges 'students' satisfaction with a course is the clarity and utility of instructions for navigating and completing the course.

The researchers 'goal in finding students' perceptions about Clarity and Utility in this section is to help the maintenance team members interpret the survey results, it is helpful for the researcher to have some knowledge of a particular learner's previous experience in web environments. The researcher

suggesting that a lack of experience invalidates a student's opinion, but that this information can be used to refine the interface usability given a specific target audience.

### 4.2.3 Layout

Layout is a design element that is placed in a field using a media that had previously been drafted in advance. An online media sites let consider drafting layout elements desain which allows the reader to digest the flow of information. The purpose is to regulate the design layout in order to be beautiful and created a desire to read. Researchers create a question in accordance with the Kirkpatrick's online model that is ' the quality or effectiveness of the user interface (graphics, layout, etc.) '.

Researchers gave the same question to the four respondents. Below are questions to determine students' perceptions associated with the existing layout on Edmodo.

*“Terus menurut kamu layoutnya gimana?”*

The example of datum for this strategy can be seen below:

*“Gak ada masalah mbak, clear kok gak ada masalah di layoutnya”.*

*“Dan antara bahan bacaan itu juga selaras gt maksudku mbak”.*

**I/2/SP/3**

*“Cukup jelas sih”*

**I/3/SP/3**

The results from the second analysis of students' perceptions above, has answered the question of researchers related to with compatibility between the reading material with a layout that datum **I/2/SP/3** that the layout of Edmodo that students do not find any problems related to to the layout and data **I/3/SP/3** that the analysis of the students stated that clear enough between the reading material with a layout that is on Edmodo. Below is one datum to provide another perception of the layout in Edmodo.

*“Layoutnya bagus dan tidak membuat pembacanya bingung antara bahann bacaan dengan keseuaian gambarnya mbak”*

**I/3/SP/4**

From the analysis of three datum above, researchers concluded that from the three analysis above that the students did not find any difficulty between the layout and reading material which is on Edmodo. From the datum, **I/3/SP/4** students stated that the layout does not make the reader information on Edmodo not feel the confusion and third datum above, the students stated that did not find a problem with the existing layout features of Edmodo. From these results, the researchers concluded that there results in accordance with the theory of an online model Kirkpatrics' states that 'The quality or effectiveness of the user interface (graphics, layout, etc.).

#### 4.2.4 Display

The most important part in an online -based educational technology is the Display section, because the first concern of students / users see is not in terms of content however in terms of display. User interest to the design of the display is a common thing for users, especially for the level of students. Excessive display will make the students reluctant to use them, because most of the students unable to focus on a case of too much load the ad content, too many shades of color that does not contrast too simple and also make the students lazy to use it. According Kirkpatrick's online model that 'design of online course surveys should be held to the same usability standards as any other materials that appear in the WBT. Lisa Schmeiser, author of The Complete Website Upgrade and Maintenance Guide, offers an important usability guideline: "Provide all the information the users need to fill out the form on the same page as the form." It is also important to assure students that their survey responses will remain anonymous. '

Below are examples of questions to determine students 'perceptions related to with Edmodo Display in appropriate with the analysis of the online model Kirkpatrick's'. Researchers used the same questions to all four outstanding students in class X SMAN 1 pakem.

*"Menurut kamu display Edmodo itu gimana Dek?"*

Below is some of the perception about Display in Edmodo by the high student achiever.

*"Tampilannya menarik, soalnya kesannya bagus mbak dan aku liat dari segi fungsionalnya aja"*

**I/1/SP/4**

From datum, **I/1/SP/4** above, the student state that the Display of Edmodo is interesting for students and the students do not pay attention with others part. The students look by the use of Edmodo fungsion sides.

*“Hmm, bagus kok designnya mbak, gak bertele-tele gak banyak gambar jadi bisa buat kita fokus belajar”*  
**I/2/SP/4**

Datum **I/2/SP/4** from the students says about the Edmodo display is good looking and simple design, so the students can focus for study with media online learning by Edmodo.

From the analysis of the second datum **I/1/SP/4** and **I/2/SP/4**, researchers concluded that the results of the students' perceptions about the display of Edmodo is an attractive appearance and has a nice design, so that students do not reluctant to use and mengoprasikan Edmodo. Analisis datum below, the result of other high achiever students:

*“Simple dan menarik buat aku sih mbak”*  
**I/4/SP/4**

Other statement from one of high achiever students at SMA N 1 Pakem says that the Edmodo displays are simple and interest. The purpose of this statement was to make sure the reader and the other researchers about display of Edmodo is simple and interest as a online learning media for students.

Conclusions from the semi-structures interview is to find out the perception of high achiever students in class X SMA N 1 Pakem, adapted from 'Course Evaluation and Revision Maintenance' by Kirkpatrick's model to the online learning online media Edmodo there are some shared perception among the best students. To know the perception of students, perform at SMA N 1 Pakem,

researchers use a first level evaluation plan of Kirkpatrick's model of online learning is the reaction of the students to a Web Based Technology (WBT).

There are several things that must be considered to determine a feasible and appropriate WBT as online learning media is one of them; Appropriateness a WBT learning, the clarity and utility of instructions for navigating and completing the course, the level of learner control Provided (pace, navigation, etc.) and the displays a WBT. Fourth it is a reference point researchers used as interview questions on the four outstanding at SMA N 1 Pakem to know the perception of student achievement against Edmodo as one of the online learning media for students as a medium of learning the English language in class X SMA N 1 Pakem.

