

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the problem, and significance of the problem.

1.1 Background of the Study

In learning context, teaching using online learning media is important for teaching and learning activity. In learning English, especially in teaching and learning, online learning are so many benefits to enhance the willingness and able to make students more motivated to be active in learning English. In the 21st century should use technology or online learning is not be a problem, but the fact is that not all schools to apply technology and online learning as a media for learning in schools. By content of the curriculum in 2013, Permendikbud number 45 in 2015 on the Amendment to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 68 of 2014 on 'the role of teachers in information technology and communication and teachers' because of no there is no further application of the subjects 'ICT / commuter' because of, the use of technology in learning is 'compulsory' for the use of technology-centered to students and teachers at the school.

The use of online learning benefits when learning English in the classroom is a source of knowledge to the capacity and scope is not limited, and as a human resource. According to Serlin (2005), there are seven advantages that can be achieved through the establishment of online learning in the education system, there

include; Greater anonymity, Discussion grading, Time savings, Flexibility & convenience, Cost saving, Initiative & Internet skills and Global rich. In addition, other studies related to the benefits of using online learning is according to (Bell, 2007), not only in developed countries, even in developing countries are already not be new, in English learning with online learning has been around since 2003 who later benefit such as the effectiveness of learning and incorporates a lot of experience. Besides that, according to the study by (Arjana, 2010), with the features of E-learning could add students in getting the subject matter, and with the features of the task could add teachers. In addition, facilities can add teachers and students interact outside of school hours.

According to Slameto (2006), one of the challenges for teachers to use online learning to be one source of student learning either a technical such as; lack of facility support and infrastructure and the lack of skills and competence use by teachers of English. In addition, one of the challenges encountered by English teachers of non-technical is still the slant perception of lack the level of effectiveness of learning using online learning. In addition, there are some teachers who think that the teachers learning to use online learning is the paradigm of extravagance and powerful low.

In the use of online learning in SMA N 1 Pakem, English teachers do not have many opportunities to apply online learning as a medium of learning English. Based on observations during the experience of field study program (PPL) from 15-20 August 2015 underway, the teacher uses online learning opportunities is very minimal. Because, the lack of teacher knowledge of the use of technology, lack of

energy teachers in using online learning for teachers in SMA N 1 Pakem already retired (period). In addition, teachers in SMA N 1 grip actually have a good chance in terms of the existing facilities in SMA N 1 Pakem. However, the level of knowledge and the inability of teachers to apply and operate the online learning is becomes biggest obstacles in SMA N 1 Pakem.

The implementation of using online learning based on the field study field study program (PPL) in SMA N 1 Pakem, it is found that the use of online learning tends to face a lot of challenges. First, most of the teachers in SMA N 1 Pakem already entering old and have limited knowledge of technology and have limited energy to be able to learn and operate the technology, especially in online learning. Second, although SMA N 1 Pakem now really use by the teacher and students for learning English. Third, by the observations during (PPL) field study program, is very a little bit of opportunity to use the technology because the use of technology and online learning is only used if there is a teacher an apprentice / PPL's teacher for all the teachers apprentice are young and have a lot of and knowledge of technology and online learning.

According to observations during PPL underway, researchers can conclude that the actual willingness of students and teachers to use the technology are enormous. However, limited energy by the teacher makes teachers and students couldn't use technology and online learning properly and optimally. in this study, researchers are trying to solve the problem in SMA N 1 Pakem in terms of students and the teachers that is not existence of using technology and online resources. In this case, researchers tried to introduce a one of the technologies that are online

resource that is as recommended by the Government and the Ministry of Education, Information and Technologically is the use of Edmodo as one of the Supporting student learning. Therefore, researchers can introduce Edmodo either for Supporting facilities and infrastructure between teachers and students in teaching and learning, especially in Learning English. Moreover, Edmodo is also used by SEAMEO (The Southeast Asian Ministers of Education Organization) for their digital class, it can be seen in <https://www.edmodo.com/profile/84483693>.

Based on observations on 15 - 16 August 2016 SMA N 1 Pakem in the subjects of English that, most of the students in SMA N 1 Pakem especially grade X has a good potential in the use of technology or online learning. Because of, almost all of the students have facilities such as a laptop, tablet and HP (handphone). Researchers can have concluded that, the achievement of students grouped by students ranking at the time of selection of new admissions. The high achiever students are more likely to go in and choose the program Mathematics (science), and students who have an average ability are grouped in the program IPS (social).

According to observation during PPL program, almost all of the students in the Mathematics program have a good achievement in the field of academic and non-academic and have high initiative to be active in learning English, while students in the program of social has average achievement in the field of academic and non- -academic. The students like bored and lazy to learn English if the teacher not using technology, and then high achiever students more initiated if the teacher used technology. Therefore, investigating the perception of high achiever students is interesting.

In this research, the researcher can conclude that the problems of existing in the schools and in SMA N 1 Pakem are teachers not using technology and online learning available so that the students feel bored and lazy. Thus, the teacher must be active teachers in using technology or online learning in accordance with government regulations and in accordance with curriculum guidelines in 2013 spoken at SMA N 1 Pakem. In addition, researchers can provide the solution and students can teach and learn English effectively and efficiently that, active teachers and students to take advantage of online learning such as Edmodo so that students feel the change and updates for learning English.

1.2 Identification of the Problem

Based on the background it is identified that there are five problems.

Those are:

- Lack of variation and technology in presenting the material.
- The teachers tend to be reluctant to use online learning or ICT media.
- The teachers lack of knowledge of using technology or ICT media.
- School facilities are not optimal.
- The initiatives of the high achiever students are lower if teacher do not use technology or ICT media.

1.3 Limitation of the Problem

In this research, the researcher limits the problem on introducing only one media that is Edmodo as a media to learn English.

1.4 Formulation of the Problem

Based on the background of the study, the researcher formulates students' problems as follow: How is the perception of high achiever students about Edmodo as instructional media in learning English?

1.5 Objective of the Study

The objective of the study which is closely related to the research question is: To know the perception of high student's achiever about Edmodo as one of media for English learning in classroom.

1.6 Significance of the Study

The results of this research are to give contribution to English teachers, students of English Education, English Education Department of the Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers.

- **For English teachers**

The researcher hopes that the results of this study can be useful for developing and using instructional media for teachers of English learning, especially English teachers in SMA N 1 Pakem Yogyakarta.

- **For Students of English Language Education**

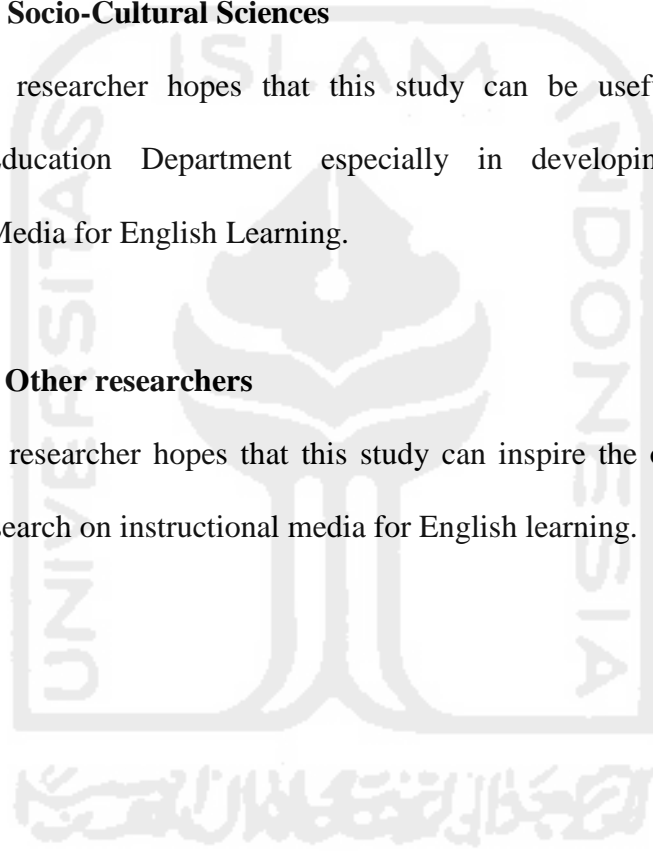
The researcher hopes that this research will inspire students of English Language Education Department to develop further research on Instructional Media for English Learning.

- **For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences**

The researcher hopes that this study can be useful for the English Language Education Department especially in developing research about Instructional Media for English Learning.

- **For Other researchers**

The researcher hopes that this study can inspire the other researchers to contribute research on instructional media for English learning.



CHAPTER II

LITERATURE REVIEW

2.1. Literature Review

This subchapter systematically elaborates theories related to the three main key words of the research, which are media, instructional media, and case study.

2.1.1 Definition of Media

A medium (plural, media) is a means of communication and resource of information. Derived from the Latin word meaning “between” the term refers to video, television, diagrams, printed, materials, computers programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose media is, to facilitate communication and learning between a source and a receiver (Arsyad, 1990).

Furthermore, Sadiman, et al., (2002: 6)” state that media as everything that can be used to deliver the message and message sender to the receiver, so that it can stimulate the mind, feelings, concerns, and interests as well as the student's attention such that the learning process takes place effectively and efficiently as expected.

In addition, the opinion of one of the Association of Education and Communication Technology (AECT), said that as all forms of media and channels

used to convey messages and information. From the opinions of experts above, it can be concluded that the media is a tool, a means, intermediaries, and liaison to spread, carry or convey something of the message (message) and the idea to the recipient. While media education is anything that can be used to deliver a message so that it can stimulate thoughts, feelings, actions, interests and students' attention such that the learning process happens to students.

Besides that, in for communication purposes, in the book Introduction to Communication Studies (Cangara, 2006: 119), the media is a tool or means used to convey messages from the communicator to the audience. There are some psychology experts consider that the human communication, the media most dominance in communication is the human senses such as eyes and ears. Message - a message received by the senses subsequently further processed by the human mind to control and determine its attitude towards something, before it is expressed in action.

From the definition of these expert above, it can be concluded that media is a good facilitator to engage students' interest to the course. Moreover, media can enhance students' understanding and knowledge by delivering the material effectively. However, the use of a good media to support the students in learning at school or out of school in terms of the quality of teaching is good. In addition, the researchers concluded that the use of the media can effectively help students to extend the learning mind-set and also did not make the students get bored in learning English.

2.2 Definition of Instructional Media

According to St. Cloud State University (1997) instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well latest materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing.

In other addition, as a learner should use media whenever, for the best judgment, it can facilitate learning or increase understanding of your material. Of course, communicating to facilitate learning can be a challenging process, often requiring creative efforts to achieve a variety of implicit instructional goals (University of Saskatchewan, n.d. 2004).

In accordance to the theories from St. Cloud State University and University of Saskatchewan, they point out that instructional media can raise students' knowledge in order to improve learning goal.

The researcher concluded that, the purpose and that goal is for using instructional media as students must have a fascination with something new related to the learning in the classroom or outside the classroom, to balance the modernization of existing at present requires students to be creative and innovative. However, the instructional media is one of the sources of student learning.

2.2.1. Definition of Online Learning Media

Education in which instruction and content are delivered primarily over the Internet. (Watson & Kalmon, 2005). The term does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone educational software programs that do not have a significant Internet-based instructional component. In other statement by Derek Stockley (2003), the delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material.

E-learning can involve a greater variety of equipment than online training or education, for as the name implies, "online" involves using the Internet or an Intranet. CD-ROM and DVD can be used to provide learning materials. Distance education provided the base for e-learning's development. E-learning can be "on demand". It overcomes timing, attendance and travel difficulties.

2.2.2. Definition of Edmodo

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also, parents can join the class to bring a

level of transparency that is difficult to achieve without technology. All in all, Edmodo is a great companion to just about any class (Cauley, ND).

2.3. Definition of Student's Perception

In the dictionary, following definitions of 'perception' are found:

“Perception/ Perceptions. 1. Someone who has perception has the ability to realize or notice things that are not obvious to other people (...). 2. A perception is a belief or an opinion that you have as a result of realising or noticing something, especially something which is perhaps not obvious to other people (...). 3. Perception is the awareness of things that you have by means of your senses, especially the sense of sight.” (Collins Cobuild, English Language Dictionary, 1987, p. 1064).

In other statement, Tynjälä, (1997) describes that students' perceptions are the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. Students' perceptions are the result of direct experiences in the educational context. These experiences can be very different from teachers' experiences or parents' experiences of the educational context. From the above theories about perception, it can be concluded that the result of perceptions is vary according to the ability of students who perceive them. The different perceptions among the students create critical thinking that can boost students' involvement in learning process.

The researcher concluded that, the perception of students is part of the students' awareness of a thing that makes them interested to draw conclusions. And additionally, students 'perception is a result of students' thinking concept of a thing that makes students are following their try to think is patterned

according to their ability. Perceptions of students are very important for teachers, other students, etc. However, with that perception and teachers can find out what the extent of students' skills in the development of learning and thinking. In addition, teachers can find out what students want and what the students need.

Besides that, the researcher can have analyzed the students perception truly the student's achiever tends to gives the perception with the real fact, and also gives the reasons and show the mistaken or problem, then gives positive input which innovation. The researcher also showing the method of students deliver good input dan has power of good thinking.

2.4. High Achiever Student's

According by Carol (2011), higher achiever students are those who get high marks and good grades. Typically, they are well-organized in time management thus they turn to be neat and do the assignment well. The high achiever students also tend to be well-behaved, adjusting well to the classroom environment and participating enthusiastically in classroom discussions. Others discussion by Burrow, Dooley, Wright & DeClouA (2012: 6) state that effective way to identify a high-achieving student is by his or her strong GPA (grade point average). Students who achieve an average of 90% or higher in their top six courses were high achievers.

According to Kingore (2004), there are several characteristics of high achiever learner. They are categorized as attentive students who pay attention toward the lesson. They are actively engage in discussion by generating advanced ideas, answering the question in detail, and responding something with interest and good opinion. Then which have achieved goals such as being at the top of the group, understanding complex things, getting a score, and completing the assignment on time. And also, high achiever students are people who enjoy teaching peers, enjoy school environment and another good attitude. In order to comprehend the entire characteristic, below are the table of High achiever students' characteristic.

High achiever students has some characheristics by Kingore, B. (2004)

TABLE 2.1

Characteristics of High Achieving Students, High Ability Students and Creative Thinkers

High Achieving Students	High Ability Students	Creative Thinkers
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Generates advanced ideas	Generates, complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answers the questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Learns with ease	Already knows	Questions: What if?
Needs 6-8 repetitions to master	Needs 1-3 repetitions to master	Questions the need for mastery
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off the wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps: Aha!
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects than will ever be completed
Is receptive	Is intense	Is independent and unconventional
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Is an expert, abstracting beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorm well
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Receives A's	May not be motivated by grades	May not be motivated by grades
Is able	Is intellectual	Is idiosyncratic

Modified from Kingore, B. (2004). *Differentiation: Simplified, Realistic, and Effective*. Austin: Professional Associates Publishing.

The researchers can conclude that high achiever students are students who not only achieved and teacher's consideration. In a study in SMA N 1 Pakem, the researcher can categorize high-achieving students from each class conform to the criteria of High Achieving Students by Kingore, B. (2004). The students at SMA N 1 Pakem are the subject of research, especially the class X program (social and sciences) there are 1-3 students with high achievement in the classroom that is in accordance with the criteria of High Achieving Students by Kingore, B. (2004) and researcher make the students to be an object as the source of the researcher.

Researchers conducted the study with a sample of student's achievers in SMA N 1 Pakem because researchers need more data that is accurate and reliable truth. In addition, researchers have difficulties to determine the sample for students who have a good achievement because of, SMA N 1 Pakem is a school that has an excellent standard in Yogyakarta.

In this research, the researchers asked for help from two English teachers in SMA N 1 Pakem namely Alfa Nurhasanah Miss and Miss Mawar to provide information to researcher about anyone achieving students in each class. In addition, researchers have recourse to both an English teacher at SMA N 1 Pakem in a way to show to the researchers the results of daily tests, test results daily, the results of the semester exams and also personalities such as: manners, politeness and behaviour of students achieving the that the data provided by students are more accurate and reliable.

References to Donald L. Kirkpatrick's four-level model are interspersed throughout 'Course Evaluation and Revision Maintenance' model to provide a context for making connections among technology, instruction, evaluation, and performance. Because of its complex nature, however, level four is beyond the scope of this discussion. Although arriving at level four might be viewed in the training industry as analogous to reaching Maslow's pinnacle of "self-actualization," Kirkpatrick proposes that data gathered at previous levels can be equally vital: A lack of data from levels one through three makes it impossible to identify whether a performance problem stems from the training itself or from workplace dynamics and support. Throughout this exploration, the intent of each level is briefly reiterated; and also, suggest methods for automating related evaluation techniques via the Web, pointing out considerations along the way.

Other studies related to the 'Course Evaluation' is the evaluation of science teaching junior high school on using Stake's countenance models by Lukum (2015). In that study, the author has purpose of the study was to describe the science learning programs in junior high school in Bone Bolanga district based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 65 of 2013 about processing standard of primary and secondary education. The study used Stake's Countenance evaluation models. Accordingly, profit model evaluation countenance stake is based on the assessment of program needs to be evaluated, so that the buffer described in complex learning programs implemented by teachers as well as having great potential to gain experience and theory of the learning program

dievaluasi. Stake evaluation model is the analysis of the evaluation process that focuses on two types of operations are descriptions of these and distinguish three phases in the evaluation of that program; preparation of this research is the lesson plan; the transaction is the implementation of the outcomes of learning and learning outcomes of students.

Based on the two-model's evaluation above, researchers used a model of evaluation of Kirkpatrick's model online to answer of the instrument is designed and implemented by researchers.

2.5 Definition of Learning

Learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment. The learning environment includes the physical facilities, the psychological atmosphere, instructional technology, media and methods (Arsyad, 2011: 3).

According to Dimiyati & Mudjiono (2006), learning is an internal process that is complex. Involved in the internal processes of which contain elements of affective (relating to attitudes, values, interest, appreciation, and adjustment of social feeling). In others statement, Slameto (2003) explain that learning is a process of someone's attempt to obtain a new change in behaviour as a whole, as a result of his own experience in interacting with the environment. Based on both of theories, learning is an alteration process of someone's behaviour in order to achieve good behaviour.

Based on the definition of two experts, the researchers concluded that learning is the most important thing for any individual or group. Learning is a process to find out things that are broad and the process to obtain high knowledge for the achievement of a desire, either in individual or group. Then, by learning, students can develop and hone their knowledge with both the talent and skills to become someone useful. In the process of learning, students can sometimes find it difficult. However, students can solve the problem by discussion and look for other references on the internet.

2.5.1 Theory of Language Learning

Language learning is broadly defined as developing the ability to communicate in the second / foreign language, and in this context, includes: language learning for specialists, language learning for non-specialists or service languages, languages for instruction, language learning for social purposes. In other statement, according to Michel McCharty (1994), language learning can be explicit (ex: the learner is aware of when and what they are learning) or it can be implicit (ex: learner is not aware of when and what they are learning). Language learning can also be declarative knowledge (ex: knowledge about the language system) or procedural knowledge (ex, knowledge of how the language is used).

Based on the explanation above, the researchers can conclude that learning English is the most important process in the interaction and communication between individuals. In addition, language learning can be defined as a person's ability to communicate well. By learning a language can develop the ability to learn other languages in the context of the usefulness and purpose.

2.6 Review of Relevant Studies

Research on instructional media for learning has been carried out by several experts and researchers. Owusu (2009) in his research entitled "Instructional Media as a Tool for Ensuring Quality Teaching and Learning for Pupils in the Junior High School in Kumasi" examines the effects of instructional media usage on pupils' learning. Owusu used quantitative method such as observation, interview and questionnaire to ESL students in junior Kumasi. The findings of this study proved that there was benefit of instructional media used by Junior High School pupils.

Other studies Grace (2014) entitled "Utilization of Instructional Media for Quality Training in Pre-Primary School Teachers Training Colleges in Nairobi Country, Kenya". This study examines the instructional media used in teaching pre-primary school by college tutors in both public and private institutions. For the sampling the researcher used two public and 19 private pre-primary school teacher training colleges and tutors who taught the classes In These diploma colleges. There were 168 tutors. The total number of targeted classes was 84. Each college diploma has 4 classes, two in first year and two in the second year of study. The findings of this study are revealed that variety of instructional media were inadequate. The three variables; availability of instructional media, attitude towards instructional media, and motivation of tutors together predicted tutors' utilization of instructional media.

Beside the instructional media research, there are two researches which evaluated Edmodo directly. The first research came from Fauzi (2015) entitled

"The Effectiveness of Edmodo in Increasing Students' Writing Skill in Recount Text (An Experimental Study towards the First Graders of MAN Rejotangan in Academic Year 2014/2015)". This study used quantitative approach with pre-experimental design. The purpose of this study was to investigate the effectiveness of Edmodo in increasing the first-graders' skills in writing text. The of participants of the study was 9 ESL learners from Excellent program. The finding showed a significant difference between the result of pre-test and post-test. It means that Edmodo could improve students' writing skill effectively.

The second research about Edmodo came from Mark Angelo (2014) entitled with "Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning". The purpose of this study was to know the effectiveness of Edmodo as supplementary tool for learning. The participants were students of Prof. Edulag's - a Social Science professor of Centro Escolar University - Makati. They consisted of 27% males and 74% female who required to answer online quizzes, assignments and discussions. Based on his study, Mark Angelo used triangulation, survey questionnaire, and interview to some of participants and researched related literatures about the current research. The finding from the current research support Reviews those of previous studies on the impact of virtual learning environments on the perceptions of students regarding its usefulness on their learning and education, as well as the benefits and limitations of using virtual learning environments and social networking sites within educational settings.

2.7 Conceptual Framework

In English learning, there are several variations of the media used in teaching and learning English in the classroom, such as; flashcards, posters, audio, video, music, etc. However, the use of media in the classroom is not directly proportional to what is in the classroom, and teachers feel reluctant and lazy to prepare the media for learning. Not least, the teachers thought that the students need is knowledge, but the teacher as an educator should know what students want and what the students need. Indirectly, the role of teachers is one of the keys in the context of initiation that class runs conducive and the teacher's role that should unite the power of the media with a variety of activities that are relevant to instructional purposes.

With a rapidly the world is getting modern education, particularly in one of the Internet is Edmodo which offers interactive media that can help the learning process by students and teachers. In the world of education use, Edmodo has been much in demand by teachers and students, because it is easily accessible and can be accessed anywhere. Researchers can conclude based on the opinions of students regarding instructional media, the results of this study can be made the basis for teachers / schools to improve the use of media, especially in the teaching of English language in schools.

Research on English language learners have been carried out by some researcher. A study conducted in the late 1990s offers some insights into the motivation of ESL learners as it relates to Internet communication by providing an in-depth look at how one learner was afforded opportunities for successful use, of

English through technology. Lam (2000) described the ESL learner, Almon, in the US who began using the Internet as a means for developing his interest in a Japanese singer.

In others study which related their research. After attending an introductory class on E-mail and browsing for information on the web in a high school from which he would soon graduate, he continued to look up websites for tutorials on how to make personal home pages and conduct on-line chat. By fall 1997, when he began his studies at a local Junior College, he had almost completed a personal homepage on a Japanese pop singer, had compiled a long list of On-line chat mates in several countries around the world, and was starting to write regularly to a few E-mail pals (Lam 2000: 467)

Based on Lam's study is particularly compelling because she was able to gather evidence about the change that the learners detected about his English and his identity as an American. As summarized in Table 1.2, before he got involved in the Internet community, he was overwhelmed, feeling that English was the worst problem he faced, that he did not belong in the United States, and that his English would never improve.

Table 2.2 Summary of an ESL learners comments *before* and *after* entering Internet discourse communities.

Before Internet	After Internet
“English is my biggest <i>problem</i> ”	“I’ve improved, it’s because of ICQ or e-mail or other reasons. . .”
“It’s like this place [the US] isn’t my world. . .”	“...now I feel there’s nothing much to be afraid of. . . it was my [Internet friends] who helped me to change and encouraged me.”
“...my English won’t be that good even in 10 years.”	“I’m not as afraid now.”

(summarized from Lam 2000: 467–468)

In other research has indicated that computer (not necessarily Internet) use was very widespread among English language learners internationally in the late 1990s, although regional variation existed, and undoubtedly still does (Taylor, Jamieson & Eignor 2000).

Of course, having physical access to a computer and the Internet only opens the door to opportunities for participating in English language speech communities that may be beneficial for language development. Research on learners living and working in English-speaking communities has revealed that learners also need to feel that they have the right to step into the room. In other words, individual perceptions of identity play a role in deciding to what extent the learners will participate in an English-speaking speech community (Peirce, 1995).

Based on the analysis of a student who experience changes when before using the internet and at the time was using the internet. Basically, the Internet makes the student having problems in the English language before using the

internet. In other words, this is one testimony to someone who likes experience changes their ability in learning the English language by using the internet. The researchers concluded that the student experience a little bit of linguistic ability in speaking or writing using the English language before using the internet. And also, the student is experiencing changes in the English language after using internet media. In this case, it can be concluded that the Internet had a positive impact for students that are difficult to learn the English language and difficult to explore.



CHAPTER III

RESEARCH DESIGN

This chapter presents methods that the researcher uses, including research design, data preparation (participants, types of data, sources of data, and informed consent), data collecting techniques, data analysis, and trustworthiness of the research.

3.1 Research Design

In this research, the researcher used pure qualitative method. In this case, there is a question of research or data created before the research began. The research areas and questions using administration in order to analysing training data or interference in the research context.

A research design is a logic that relates the data to be collected and the conclusion to be drawn to the initial questions of study (Yin, 2014). It is a scheme that used to answer where, when, and how data are collected and analysed in a research. It can also be defined as a plan to conduct a research with control over factors that may affect validity of research findings.

This study used case study approach which it is in depth description and analysis of a bounded system. According to Baxter and Jack (2008) qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. The researcher used case study to understand the object of study and not only to explain what

the object under study, but to explain how and why the existence of such cases may occur.

In this design, the researchers did not manipulate treatment or placement of the subject. Furthermore, Creswell (2007) explains that it is a study of an issue through one or more cases within bounded system including setting, context, and so forth. At the end of this design, the researcher will answer questions relating to this study. Finally, this research will solve the problems in the teaching of English in the classroom.

3.2. Data Preparation

There were several aspects in data preparation that researcher need to do during the research. Those aspects were subject of research, types of data, source of data, and inform consent from the institution.

3.2.1. Setting and Participants of Research

Setting of research is an environment where the phenomenon being studied takes place. Meanwhile, participants of research are chosen by the researcher to be studied and to contribute in the research. This research was conducted in SMA N 1 Pakem, Yogyakarta. The population was the high achiever English learners grade X. Not all of students who became are sampled. Research sample was 1 students of each class from 3 classes (MIPA) and 1 classes (social program) who get the higher score of English examination. Total participant of this research are 4 students from 4 classes.

The data of this study were taken from English learners of high school students' at SMA N 1 Pakem, Yogyakarta. Researcher collected all the data from the respondents, all data (raw data) were extracted and categorized. To identify outstanding learning English in grade 10, the researchers asked the teacher to show their English test scores and the average value of learning English in the classroom.

3.2.2 Types of Data

The researchers divided into two types of categories of data are:

- a. Data of introducing Edmodo. This data included an observation at classroom and the first interview about the traditional media used by the teacher.
- b. Data of introducing Edmodo which consisted of second interview about students' perception over Edmodo, documentation, and video analysis

The data were gathered are analysed and processed using analysis technique. Finally, the result of this process was used to answer the research question.

3.2.3 Source of Data

The source data of this research was collected from the high achiever learners who gave information about perception of the high achiever student's in using Edmodo for English subject. The observation data gained by the researcher from the teachers and the school environment that the researcher

seen and analysed during the stage of observation, the stages is: observation and video analysis.

3.2.4 Consent Letter

After choosing the setting, participants, type of data, and source of data, the next process conducted by the researcher was informing consent. Based on Herdiyansyah (2010), sometimes access to the participant and location of the research are involving licenses and official procedure especially if relating to the institution. In this research, the researcher needed to get permission to Head of SMA N 1 Pakem, Head of students' academic, Teacher of English at SMA N 1 Pakem and also Head of Faculty of Socio Cultural Sciences and the stakeholder. Meanwhile, the researcher also gave consent letter to the students before introducing Edmodo. Not to mention, before doing an interview, the researcher also asks the students whether they wanted to become a sample of the research or not.

3.3 Data Collecting Techniques

According to Muh.Nazir (1983: 63), descriptive methods can be defined as a method in researching the status of human being, an object, a set of conditions, a system of thought or an event in the present. The purpose of qualitative research is to create a description, picture or painting in systematic, factual, accurate information on the facts. The properties and the relationship between the phenomenon are investigated.

Data is taken with observation and in-depth interviews with the students, questionnaire and documentation or things related to the research. Instruments

are researchers and respondents surveyed (students). Data collected are in the form of words or phrases not in the form of numbers. Form of data video recording field (field notes), interview transcript, photo, video, and other official records. There is no particular time duration of the study. The research depends on the saturation of data. When data is redundant, of the data collection process is ended. Data saturated if respondents gave the same answer and there is no new data. To have trustworthiness of data taken, the process of triangulation is needed.

In this research, the researchers used primary data. Primary data is data collected or obtained directly from the source of the main researchers.

3.3.1 Observation

The observation is the basis of all science. Scientists can only work based on the data, the facts about the world of reality obtained through observation. Data was collected and often with the help of various tools are very sophisticated, so the objects are very small (protons and electrons) or very much (space objects) can be observed clearly, (Sugiyono, 2012:226).

In this study, the researcher used participant observation to collecting the data as a method to get the data result, Patton (2011) says that, the observation is one method that is accurate and easy to perform data collection and aims to find out and understand all the activities that take place which becomes the object of study in his research.

In this study, the researchers used observations to gain additional data to be data obtained to be very accurate. The additional data are; video analysis and class observation.

3.3.2 Interview

The interview is a communication process of interaction between the two parties at least one of them had a serious purpose that has been established and involves the process of question and answer about something, Steward and Cash, (2010).

Based on the theory above, the researcher did Q & A session as the first interview to several students during teaching program. The results obtained by the researchers are the one of the reasons researchers to continue the study. The reason researchers used a technique interview is for the questions in the interview can be expanded further and also has a high value for researchers. The researcher has been doing a few students to do interview with 3 students from X mipa, and 1 student from X social 2, total students are 4. Students who do an interview session are the same students in the data collection by introduction of Edmodo.

The researcher has been doing a few students to interview with 1 delegation students from MIPA program and social. Total students who have been doing the interview are 4 students. The students who interviewed are students who do the questionnaire

Interviews have been conducted during PPL program PPL in SMA N 1 Pakem Yogyakarta from 15 - August 20th 2015. Interview conducted by

researchers unstructured interview, only to find out any media that has been used for teaching English teacher in the classroom.

The researchers conducted the interviews that are not unstructured or which are known as informal interviews. Total students who as the participant of getting the interview data are 2 students from high achiever students of MIPA program. Researchers interviewed the students with relaxed and questions may have appeared while it is in talks and there is no list of questions that must be strictly followed.

The researcher used Kirkpatrick's theory for taking the 1st interview and the theory about the displays of Edmodo. In Kirkpatrick's theory, the researcher discusses and asked the students perception about Edmodo. And then, the researcher asked the students about the effectiveness of using Edmodo as an English media in the class.

3.3.3 Introducing Edmodo

Edmodo is an educational website that takes the ideas of a social network and renews them and makes it appropriate for a classroom (Cauley, ND). Researchers have carried out the introduction Edmodo to 10 other students in which the other students participated in the data collection questionnaire and 4 students participated in data collection interview. Researchers do an introduction to the high achiever students in SMA N 1 Pakem on November 3, 2016. The introduction of Edmodo to high achiever students gets a good response to the 10 students.

Process of introducing Edmodo on students with alternately ways to apply it. Many of the students wanted to know how teachers and students interact through Edmodo and students wanted to know how the teacher explains and duties and also how students responded to the task. With another sense, the introduction of Edmodo makes students enthusiastic and curious to know a lot about this Edmodo. Some students tried to make their accounts so that they could try it again elsewhere.

3.4 Data Analysis

The researcher used the Flow Diagram of analysis made by Miles and Huberman (1994:12) to analyze the data.

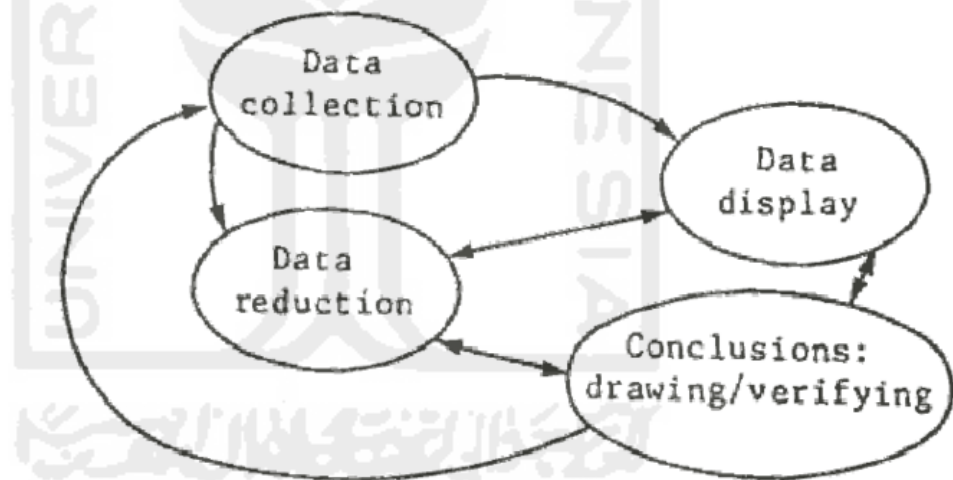


Figure 3.4 Flow Diagram of Qualitative analysis data by Miles and Huberman (1994:12).

Flow Diagram above consisted of three flows interactive activities are: Data reduction, Data display and Conclusions: Drawing/verifying.

3.4.1. Data Reduction

Data, which is gathered from the open ended questionnaire, interview, class observation, and video analysis by introducing Edmodo.

Data reduction in this research was done through the process of selecting, focusing, simplifying, abstracting and transforming the data that emerge in written-up field notes and interview transcript. Data reduction in this research was started even before the data collected. Anticipate data reduction was occurring as the researcher decides which conceptual framework, case, research question and data collection techniques to choose. Then, further phases of data reduction occurred as the data collection proceeds. The data reduction activity continued until this final report was completed.

In this research, the result of interview as changed into verbatim form, observation result was turned into field notes, and document analysis result was arranged into document analysis transcript. Then, to reduce the data of this research, the researcher focused on research question, which are about students' perception and characteristics of high achiever students' at SMA N 1 Pakem.

In this research, the researchers have reduced some of the data from the data that is irrelevant or unnecessary associated with the media that is used by the teacher while learning English in school, and researchers are acquiring irrelevant data such as; student dissatisfaction against the value they get for learning English and their dissatisfaction with hours of study at the school. In this case, the researchers conducted several data reductions.

3.4.2. Data Display

Display means an organized, compressed assembly of information that allows drawing conclusion. Data displays can help to comprehend what is happening and to do something.

There are various different forms of data display for different kinds of research. The data displays used in this research included brief notes and narrative text.

3.4.3. Drawing Conclusion and Verification

The third step in the data analysis in qualitative research is the conclusion and verification. The initial conclusion presented is still provisional, and will change if it cannot be found strong evidences that support the next phase of data collection. But if the conclusion presented in the early stages was supported by evidence of valid and consistent when researchers returned to the field to collect data, the conclusions put forward a credible conclusion (Matthew B. Miles and A. Michael Huberman).

a) The data analysis techniques are to process the results of video analysis, class observations, open ended questionnaires, interview transcripts, and other things that researchers have found. Data processing is done by way of sorting the data into smaller units. These units are analysed by comparing the units with the existing data. Then, the results of the comparison are categorized according to the pattern of existing data. Finally, the results further categorization given appropriate themes.

b) The data will be analysed by using inductively format to focusing the data and result of data and the procedure are:

1. Collecting all obtained data (raw data)
2. Analyzing the video
3. Reducing the raw data to be the units in the cards.
4. Comparing the units.
5. Categorizing the units with coding the data used 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.
6. Showing new themes or research focused by the results of categorize.
7. Sharpening the focus by doing in-depth interview again.
8. Doing the comparison, the categorization and themes.
9. Doing interview again until saturation data (redundant). In this occasion, doing triangulation by interviewing teachers, including comparing with supporting documents.
10. Fixing categorization.

3.5 Trustworthiness

Assigning the trustworthiness of this research, it showed the credibility, transferability, transferability, dependability and conformability. The researcher taken into accounts all the complexities in the study and show problem that are not easy to explained (i.e., credibility). The researcher included descriptive, context relevant, statement so that someone knowing

about or doing an experience of the study can identify with the setting (i.e. transferability). The researcher included as much detail as possible so others can see the setting for themselves. The researcher also addressed the stability of the data collected (i.e. dependability) and the neutrality and objectivity of the data (i.e. conformability).

The trustworthiness of a qualitative study can be increased by maintaining high credibility and objectivity. A research definition of trustworthiness might be: “Demonstration that the evidence for the results reported is sound and when the argument made based on the results is strong. In the qualitative approach, truth value is measured by credibility: having an adequate engagement in the research setting so recurrent patterns in data can be properly identified and verified. Applicability is established with transferability: allowing readers to be able to apply the findings of the study to their own situations. Since a qualitative researcher’s perspective is naturally biased due to his or her close association with the data, sources, and methods, various audit strategies can be used to confirm findings (Bowen, 2009; Miller, 1997).

To check the credibility of the data, the researcher used triangulation. According to Sugiyono (2010) triangulation is defined as data collection techniques that are combining of various data collection techniques and data sources that already exist. There are four major keys of triangulation; sources, method, researchers, and theories. In this research, the researcher used sources and theories. The sources were gotten from the interview transcript,

observation form, and document. Meanwhile, the writer checks the theories which are related to the vocabulary learning strategies.

Sugiyono (2010) states that transferability is external validity that indicate the degree of accuracy of the research' result which implemented in the setting. Therefore, the researcher wrote the report of the research in detail, systematically, clear and trustworthy in order to make the readers understand the result and decided whether or not to implement the research in the other setting. According to Faisal (1990) in Sugiyono (2010), When readers obtain a research report which so clearly "what sort of" a result of research can be applied (transferability) then the report meet the standard transferability.

In qualitative research, dependability was called reliability. The research was reliable if the other person can repeat or replicate the process of the research. In this study, dependability test was conducted by audit to the whole process of research Sugiyono (2010). Dependability refers to the stability and track ability of the changes in both data collection and data analysis. The researcher read and re-read the data to gain certainty and stability of the data.

The researcher ensured that the data are coherence with the research question. Therefore, the examining of the process of data collection and data analysis was conducted by the researcher by matching the research question with the research result of data collection in order to achieve the degree of dependability. The researcher also conducted consultation with the supervisor in order to audit the whole researcher's activities when conducting the process of research.

Conformability test also called as objectivities test in qualitative research. According to Sugiyono (2010), the research was objective if the results of the research are agreed by some people. In this research, the researcher asked and checked the whole data to the supervisor and some lectures to provide suggestion and opinion about the data analysis.



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 3rd November 2016 from 13.45 – 14.50. The second interview was conducted on Friday 4th 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

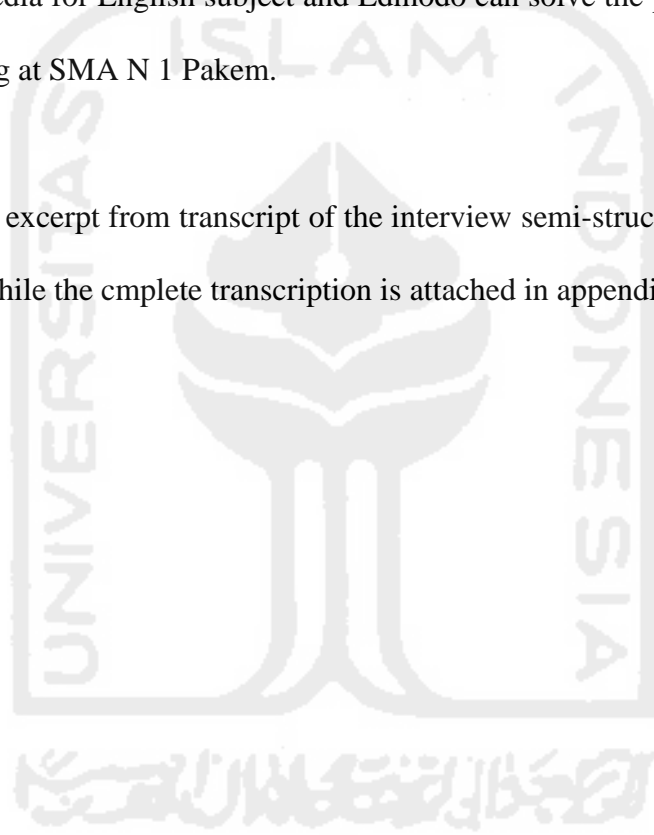
result of perception of high achiever students, which more than appear 2 time. For the second interview, the result has 4 category perceprion. First, about the appropriateness, instruction, layout and display. For the first question, the researcher asked the students about the appropriate level of detail 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**.

Transcription 2 (2nd Interview). Respondent: Student X (X IPS 2) Time: 09.30 – 11.30 WIB Date: November 4, 2016 Place: Mosque of SMA N 1 Pakem I: Interviewer, S: Student		
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, bosan 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 20th 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

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

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.

Transcription 1.		
Date : November 10 th 2016		
Time : 11:50am - 12:30 pm WIB		
Respondents' : Student 1 (Nikita Kurnia X MIPA 1)		
: Student 2 (Gasha Charisma X MIPA 2)		
Place: Canteen of SMA N 1 Pakem		
I: Interviewer, S1: Student 1, S2: Student 2		
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.

Data Source	Coding	Meaning
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:

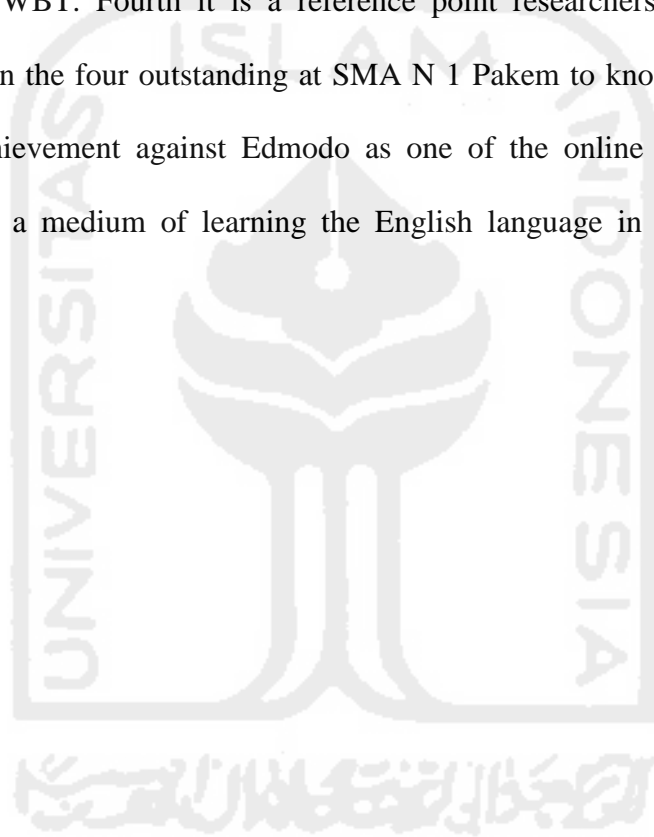
“Simple dan menarik buat aku sih mbak”
I/4/SP/4

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.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion from the result of the research.

5.1 Conclusion

The findings and discussion in chapter four on the perception of the high achiever student in using Edmodo as an online learning media provide evidence to answer the question in identification of the problem in this research is the material are lack of variation and technology used by learners in SMA N 1 Pakem, Yogyakarta.

The researcher made conclusion that, the study has found that the use of Edmodo as an online media in English can be accepted by high achiever students of class X (science program and social programs) and the media can be used to facilitate learning English in the classroom of X SMA N 1 Pakem, Yogyakarta.

In the process of collecting data, the researcher took 4 students as the samples are getting the best scores in English, they can be categorized as the high achiever students from each class by a total of 4 students from both data retrieval 1st interview, 2nd interview and the introduction of Edmodo.

The appropriateness of a given evaluation method depends on which dimension of course effectiveness will be measured, and this decision should be based on business as well as training goals. The Web is simply a tool for assisting in these efforts and cannot be relied upon as an evaluation method in itself. It should be viewed in a larger context that includes business managers and trainees' supervisors who are critical in encouraging skill transfer and in supporting the

entire evaluation process. The continued effectiveness of a course is contingent upon, but does not simply rest with how evaluation methods are defined and implemented. A conscientious revision plan must follow evaluation efforts to ensure that long-lived web-based courses serve learners equally, no matter when they are required to or elect to access your course. This quality assurance must be underpinned by a revision maintenance team that keeps files well-organized and preserves the project revision history.

Researchers found the results of the data mining of students' perceptions about using Edmodo as online media in English is below:

- Appropriate level of detail

Suited for students learning English as media, online media learning interesting and appropriate for levels of learners in SMA N 1 Pakem.

- The clarity and utility of instructions for navigating and completing the course

The student's achiever at SMA N 1 Pakem are not find any difficulty to the instructions on Edmodo and instructions are easily understood by users, especially in students.

- The quality or effectiveness of the user interface (graphics, layout, etc.)

In these results, researchers found a perception of student achievement in terms of layout in Edmodo are; correspondence between the layouts and reading material / information in Edmodo and good layout.

- Display

Researchers found the results of students' perceptions about Display in Edmodo; Edmodo interesting display, good design and simple, and the view are not excessive.

From the results of the students' perceptions, the researchers concluded that the online media online learning Edmodo are appropriate and worthy for students as a learning facilities in schools. Additionally, Edmodo can solve that problem there in SMA N 1 Pakem in the learning of English in terms of teachers and students. Researchers hopes that Edmodo can be used and applied as a media of online learning English especially for class X SMA N 1 Pakem.

5.2 Suggestions

The results showed that the high achiever students have the good perception based on high achiever students about the use of Edmodo as an online learning media in SMA N 1 pakem, that various kinds of a use Edmodo in English subject. However, the researcher would like to give suggestions and recommendations as follows:

- **For the learners**

To develop the use of technology, especially for online learning media in the classroom, the learners should utilize Edmodo as a media and English language learning facilities.

- **For the school**

The school suggested to further increase the use of technology in teaching and learning in the school, and to support the development of technology and knowledge of learners and teachers in order to foster more extensive knowledge

- **For English teacher**

The English teachers in the school are suggested to further increase the use of technology in teaching and learning in the school, and to support the development of technology and knowledge of learners and teachers in order to foster more extensive knowledge.

- **For another researcher**

The other researcher is suggested to follow up the research on using instructional media for English learning. And the media are suggested to go use technology as a learning tool to improve the quality of learning for students and quality of education.

- **For the government**

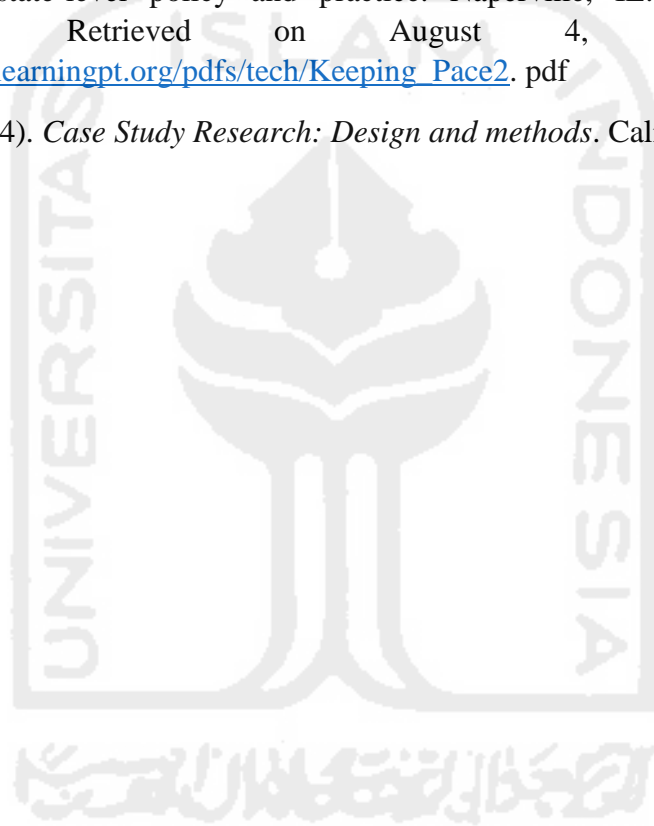
The government should monitor, update, and apply the enhancement of sophisticated technology in order to fulfil the needs of learners especially in learning English.

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SURAT IZIN

Nomor : 070 / Bappeda / 3630 / 2016

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/3486/2016 Tanggal : 14 Oktober 2016
Hal : Rekomendasi Penelitian

MENGIZINKAN :

Kepada :
Nama : AZA RIANA
No.Mhs/NIM/NIP/NIK : 12322013
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Islam Indonesia Yogyakarta
Alamat instansi/Perguruan Tinggi : Jl. Kaliurang Km 14,5 Yogyakarta
Alamat Rumah : Tejoagung Metro Timur Kota Metro Lampung
No. Telp / HP : 085290658343
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**THE ANALYSIS STUDENTS PERCEPTION IN USING INTRUCTIONAL
MEDIA FOR ENGLISH LEARNING AT SMA N 1 PAKEM YOGYAKARTA**
Lokasi : SMAN 1 Pakem
Waktu : Selama 3 Bulan mulai tanggal 14 Oktober 2016 s/d 13 Januari 2017

Dengan ketentuan sebagai berikut :

1. *Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman
Pada Tanggal : 14 Oktober 2016

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Pakem
5. Kepala UPT Pelayanan Pendidikan Kec. Pakem
6. Kepala SMAN 1 Pakem
7. Dekan FPSB UII Yogyakarta
8. Yang Bersangkutan

Sekretaris

u.b.

Kepala Bidang Statistik, Penelitian, dan Perencanaan



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f. alamat rumah : Tejoagung Metro Timur Kota Metro Lampung
g. no. telp/HP : 085290658343

Benar-benar telah melakukan Penelitian di SMA Negeri 1 Pakem yang dilaksanakan tanggal 11 November 2016, 14 November 2016, dan 15 November 2016, dengan judul **"THE ANALYSIS STUDENTS PERCEPTION IN USING INTRUCTIONAL MEDIA FOR ENGLISH LEARNING AT SMA N 1 PAKEM YOGYAKARTA."**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pakem, 23 Februari 2017

Kepala SMA Negeri 1 Pakem,



KRISTYA MINTARJA, S.Pd., M.Ed.St.
Pembina, IV/a
NIP. 19661118 199003 1 002

No : FM.02/SMAN 1 PAKEM/TU
Tgl. : 01 Juli 2015



Revisi : 00

INTERVIEW TRANSCRIPTION 2

Transcription 2

Respondent : Student 1 Date : March 17, 2017

Time : 10.30 – 10.51 WIB

Subject	Line	Transcription	Theme	Code
I		“Asslm. Okta sibuk gak??” Mau interview ttg Edmodo yang kemarin		
S	1	“Walaikumsalam, agak sibuk, tp bisa diluangkan mbak”		
I		“hehe aku sedikit nanya bntar yah”		
S	2	“oj iya boleh mbak” “iya mbak”		
I		“gini, ini masih terkait edmodo yang kemarin itu Ta hehehe, skripsiku ada sedikit revision” “gini dek, menurut kamu Edmodo itu cocok gak untuk media pembelajaran kalian? Terutama untuk SMA?”		
S	3	“oalah mbak, semangat mbak” “yaa cocok mbak, sesuai dengan bankground sekolah, yang udah berbasis IPTEK mbak”	<i>appropriate</i>	I/1/SP/1
I		“gitu yes? Hho” “terus dek menurutmu instruksi di Edmodo itu gimana? Maksudku dalam Edmodo ada kesulitan gak bagi kamu untuk mengikuti instruksinya?”		
S	4	“for sure mbak ☺” “gak ada kendala mbak, mudah, apalagi sistemtikanya sama kayak facebook jadi lebih paham mbak”	<i>Easy</i>	I/1/ SP/2
I		“Terus menurut kamu layoutnya gimana?”		
S	5	“menurutku sih sesuai mbak”	<i>match</i>	I/1/ SP/3
I		“the last question yaa hhe”		
S	6	“okey”		
I		“menurut okta display Edmodo itu gimana dek ??”		
S	7	“tampilannya menarik, soalnya kesannya bagus mbak dan aku liat dari segi fungsionalnya aja”	<i>Interest, Good</i>	I/1/ SP/4
I		“hoala, oke oke. Makasih banyak ya okta maaf ganggu waktu		

		olahraganya. Salam buat X mipa 2 yaa”		
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INTERVIEW TRANSCRIPTION 2

Transcription 2

Respondent : Student 2 Date : March 17, 2017

Time : 10.55 – 11.19 WIB

Subject	Line	Transcription	Theme	Code
I		“Asslm. Gasha boleh minta waktunya sebentar untuk interview sedikit gak yah ??”		
S	I	“mbak aza yaa?” “boleh mba, monggo mba”		
I		“gini, ini masih terkait Edmodo yang kemarin itu sa hehehe, skripsiku ada sedikit revision ☺” “masih inget Edmodo kan sa?”		
S	2	“masih kok mba”		
I		“gini dek, menurut kamu Edmodo itu cocok gak untuk media pembelajaran kalian? terutama untuk SMA ?”		
S	3	“ya pastine cocok mba soalnya kan kami gak pernah ketemu yang seperti itu dkls” “dan menurutku sih sesuai ya mba karena kan sudah bukan hal jarang lagi kalau kita pake Edmodo dan itu sih udah hal umum dikalangan anak sma” “cumin minusnya smapa enggak pakai itu aja ☺”	<i>appropriate</i>	I/2/SP/1
I		“oh ok ok I see”		
S	4	“hehe iya gitu kan mba azza tau sendiri”		
I		“terus dek menurutmu instruksi di Edmodo itu gimana? Maksudku dalam Edmodo ada kesulitan gak bagi kamu untuk mengikuti instruksinya?”		
S	5	“menurutku gak ribet mba, clear semua kok soale gak ribet mba” “terus mudah dipahami juga gak perlu pake belajar gitu”	<i>Clear, Easy to understanding</i>	I/2/SP/2
I		“oh really”		
S	6	“sure mba”		
I		“terus menurut kamu layoutnya gimana?”		

S	7	<p>“layout ya?”</p> <p>“gak ada masalah mba, clear kok gak ada masalah di layoutnya”</p> <p>“dan antara bahan bacaan itu juga selaras gt mksutku mba”</p>	<i>Clear, Appropriate</i>	I/2/SP/3
I		<p>“terus nih dek menurut gasha sendiri display Edmodo itu gimana sih ??”</p>		
S	8	<p>“hmm bagus kok designnya mba gak bertele-tele gak banyak gambar jadi bisa buat focus belajar aj”</p> <p>“dan interest buat kami sih sebagai pengguna sosmed”</p> <p>“soale kami baru tau ada sosmed buat belajar juga”</p>	<i>Good design, Interest</i>	I/2/SP/4
I		<p>“okk dek makasih ya”</p>		



INTERVIEW TRANSCRIPTION 2

Transcription 2

Respondent : Student 3 Date : March 17, 2017

Time : 13.01 – 13.17 WIB

Subject	Line	Transcription	Theme	Code
I		<p>“Om swastiastu deek ☺”</p> <p>“Hhe ini aku yang SMA smalam”</p> <p>“Mau interview, tadi malam data aku habis”</p> <p>“Gini, ini masih terkait Edmodo yang kemarin itu Dek, hehehe, skipsiku ada sedikit revisian</p> <p>“gini dek, menurut kamu Edmodo itu cocok gak untuk media pembelajaran kalian? terutama untuk SMA ?”</p>		
S	1	<p>“Swastiastu kak”</p> <p>“Ooh... Iya”</p> <p>“Iya, Ga papa kak”</p> <p>“Emm.. Kl dari aq sih sangat cocok kak”</p> <p>““Emm.. Kalau dari aku sih sangat cocok kak”</p> <p>“Menarik banget kak, terutama untuk perkembangan zaman yang modern seperti sekarang ini”</p>	Cocok <i>Interest</i>	I 1/3/SP/1
I		<p>“Ohh gitu yaa”</p> <p>“terus dek menurutmu instruksi di Edmodo itu gimana? Maksudku dalam Edmodo ada kesulitan gak bagi kamu untuk mengikuti instruksinya?”</p>		
S	2	<p>“Hehehe..”</p> <p>“Menurutku sih gak ada kesulitannya sih”</p> <p>“Kan tinggal ikutin simbol2 yg ada aja”</p>	<i>no difficulty</i>	I/3/SP/2
I		<p>“Ohh gitu yaa”</p> <p>“Terus menurut kamu layoutnya gimana?”</p>		
S	3	<p>“Cukup jelas sih”</p>	<i>Clear</i>	I/3/SP/3
I		<p>“Truss nih Dek, menurutmu display Edmodo itu gimana Dek?”</p>		
S	4	<p>““Displaynya menarik, simple, gak ribet gitu”</p>	<i>Interest, Simple</i>	I/3/SP/4
I		<p>“Ohh I see”</p>		

		“Thank you yaa Dek hhe” “Maaf mengganggu waktunya” “Om shanti shanti shanti om”		
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INTERVIEW TRANSCRIPTION 2

Transcription 2

Respondent : Student 4 Date : March 17, 2017

Time : 14.11 – 14.27 WIB

Subject	Line	Transcription	Theme	Code
I		“Asslm. Odie boleh minta waktunya sebentar untuk interview sedikit yah??” “Gini, ini masih terkait Edmodo yang kemarin itu Dek, hehehe, skipsiku ada sedikit revisian “gini dek, menurut kamu Edmodo itu cocok gak untuk media pembelajaran kalian? terutama untuk SMA ?”		
S	1	“Waalaikumsalam, Iya boleh” “Kalau menurutku sih Edmodo itu program e-learning yang bagus” “Sudah lama ada, system pembelajarannya mudah, efisien dan menyenangkan” “Sangat membantu bagi guru dan murid”	<i>Good program, Easy, Efficient,</i>	I/4/SP/1
I		“Ohh gitu yaa” “terus dek menurutmu instruksi di Edmodo itu gimana? Maksudku dalam Edmodo ada kesulitan gak bagi kamu untuk mengikuti instruksinya?”		
S	2	“Hehehe..” “Instruksinya mudah dipahami kok, gak sulit mbak”	<i>no difficulty</i>	I/4/SP/2
I		“Ohh gitu yaa” “Terus menurut kamu layoutnya gimana?”		
S	3	“Cukup jelas sih”	<i>Clear</i>	I/4/SP/3
I		“Truss nih Dek, menurutmu display Edmodo itu gimana Dek?”		
S	4	““Displaynya menarik untuk dorongan kita buat belajar dan menggunakan	<i>Interest</i>	I/4/SP/4

		Edmodo mbak.		
I		“Ohh I see” “Thank you yaa Odie hhe”		

TRANSCRIPT OF VIDEO ANALYSIS

Date : November 4th 2016

Time : 11:50am - 12:30 pm WIB

Respondents' : Student 1 (Nikita Kurnia X MIPA 1)

: Student 2 (Gasha Charisma X MIPA 2)

Meaning : S1 (Student 1 Nikita Kurnia)

: S2 (Student 2 Gasha Charisma)

: I (Interviewer)

S1 : “oh ini po mbak software yang dibidang mam Alfa yang kemarin”

I : “iya ini Edmodo namanya”

: “jadi Edmodo itu platform pembelajaran berbasis jejaring social untuk guru, murid dan bisa untuk orang tua murid juga”

S1 : “iya po bisa untuk orang tua mbak ?”

I : “iya”

S2 : “terus fungsine apa mbak ?”

I : “nah di Edmodo gak beda jauh sama kita belajar dikelas”

S1 : “**hmm, jadi Edmodo Cuma perantara doang gitu kan mbak? Kita tetep belajar kayak biasa dikelas hanya sedikit berbeda aja to..

I : “nah iyaa bener sekali itu, kita bisa saling berinteraksi, diskusi juga dan bahkan kita bisa ngerjain ulangan lewat Edmodo, jadi suasananya agak sedikit berbeda kan”

- S1 : “maksudnya ulangan jarak jauh gitu po mbak”
- I : “iya gitu, misalnya aku ngasih soal ulangan terus aku upload terus kamu bisa ngerjain dimana aja setelah itu km upload jawabanmu itu dengan waktu yg udah aku tentuin.
- S1 : “woo keren mbak, menurutku ya seharusnya kita harus loh pakai ini.
Kan sifatnya ini sama aja fasilitas kan mbak?”
- I : “haha, iya seharusnya sih begitu begitu”
- S1 : “lah trus kenapa gak langsung diterapin aja disekolah mbak ?”
- “Daripada kita sering dapat jam kosong jadi gak ada kerjaan di kelas, tetep sih ada tugas juga. Tapi kita ngerjainnya di rumah tanpa diskusi loh mbak”.
- I : “Iya bener kalau begitu akupun setuju, daripada kalian buang waktu kan”
- S1 : “(mengaplikasikan Edmodo dengan teman)”
- S2 : “Mbak kalau seandainya kita pakai Edmodo trus caranya piye?”
- I : “Caranya kita harus buat akun dulu, pakai emailmu trus km input user name. Simple kok menurutku tinggal jalanin aja”.
- S2 : “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.
- S1 : “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.
- I : “Oh yakah sampai ditegur? Alangkah lebih baiknya kan kita tau waktu penggunaan HP itu sih”
- S2 : “Iya mbak kita sih paham, kadang kan kita bosan banget. LKS lagi LKS lagi. Papan tulis lagi kyak gak ada sarana lain mbak”
- S1 : “Iya mbak bahkan kita smster ini kan sebentar lagi UTS, kita gak ada loh nonton video gitu kek yaa”
- I : “Hmm iyaa ngerti kok aku. Jadi menurutmu bisa dipahami gak dari segi instruksinya?”
- S1 : “Bisa mbak, mudah kok yaa. Dari bahasane juga easy lah.

: “Sek..sekk tak liat lagi..”

S2 : “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 : “Iya kalau aku lihat memang sekilas mirip FB, tapi dari fungsionalnya berbeda to..”

I : “ Trus menurut kalian, Edmodo dapat memudahkan kalian kah? Dari segi keefektifan ya, ini layak gak dibawa di kelas?

S1 : “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”

S2 : “ho’oh mbak. Tmenku ya dia ngumpul tugase lewat E-mail gurunya loh mbak itu aja menurutku wow. Apalagi ini (Edmodo) kan...

I : “Hmm gitu yaa, memang seharusnya kita seperti itu. Kalau dari segi warna gimana menurutmu?

S1 :” 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 micing kita buat makainya dengan warna-warni, cukup kegunaannya aja.”

I : “Iya bagus bagus, saya suka jawabanmu logis banget ya hehehe. Kalau secara keseluruhan gimana menurut kalian?”

S1 : “bagus, modern banget mbak. Nek dariku sih kerenlah ngikutin perkembangan zaman. Gak ada masukan sih dari aku cukup sudah.”

S2 : “aku juga sama mbak, menarik Edmodonya. Bagus banget kalau dibawa ke kelas”

I : “Hmmm gitu iya iya”

S1 : “Bagus lagi kalau kita belajar pakai ini mbak (Edmodo).

I : “Mudah-mudahan yaa. Oke baiklah, maaf mengganggu waktu kalian yah. Terima kasih banyak yahh”

Observation Result

Date : 15 August 2015 – 16 August 2016

Location : SMA N 1 Pakem

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

DOCUMENTATION

- Taking the data (Introducing Edmodo)



- Class Observation



- **Students Enthusiastic using Media (PPT, based on PPL experience)**



- **Students Enthusiastic after Watching Educational Movie related to the daily topic, based on PPL experience.**

