

**THE SURVEY OF STUDENT'S PERCEPTION ON USING EDMODO TO
SUPPORT ONLINE LEARNING IN INDONESIAN HIGHER
EDUCATION CONTEXT**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



Conveyed by:

Firda Yulia Saputri

17322095

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

2021

APPROVAL SHEET

**THE SURVEY OF STUDENT'S PERCEPTION ON USING EDMODO TO
SUPPORT ONLINE LEARNING IN INDONESIAN HIGHER
EDUCATION CONTEXT**

By:

Firda Yulia Saputri

17322095



By

Supervisor

A handwritten signature in black ink, which appears to read 'Rizki', is positioned over a large, light gray watermark of the UII logo and Arabic calligraphy.

Rizki Farani S.Pd., M.Pd.

NIP: 123220404

RATIFICATION SHEET

**THE SURVEY OF STUDENT'S PERCEPTION ON USING EDMODO TO
SUPPORT ONLINE LEARNING IN INDONESIAN HIGHER
EDUCATION CONTEXT**

By:

Firda Yulia Saputri

17322095

Board Examiner

Chairperson First : Rizki Farani S.Pd., M.Pd

Second Examiner : Willy Prasetya, S.Pd., M.A.

Examiner : Nizamuddin Sadiq S.Pd., M.Hum.

Yogyakarta, 30 November 2021

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head Department



Irma Windy Astuti, S.S., M.hum

NIP: 062216005

STATEMENT OF WORK ORIGIN ALITY

I honestly declare that this thesis is definitely done by my own work. I am completely responsible for the content of this thesis. Opinions or findings of others included in this thesis are quoted and cited with respect to ethnical standard.

Yogyakarta, 30 November 2021



Firda Yulia Saputri

17322095

الجمعة الائمة الاندونيسية
الجامعة الإسلامية الاندونيسية

MOTTO

“One of the lessons that I grew up with was to always stay true to yourself and never let what somebody else says distract you from your goals”

(Michelle Obama)

“The roots of education are bitter, but the fruit is sweet”

(Aristotle)



DEDICATION

1. My beloved parents who always praying and support me, Mr. Budi Triyono and Mrs. Sulasiningsih
2. My thesis supervisor and my academic supervisor Mrs. Rizki Farani S.Pd., M.Pd.
3. Special thanks to Mr. Resa Ahmad Safaat for all his support, loves and the encouragement to complete this thesis.
4. All of my family especially my lovely sister, Amelia Dwi Asih Saputri and my uncles, Mr. Ridwan Nur & Mr. Faid Khasani.
5. My high school friends, Dita Dwi Saputri and Latifah Nur'aini who always support each other and always be there for me in any condition.
6. My best friend Sarang Lebah member (Arum, Neneng, Lili, Lina, Ulfa, and Surati), who accompanied me during my studies in this university from beginning of being new student until now.
7. All of my friends from English Education Department batch 2017.

Yogyakarta, 30 November 2021



Firda Yulia Saputri

17322095

ACKNOWLEDGEMENT

Assalamualaikum Wr Wb.

Alhamdulillah, all praises belong to Allah SWT for His blessing and mercy that gives me strength to complete my undergraduate thesis as one of requirements to graduate from English Language Education Department, Islamic University of Indonesia. I express my biggest gratitude to my beloved family, Mr. Budi Triyono and Mrs. Sulasiningsih, sister Amelia, uncles Faid and Nur who give me support, love and always remind me to finish this undergraduate thesis. This learning process was supported by my beloved supervisor, Mrs. Rizki Farani S.Pd., M.Pd., who gave advice and feedbacks to improve the quality of my thesis. As my academic supervisor, she gave me many new knowledges to support my study

My gratitude also goes to my friends, Sarang lebah team (Arum, Neneng, Lili, Ulfa, Surati, Lina) from English Language Education Department batch 2017 and my two high schools' friends, Dita and Latifah. All of you have been a part of my life in every situation to support me. I realized that this undergraduate thesis is far from perfect. Therefore, I expect suggestion and recommendation to present better achievement in the future.

Wassalamualaikum Wr Wb

Yogyakarta, 30 November 2021



Firda Yulia Saputri

17322095

TABLE OF CONTENT

APPROVAL SHEET	2
RATIFICATION SHEET	3
STATEMENT OF WORK ORIGINALITY	4
MOTTO	5
DEDICATION	6
ACKNOWLEDGEMENT	7
TABLE OF CONTENT	8
ABSTRACT	12
CHAPTER 1	13
INTRODUCTION	13
1.1 Background of The Study.....	13
1.2 Identification of The Problem.....	15
1.3 Problem Formulation	15
1.4 Objectives of The Study	16
1.5 Significance of The Study	16
CHAPTER II	17
LITERATURE REVIEW	17
2.1 Edmodo as Asynchronous Online Learning	17
2.2. Relevant of The Study.....	18
CHAPTER 3	19
METHODOLOGY	19
3.1 Research Design.....	19
3.2 Population and Sample.....	19
3.2.1. Population.....	19
3.2.2. Sample.....	19
3.3 Data Collecting Technique	20
3.3.1 Instrument.....	20
3.3.2 Validity	21
3.3.3 Reliability.....	21
3.4 Data Analysis Technique.....	21
3.4.1 Data Indicator	21

3.4.2 Steps of Data Analysis Technique	21
CHAPTER 4	23
RESULT AND DISCUSSION.....	23
4.1. Research Finding	23
4.2 Discussion.....	25
CHAPTER 5	27
CONCLUSION AND RECOMMENDATION	27
5.1 CONCLUSION.....	27
5.2 RECOMMENDATION	27
REFERENCES.....	29
APPENDICES.....	30
Appendix 1. Table of Means	30
Appendix 2. Kuesioner Penelitian	32
Appendix 3. Table of validation data	36
LIST OF TABLE	41
Table 1: mean of students' perceptions towards Edmodo.....	41
LIST OF FIGURES	43
Figure 2: Chart of Mean Questionnaires.....	43

LIST OF TABLES

4.1 The Statement with the Mean Score.....	41
--	----



LIST OF FIGURES

Figure 2: Chart of Mean Questionnaires..... 43



**THE SURVEY OF STUDENT'S PERCEPTION ON USING EDMODO TO
SUPPORT ONLINE LEARNING IN INDONESIAN HIGHER
EDUCATION CONTEXT**

Firda Yulia Saputri

17322095

ABSTRACT

The purpose of the study is to identify students' perceptions toward the use of Edmodo in EFL learning. This research used quantitative method in a form of survey study. There were 85 respondents in this research. They were final year students of English Language Education Department in a private university. The data were collected by using a questionnaire, developed by Fatimah Al-Kathiri (2014). The instrument consisted of 19 items related to students' perception toward using Edmodo in asynchronous learning. After analysing the data by using SPSS and Microsoft Excel, the findings show that students have positive perspective toward Edmodo because Edmodo brings benefits in students' learning. However, Edmodo still has limitations that cannot accommodate their language learning. It implies that Edmodo can be one of potential media to support online activities, but instructors need to support Edmodo with another media to complete students' learning experiences.

Keywords: Edmodo, asynchronous learning, students' perception

CHAPTER 1

INTRODUCTION

This chapter presents an introduction of the study. It covers the background of the study, identification of the problem, formulation of the problem, objective of the study, and significance of the study.

1.1 Background of The Study

The use of technology has an important role in developing an education system as a tool to support learning activities. The application of technology requires an online platform as a device that makes it easier for students during online learning. One of the media that familiar to use in educational institutions is Edmodo. Edmodo is one of the educational websites that implements a Learning Management System (LMS) (Sabila, Pahlevi & Miftakh, 2020). Learning Management System is defined as a software that is designed to create, share, and manage the materials (Joko & Wulandhari 2018). Learning Management System (LMS) makes it easy for students to get material sent by teachers through Edmodo beyond classroom. Edmodo is a social education network (Halaleh Ma'azaki, 2018). Therefore, the use of Edmodo is easy to implement because its design is similar to Facebook (Sabila, Pahlevi & Miftakh, 2020). Specifically, Edmodo was created for academic purposes because it connects students with teachers to exchange materials, ideas related to the certain subjects (Pardede, 2017). Edmodo's role as an LMS not only makes it easier for students but also lecturers during learning. In line

with this statement, Siahaan (2020) states that Edmodo assists the lecturers as an intermediary to attached material, assessment, grading and giving feedback to students. An experimental study conducted by Joko & Wulandhari (2018) he found that the use of Edmodo as Learning Management System (LMS) makes students more interested and fun during learning activities, from her result students got higher score in their assessment when using Edmodo than using traditional method teaching. Another previous study from Ngo & Ngadiman (2019) report on their research that students had a positive impact toward their academic achievement while using Edmodo. In addition, Edmodo supports language proficiency because its features assist students learning English skills. For instance: improve students' writing (Halaleh Ma'azi, 2020), motivates students in reading class (Lukitasari et al, 2019).

Unfortunately, not all learning experiences had a success in using Edmodo for learning. Some studies show that there are some challenges in using Edmodo. First, there is no face-to-face interaction among students, peers and teachers so it can limit practice in learning English (Safriyani & Khasanah, 2021). In addition, adequate internet access is needed during learning activities at Edmodo. In line with this statement, previous study conducted by Irawan (2020) students in rural areas that have limited internet network, will certainly struggle in using Edmodo during learning. In addition, some students who are not familiar with social education network also struggle and be challenged toward the use of Edmodo (Warawudhi, 2017). Based on the studies, it implies that there is still a gap between social interaction and the condition of students in perceiving the social education network

during learning. To gain a better picture related to students' need in learning, it is important to conduct research about students' perception toward the use of Edmodo in higher educational context.

This research would like to map students' perception toward Edmodo to support learning activity. Edmodo is popular among educators. In line with this statement, Siahaan (2020) states that the application of Edmodo as an online learning media in EFL class has several advantages, such as it assists lectures during learning activities (peer task/discussion, quizzes) In addition, Edmodo allows student to collaborate with peers without limitation of time and place. Edmodo has several features in supporting learning (<https://new.edmodo.com/>) such as stream information, notifications, quick access, calendar and library. The findings of this research are expected to present valuable reference for educators on how students perceive Edmodo as learning media for EFL classes.

1.2 Identification of The Problem

There are some challenges in using Edmodo in EFL learning, for instance: students do not have similar technology literacy in using social education network especially Edmodo because they have different capability in accessing facilities. Therefore, not every technology can be integrated successfully in EFL classes. Thus, it is necessary to hear students' perception as references in maximizing technology based on their needs.

1.3 Problem Formulation

This present study attempts to answer this following question: What are the students' perceptions on using Edmodo in EFL learning context?

1.4 Objectives of The Study

The purpose of this study is to identify students' perceptions toward the use of Edmodo in EFL learning context.

1.5 Significance of The Study

The results of this research can present more data about students' perception toward Edmodo as asynchronous learning. It is expected to enhance researchers' knowledge on this topic. This research brings advantage for students in higher education because they can recognize their' need based on how they perceive Edmodo. As the impact, students able to develop and explore more the use of Edmodo for asynchronous online learning especially during English class.

CHAPTER II

LITERATURE REVIEW

2.1 Edmodo as Asynchronous Online Learning

The concept of online learning in this research refers to online learning categorization from Ally (2007) which divides online learning into two modality, Synchronous and Asynchronous. Synchronous learning provides direct interaction between teacher and students through various kinds of technology such as video conferencing and discuss about lessons, meanwhile asynchronous learning is conducted through indirect interaction by using online platform learning where teachers able to give materials in a form of file, audio, or video related to the lesson (Amiti, 2020). Asynchronous activity allows teachers to provide material, videos, assignments via E-mail or online platforms so the students can access material without time constraints (Ally, 2007). Meanwhile, in asynchronous learning, the time is limited to only a few hours when doing video conferences and it requires a more internet network access (Amiti, 2020). This research highlight Edmodo as one of learning media in asynchronous online learning because features in Edmodo support more activity in asynchronous mode than synchronous mode.

In EFL context, most students have positive perspective toward Edmodo. Students also belief the use of Edmodo as the combination of traditional method is very effective to generating positive perceptions in learning English. So, lecturer and students able to achieve the learning objectives effectively (Al-Kathiri, 2014). The use of Edmodo as asynchronous online learning also brings benefit to assist

students who have low self-confidence (Amiti, 2020) Students have more time and space to express their opinion without face-to-face interaction. It motivates them to provide ideas and information related to learning material through the online discussion feature.

2.2. Relevant of The Study

There are two most relevant studies in this research. First research was an experimental study from Al Kathiri (2014) who investigated students' perception in using Edmodo for EFL learning. This study was relevant because it represented two similar key points: students' perception and Edmodo. The results showed that students had positive perspective toward Edmodo for EFL learning. Most of students in her research agreed that Edmodo was able to assist them during asynchronous learning after traditional in-class instruction. This point quite interesting for my study because the researcher is curious whether the respondents have positive perspective or not towards Edmodo as asynchronous learning.

Another research from Tamrin (2019) entitle "Students' Perception Toward the Use of Edmodo in Online Based English Learning Class at Universitas Fajar". Respondents from the research were students from different majors, such as Accounting (Bachelor' degree), Accounting (Diploma), Architecture, and Management. This study was relevant because it has similar key points about students' perceptions about Edmodo during learning English. The researcher found that the respondents agreed that Edmodo changed their learning style positively, give benefits since their online learning and support students to be more discipline.

CHAPTER 3

METHODOLOGY

3.1 Research Design

This research used quantitative approach in a form of survey study. Survey study is one of the procedures in quantitative research which provide the population of people to describe the attitudes, perceptions, behaviours, or characteristics of the population (Sugiyono, 2012). The aim of this research was to identify students' perceptions toward the use of Edmodo in Indonesian Higher Education context. Therefore, survey study was suitable as the research method.

3.2 Population and Sample

3.2.1. Population

The population of this research was 87 final year students of English Language Education Department batch 2017 in one of Islamic University in Yogyakarta. The qualification of this respondents they had experiences in using Edmodo as learning media in asynchronous online learning.

3.2.2. Sample

Arikunto (2013) states that if the population are less than 100 respondents, all respondents have opportunity to be the sample in the research. Thus, the sample of this research was 85 students of English Language Education Department. Most of the students who participated in this research is female with a total percentage 75.3%. Meanwhile, the percentage for male is 24.7%

3.3 Data Collecting Technique

3.3.1 Instrument

This study adapted a questionnaire form Al Kathiri, (2014). Originally, the questionnaire consisted of three parts:

- A. A pre-post Attitudes (Attitudes towards EFL Learning)
- B. A Post Attitudes (Perceptions towards using Edmodo, and Challenges of using Edmodo)
- C. A Post Attitudes (Challenges of using Edmodo)

However, the study adapted the questionnaire and did not use all parts of the questionnaire because the data collection only focused on students' perception. Thus, the researchers only used part B as the instrument. Part B consists of 19 items to identify students' perception towards the use of Edmodo for Indonesian Higher Education Context. These items cover four dimensions: social interaction, course management systems, language skills development and pedagogical purposes.

3.3.2 Validity

Validity is a measure that shows the levels of validity or validity of an instrument (Arikunto, 2010). In obtaining the instrument, questionnaires must be tested first on several respondents. Therefore, in this study the researcher asks 15 respondents to try to fill out the questionnaires. The result of the validity scores was presented in appendix 3.

3.3.3 Reliability

Reliability is the consistency of the score, and the stability of the data from the research instrument (Fraenkel, 1993). Based on the finding result, researcher found that the reliability of the instrument is 0.95. It can be concluded that the instrument is valid and reliable.

3.4 Data Analysis Technique

3.4.1 Data Indicator

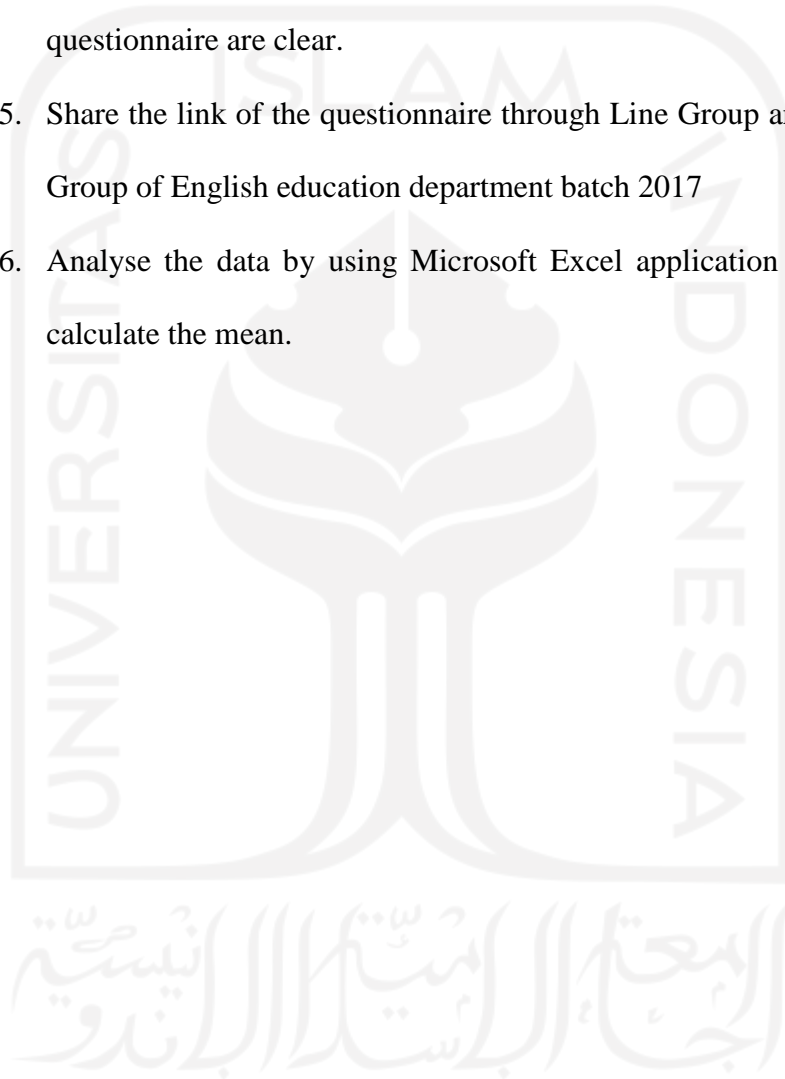
Data indicator was analyzed based on mean score. The interpretation of results depends on the highest and the lowest mean score in each item.

3.4.2 Steps of Data Analysis Technique

The data were analysed by using Google Spreadsheet (modern version of Microsoft Excel) that included these steps below:

1. This research adapted the Perceptions towards using Edmodo, and Challenges of using Edmodo questionnaire, developed by Fathimah Al-Kathiri (2014).

2. The questionnaire was translated into Bahasa Indonesia.
3. After translating the questionnaire, the process continued to validity and reliability checking.
4. Create the questionnaire in Google Form and make sure all items of the questionnaire are clear.
5. Share the link of the questionnaire through Line Group and WhatsApp Group of English education department batch 2017
6. Analyse the data by using Microsoft Excel application and SPSS to calculate the mean.



CHAPTER 4

RESULT AND DISCUSSION

Chapter 4 presents findings of survey data and discussion to connect recent findings with previous studies. There are two subtopics in this chapter: research findings and discussion.

4.1. Research Finding

After analysing all data, the findings show that the highest score refers to item number 1 “*Edmodo meets my needs such as mobility and social communication*” with means (0,61) and the lowest score refer to item number 2 “*Edmodo offers me more opportunities to interact with my teacher and peers outside classroom.*” and item number 17 “*Edmodo develops my autonomous learning skills.*” with means 0,45 These findings imply that students have positive perspective toward Edmodo as asynchronous learning media but they need more support in building interaction among peers and teachers.

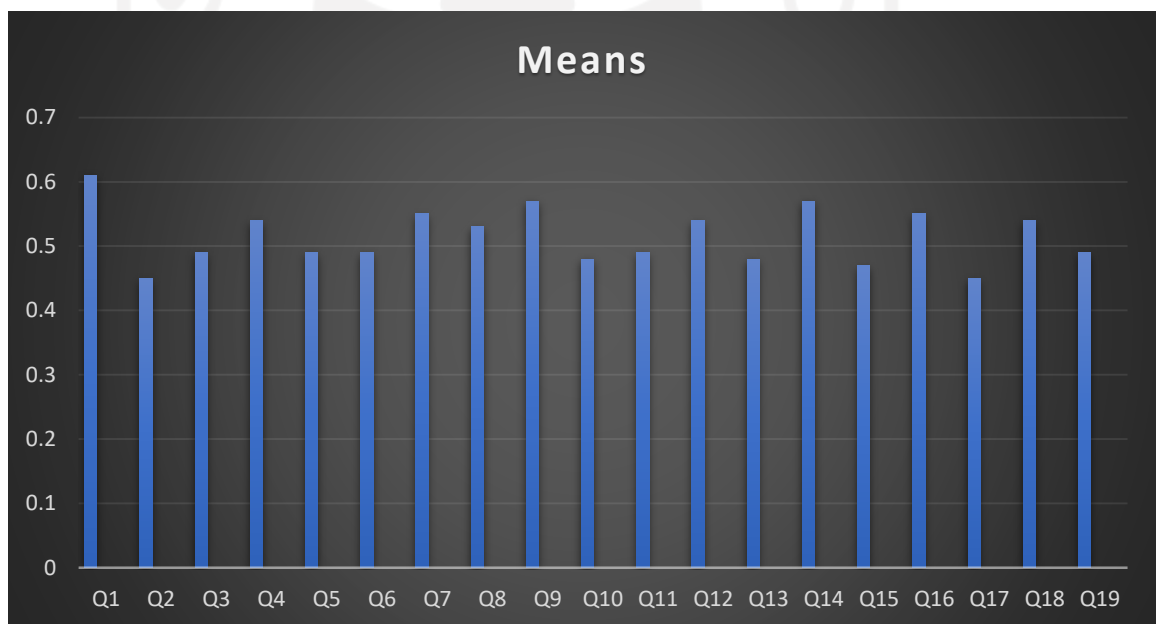
Thus, the researcher shows the table and diagram based on the data result below:

Table 1: mean of students’ perceptions towards Edmodo

No	Item	Mean Score
1	Edmodo meets my needs such as mobility and social communication.	0,61
2	Edmodo offers me more opportunities to interact with my teacher and peers outside classroom	0,45
3	feel more comfortable communicating online via Edmodo	0,49
4	Edmodo saves effort and time by doing and submitting assignments electronically.	0,54
5	Edmodo services like (SMS messages, alerts, notes) give me a running record of assignments' due date and a description of what is expected.	0,49
6	When absent, I can easily access class materials and assignments through Edmodo.	0,49
7	Edmodo reduces learning cost (e.g. photocopying, designing posters)	0,55
8	Edmodo helps me practicing my language skills through conversations	0,53
9	Edmodogives me a chance to share my writing with my teacher and peers.	0,57
10	Edmodo helps me acquiring new English vocabulary	0,48
11	Edmodo helps to improve my spelling and grammar when posting in complete words and sentences (“you” not “u”,”I” not “i”).	0,49
12	Edmodo helps to make my reading experience more interesting	0,54
13	I can improve my listening skill through the audio files uploaded on Edmodo	0,48
14	Edmodo allows me to get immediate feedback from my teacher.	0,57
15	Edmodo supports cooperative learning through working in groups	0,47
16	Edmodo allows me to participate in online discussions.	0,55
17	Edmodo develops my autonomous learning skills.	0,45

18	Edmodocan complement classroom teaching and learning.	0,54
19	Edmodo promotes the effectiveness of EFL instruction at secondary stage	0,49

Figure 2: Chart of Mean Questionnaire



4.2 Discussion

The findings in this research were similat with previous study from Al-kathiri (2014) because both research show that students have positive perspective toward Edmodo as an online learning platform. It can be

underlined that the use of Edmodo is very effective as online learning to achieve learning objectives, because most of students agreed that Edmodo was able to assist them during asynchronous learning after traditional in-class instruction. Moreover, a study from Tamrin (2019) also highlight the similar result. Based on his finding, the respondents admitted that Edmodo gave positive impact on their learning style because Edmodo supported their discipline.

In conclusion, Edmodo is an educational platform tool that aims to provide facilities for lecturers to interact with students intensely because Edmodo has many features that able to facilitate lecturers to communicate with students (Hidayah, 2019). This statement covers social interaction dimension of this instrument. Al-Kathiri (2014) states that social interaction means Edmodo provides features that able to give opportunities for students to increase their self-confidence and motivation in asynchronous learning. In addition, Edmodo can enhance English skills (Gabrina and Rahmawati, 2019). This statement supports by statement number 12 “*Edmodo helps to make my reading experience more interesting*” with means 0,54. It can be proven that Edmodo also provide the dimension of language skill development. The use of Edmodo is one solution to achieve learning objectives in the classroom (Nopriadi, 2018).

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 CONCLUSION

The aim of this research is to identify student's perception toward the use of Edmodo to support online learning activity. The conclusion of this research is students' highly have positive perceptions toward the use of Edmodo as online learning. The finding of this study shows that students' belief that Edmodo is an online learning platform that support them in asynchronous learning. The highest statement goes to item number 1 *“Edmodo meets my needs such as mobility and social communication”*. Meanwhile, the lowest statement refers to item number 2 *“Edmodo offers me more opportunities to interact with my teacher and peers outside classroom”* and item number 17 *“Edmodo develops my autonomous learning skills”*. Based on these results, students believe that Edmodo help them to support online learning activities. However, online learning certainly cannot replace social interaction between teachers and pairs in social life. Therefore, both lectures or pairs must deal with all the challenges and use technology wisely during online learning activity.

5.2 RECOMMENDATION

Regarding to this research finding, researcher offers some recommendations for further researcher, to identify and investigate what students' perceptions and barriers toward all English skills such as reading, writing, speaking and listening. It is intended that lecturers know students' perception towards Edmodo in each English skill then lecturers can minimize those limitations and overcome the barriers that face by students. Researcher also has recommendations for lecturers to ask the students to write an essay about their experience using Edmodo to provide their insight or find out the obstacles they found during online learning on using Edmodo. Moreover, lecturers should facilitate more practical tasks for students to improve English skills such as reading a conversation and record it then lecturers must give feedback regarding the pronunciation and so on.

REFERENCES

- Al-Kathiri, F. (2014). Beyond the Classroom Walls: Edmodo in Saudi Secondary School EFL Instruction, Attitudes and Challenges. *English Language Teaching, Vol. 8 No. 1*. doi:10.5539/elt.v8n1p189
- Ally, M. (2007). Theory and practice of online learning. *cde.athabasca.ca/onlinebook*. Athabasca University.
- Amiti, F. (2020). SYNCHRONOUS AND ASYNCHRONOUS E-LEARNING. *European Journal of Open Education and E-learning Studies, 5(2)*. doi:http://dx.doi.org/10.46827/ejoe.v5i2.3313
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Fraenkel, J. R. (1993). *How to Design and Evaluate Research in Education (2nd ed)*. Boston, MA: McGraw Hill.
- Gabrina, P. S., & Rahmawati, F. (2019). Exploring the Practice of Edmodo Use in EFL Classrooms: Its Beneficial Features and Activities. *Journal of Foreign Language Teaching & Learning, Vol. 4 No.2*. doi:DOI: 10.18196/ftl.4241
- Halaleh Ma'azi, K. J. (2018). The effect of Edmodo social learning network on Iranian EFL learners writing skill. *INFORMATION & COMMUNICATIONS TECHNOLOGY IN EDUCATION*. doi:https://doi.org/10.1080/2331186X.2018.1536312
- Hidayah, L. W., Rijal, S., & Ardila, R. (2019). The Use of Edmodo Application System to Increase Motivation for Learning English in the Second Semester of English Department at Madura Islamic University. *Journal of Language, Literature and Teaching, Vol. 1 No. 3*, 24-37. Retrieved from <https://doi.org/10.35529/jllte.v1i3.24-37>
- Irawan, R. (2020). Exploring the Strengths and weaknesses of teaching speaking by using lms-edmodo. *ELTICS: Journal of English Language Teaching and English Linguistics, 5(1)*, 1-14.
- Joko, & Wulandari, G. S. (2018). The Development of Learning Management System Using Edmodo. *IOP Conferences Series: Materials Science and Engineering*. doi:10.1088/1757-899X/336/1/012046
- Lukitasari, D. R., Valentina, A. F., & Gloria, E. (2019). The Use of Edmodo for Teaching Reading in a Blended-Learning Classroom. *Indonesian Journal of English Language Studies, Vol. 5 No. 2*, 69-77.

- Ngo, J., & Ngadiman, A. (2019). The Impacts of Edmodo on Students' Performance in ESP Classrooms. *International Seminar on Language, Education, and Culture*, 369-378. doi:10.18502/kss.v3i10.3918
- Nopriadi. (2018). Efektifitas Edmodo sebagai Media Pembelajaran di Perguruan Tinggi. *Computer Based Information System Journal*, 40-47. Retrieved from : <http://ejournal.upbatam.ac.id/index.php/cbis>
- Nurhayati, D. A. (2019). Students' Perspective on Innovative Teaching Model Using Edmodo in Teaching English Phonology: A Virtual Class Development. *Dinamika Ilmu*, Vol. 19 No. 1. doi:<http://doi.org/10.21093/di.v19i1.1379>
- Pardede, P. (2017). Current Studies on the Use of Edmodo in EFL Learning: A Review. *Journal of English Teaching*, 255-258.
- Sabila, N. F., Pahlevi, M. R., & Miftakh, F. (2020). INCORPORATING EDMODO AS LEARNING MANAGEMENT SYSTEM OF SUMMATIVE ASSESSMENT IN EFL CLASSROOM. *ELTIN Journal*, 8, 132-145.
- Safriyani, R., & Khasanah, S. U. (2021). The strengths and pitfalls of Edmodo to Indonesian EFL learners: Student and teachers' voices. *Englisia: Journal of Language, Education, and Humanities*, 106-119. doi:10.22373/ej.v8i2.8092
- Siahaan, E. B. (2020). Students' Perception of Edmodo use as a Learning Tool. *Journal of English Teaching*.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif & RND*. Bandung: Alfabeta.
- Tamrin, A. F. (2019). Students' Perception Toward the Use o Edmodo In Online-Based Englis Learning Class at Universitas Fajar. *A Journal of Culture, English Language, Teaching & Literature*, Vol. 19 No.2 .
- Warawudhi, R. (2017). The evaluation of edmodo in business reading class. *International Journal of Information and Education Technology*, 153-158.

APPENDICIES

Appendix 1. Table of Means

Table 1: mean of students' perceptions towards Edmodo

No	Item	Mean Score
1	Edmodo meets my needs such as mobility and social communication.	0,61
2	Edmodo offers me more opportunities to interact with my teacher and peers outside classroom	0,45
3	feel more comfortable communicating online via Edmodo	0,49
4	Edmodo saves effort and time by doing and submitting assignments electronically.	0,54
5	Edmodo services like (SMS messages, alerts, notes) give me a running record of assignments' due date and a description of what is expected.	0,49
6	When absent, I can easily access class materials and assignments through Edmodo.	0,49
7	Edmodo reduces learning cost (e.g. photocopying, designing posters)	0,55
8	Edmodo helps me practicing my language skills through conversations	0,53
9	Edmodogives me a chance to share my writing with my teacher and peers.	0,57
10	Edmodo helps me acquiring new English vocabulary	0,48
11	Edmodo helps to improve my spelling and grammar when posting in complete words and sentences ("you" not "u","I" not "i").	0,49
12	Edmodo helps to make my reading experience more interesting	0,54
13	I can improve my listening skill through the audio files uploaded on Edmodo	0,48
14	Edmodo allows me to get immediate feedback from my teacher.	0,57
15	Edmodo supports cooperative learning through working in groups	0,47

16	Edmodo allows me to participate in online discussions.	0,55
17	Edmodo develops my autonomous learning skills.	0,45
18	Edmodocan complement classroom teaching and learning.	0,54
19	Edmodo promotes the effectiveness of EFL instruction at secondary stage	0,49

Appendix 2. Kuesioner Penelitian

Kuesioner Penelitian

Assalamu'alaikum wr.wb

Perkenalkan saya Firda Yulia Saputri dari prodi Pendidikan Bahasa Inggris, Universitas Islam Indonesia. Saat ini saya sedang melakukan penelitian yang berjudul "The Survey of Student's Perception on Using Edmodo in EFL Learning Context". Metode penelitian saya adalah penelitian kuantitatif dalam bentuk survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner. Responden penelitian saya adalah mahasiswa prodi Pendidikan Bahasa Inggris batch 2017. Dalam rangka mengumpulkan data penelitian, saya meminta kesediaan teman-teman untuk mengisi kuesioner yang bernama "Post Treatment kuesioner" sebagai bagian dari penelitian saya. Survei ini bertujuan untuk mengumpulkan informasi tentang berbagai persepsi Mahasiswa Prodi Pendidikan Bahasa Inggris batch 2017 di Universitas Islam Indonesia dalam menggunakan Edmodo sebagai pembelajaran online. Pengisian Kuesioner ini membutuhkan waktu 5-10 menit untuk diselesaikan. Terimakasih atas partisipasi teman-teman, semoga Allah SWT senantiasa membalas kebaikan teman-teman semua. Aamiin YRA.

Wassalamu'alaikum Wr.Wb.

A. Data Respondent

Gender/Jenis Kelamin:

1. Perempuan

2. Laki-laki

B. Petunjuk Mengisi Kuesioner

Students' perceptions towards using Edmodo

Anda diminta untuk mengisi kuesioner ini dengan memilih salah satu opsi dari skala dibawah ini berdasarkan diri Anda:

- (1) Setuju
- (2) Netral
- (3) Tidak Setuju

No	Pernyataan	1	2	3
1	Edmodo memenuhi kebutuhan saya dalam mobilitas dan komunikasi sosial	1	2	3
2	Edmodo memberikan saya kesempatan untuk berinteraksi dengan dosen dan rekan saya	1	2	3
3	Mahasiswa yang pemalu berpartisipasi dalam kelas cenderung merasa lebih nyaman berkomunikasi secara online melalui Edmodo	1	2	3
4	Edmodo menghemat tenaga dan waktu dengan mengerjakan dan mengirimkan tugas secara online	1	2	3
5	Layanan Edmodo seperti (SMS, Peringatan, Catatan) memberi saya catatan dan peringatan tentang kapan tugas jatuh tempo dan deskripsi tentang apa yang di harapkan	1	2	3

6	Saat absen, saya dapat mengakses materi dan tugas kelas melalui Edmodo dengan mudah	1	2	3
7	Edmodo mengurangi biaya pembelajaran (Misal memfotokopi, mendesain poster)	1	2	3
8	Edmodo membantu saya melatih kemampuan bahasa saya melalui percakapan	1	2	3
9	Edmodo memberi saya kesempatan untuk membagikan tulisan saya dengan dosen dan rekan saya	1	2	3
10	Edmodo membantu saya memperoleh kosakata bahasa inggris yang baru	1	2	3
11	Edmodo membantu saya meningkatkan ejaan dan tata bahasa atau grammar saya saat mengerjakan tugas dengan kata dan kalimat lengkap (e.g “you” not “u”, “I” not “i”)	1	2	3
12	Edmodo membantu membuat pengalaman membaca saya lebih menarik	1	2	3
13	Edmodo dapat meningkatkan keterampilan mendengarkan saya melalui file audio yang diunggah di Edmodo	1	2	3
14	Edmodo memungkinkan saya untuk mendapatkan umpan balik atay feedback langsung dari dosen saya	1	2	3
15	Edmodo mendukung pembelajaran kooperatif melalui kerja dalam kelompok	1	2	3
16	Edmodo memungkinkan saya untuk berpartisipasi dalam diskusi online	1	2	3
17	Edmodo mengembangkan keterampilan belajar mandiri	1	2	3

18	Edmodo dapat melengkapi proses belajar mengajar di kelas	1	2	3
19	Edmodo mendukung keefektifan pengajaran EFL pada tahap pembelajaran tingkat menengah	1	2	3



Appendix 3. Table of validation data



Correlations

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	
Q1	Pearson Correlation	1	.547 **	.333 **	.330 **	.436 **	.354 **	.244 *	.503 **	.478 **	.339 **	.446 **	.568 **	.463 **	.285 **	.367 **	.410 **	.478 **	.401 **	.526 **
	Sig. (2-tailed)		.000	.002	.002	.000	.001	.025	.000	.000	.002	.000	.000	.000	.009	.001	.000	.000	.000	.000
	N	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84
Q2	Pearson Correlation	.547 **	1	.508 **	.613 **	.548 **	.550 **	.524 **	.411 **	.681 **	.488 **	.412 **	.496 **	.630 **	.583 **	.514 **	.708 **	.633 **	.687 **	.683 **
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q3	Pearson Correlation	.333 **	.508 **	1	.512 **	.437 **	.517 **	.480 **	.207	.561 **	.361 **	.330 **	.435 **	.460 **	.263 *	.278 **	.454 **	.590 **	.477 **	.543 **
	Sig. (2-tailed)	.002	.000		.000	.000	.000	.000	.057	.000	.001	.002	.000	.000	.015	.010	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q4	Pearson Correlation	.330 **	.613 **	.512 **	1	.555 **	.532 **	.522 **	.404 **	.690 **	.455 **	.549 **	.445 **	.657 **	.574 **	.534 **	.645 **	.534 **	.568 **	.606 **
	Sig. (2-tailed)	.002	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q5	Pearson Correlation	.436 **	.548 **	.437 **	.555 **	1	.596 **	.545 **	.273 *	.665 **	.310 **	.450 **	.449 **	.544 **	.502 **	.671 **	.618 **	.574 **	.595 **	.572 **
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.012	.000	.004	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q6	Pearson Correlation	.354 **	.550 **	.517 **	.532 **	.596 **	1	.571 **	.402 **	.644 **	.254 *	.400 **	.452 **	.599 **	.551 **	.468 **	.571 **	.604 **	.596 **	.600 **
	Sig. (2-tailed)	.001	.000	.000	.000	.000		.000	.000	.000	.019	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85

Q7	Pearson Correlati on	.244 *	.524 **	.480 **	.522 **	.545 **	.571 **	1	.347 **	.702 **	.287 **	.412 **	.273 *	.405 **	.537 **	.395 **	.535 **	.524 **	.608 **	.546 **
	Sig. (2- tailed)	.025	.000	.000	.000	.000	.000		.001	.000	.008	.000	.012	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q8	Pearson Correlati on	.503 **	.411 **	.207	.404 **	.273 *	.402 **	.347 **	1	.458 **	.371 **	.549 **	.410 **	.395 **	.361 **	.367 **	.449 **	.411 **	.391 **	.428 **
	Sig. (2- tailed)	.000	.000	.057	.000	.012	.000	.001		.000	.000	.000	.000	.000	.001	.001	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q9	Pearson Correlati on	.478 **	.681 **	.561 **	.690 **	.665 **	.644 **	.702 **	.458 **	1	.478 **	.621 **	.525 **	.619 **	.608 **	.605 **	.726 **	.707 **	.761 **	.765 **
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q10	Pearson Correlati on	.339 **	.488 **	.361 **	.455 **	.310 **	.254 *	.287 **	.371 **	.478 **	1	.515 **	.516 **	.515 **	.427 **	.424 **	.552 **	.573 **	.577 **	.603 **
	Sig. (2- tailed)	.002	.000	.001	.000	.004	.019	.008	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q11	Pearson Correlati on	.446 **	.412 **	.330 **	.549 **	.450 **	.400 **	.412 **	.549 **	.621 **	.515 **	1	.627 **	.529 **	.449 **	.456 **	.515 **	.523 **	.486 **	.583 **
	Sig. (2- tailed)	.000	.000	.002	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q12	Pearson Correlati on	.568 **	.496 **	.435 **	.445 **	.449 **	.452 **	.273 *	.410 **	.525 **	.516 **	.627 **	1	.649 **	.475 **	.483 **	.573 **	.584 **	.514 **	.673 **
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.012	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85

Q13	Pearson Correlati on	.463 **	.630 **	.460 **	.657 **	.544 **	.599 **	.405 **	.395 **	.619 **	.515 **	.529 **	.649 **	1	.569 **	.627 **	.645 **	.659 **	.616 **	.734 **
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q14	Pearson Correlati on	.285 **	.583 **	.263 *	.574 **	.502 **	.551 **	.537 **	.361 **	.608 **	.427 **	.449 **	.475 **	.569 **	1	.559 **	.684 **	.530 **	.687 **	.600 **
	Sig. (2- tailed)	.009	.000	.015	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q15	Pearson Correlati on	.367 **	.514 **	.278 **	.534 **	.671 **	.468 **	.395 **	.367 **	.605 **	.424 **	.456 **	.483 **	.627 **	.559 **	1	.680 **	.598 **	.604 **	.572 **
	Sig. (2- tailed)	.001	.000	.010	.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q16	Pearson Correlati on	.410 **	.708 **	.454 **	.645 **	.618 **	.571 **	.535 **	.449 **	.726 **	.552 **	.515 **	.573 **	.645 **	.684 **	.680 **	1	.708 **	.740 **	.694 **
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q17	Pearson Correlati on	.478 **	.633 **	.590 **	.534 **	.574 **	.604 **	.524 **	.411 **	.707 **	.573 **	.523 **	.584 **	.659 **	.530 **	.598 **	.708 **	1	.744 **	.790 **
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85
Q18	Pearson Correlati on	.401 **	.687 **	.477 **	.568 **	.595 **	.596 **	.608 **	.391 **	.761 **	.577 **	.486 **	.514 **	.616 **	.687 **	.604 **	.740 **	.744 **	1	.810 **
	Sig. (2- tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85

Q19	Pearson																			
	Correlati	.526	.683	.543	.606	.572	.600	.546	.428	.765	.603	.583	.673	.734	.600	.572	.694	.790	.810	1
	on	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
	Sig. (2-	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	tailed)																			
	N	84	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85	85

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).



LIST OF TABLE

Table 1: mean of students' perceptions towards Edmodo

No	Item	Mean Score
1	Edmodo meets my needs such as mobility and social communication.	0,61
2	Edmodo offers me more opportunities to interact with my teacher and peers outside classroom	0,45
3	feel more comfortable communicating online via Edmodo	0,49
4	Edmodo saves effort and time by doing and submitting assignments electronically.	0,54
5	Edmodo services like (SMS messages, alerts, notes) give me a running record of assignments' due date and a description of what is expected.	0,49
6	When absent, I can easily access class materials and assignments through Edmodo.	0,49
7	Edmodo reduces learning cost (e.g. photocopying, designing posters)	0,55
8	Edmodo helps me practicing my language skills through conversations	0,53
9	Edmodogives me a chance to share my writing with my teacher and peers.	0,57
10	Edmodo helps me acquiring new English vocabulary	0,48
11	Edmodo helps to improve my spelling and grammar when posting in complete words and sentences ("you" not "u", "I" not "i").	0,49
12	Edmodo helps to make my reading experience more interesting	0,54
13	I can improve my listening skill through the audio files uploaded on Edmodo	0,48
14	Edmodo allows me to get immediate feedback from my teacher.	0,57
15	Edmodo supports cooperative learning through working in groups	0,47

16	Edmodo allows me to participate in online discussions.	0,55
17	Edmodo develops my autonomous learning skills.	0,45
18	Edmodocan complement classroom teaching and learning.	0,54
19	Edmodo promotes the effectiveness of EFL instruction at secondary stage	0,49



LIST OF FIGURES

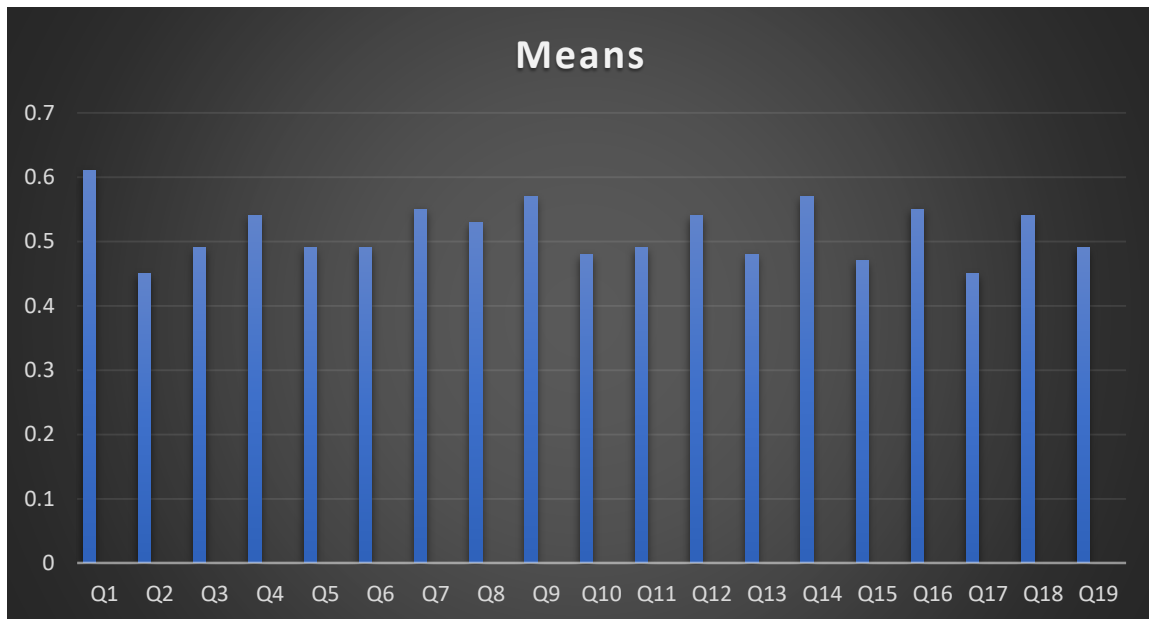


Figure 2: Chart of Mean Questionnaires