THE UTILIZATION OF EDMODO AS LEARNING STRATEGY IN TEACHING WRITING

Alfian

Fakultas Keguruan dan Ilmu Pendidikan, Universitas Esa Unggul,
Jalan Arjuna Utara No. 9 Kebon Jeruk Jakarta 11510
alfian@esaunggul.ac.id

Abstract

The main objective of this present study aimed at investigating utilization of Edmodo to be used as a learning strategy in teaching writing to the tenth grade students of Al-Azhar Bumi Serpong Damai. Both the advantages and disadvantages experienced by the teacher and students while writing Recount and Narrative activities are investigated during four cycles. Classroom action research was used as its basic design. Action research cycles like; (Plan, action, observation, and reflection) is used to get a clear data. As the instrument, the writer used triangulation technique. He did the observation, gave the questionnaire to the students, and did an interview with several students. The result of this research indicates that the utilization of Edmodo in which the process approach used in its activities such as writing for an audience, peer review, self-editing and revising has undoubtedly impacted on the students writing quality. Overall, the tenth grade students of Al-Azhar Bumi Serpong Damai perceive that Edmodo micro-blogging as a useful, reflective and effective writing tool. This study found that students are ready to embrace this tool to be part of their learning environment.

Keywords: edmodo, learning strategy, teaching writing

Abstrak

Tujuan utama dari penelitian ini adalah untuk menyelidiki pemanfaatan Edmodo untuk digunakan sebagai strategi pembelajaran dalam pengajaran menulis kepada siswa kelas X Al-Azhar Bumi Serpong Damai. Baik kelebihan maupun kekurangan yang dialami oleh guru dan siswa saat kegiatan menulis Recount dan Narrative diselidiki selama empat siklus.
Penelitian tindakan kelas digunakan sebagai desain dasarnya. Siklus penelitian tindakan seperti; (Plan, action, observasi, dan refleksi) digunakan untuk mendapatkan data yang jelas. Sebagai instrumennya, penulis menggunakan teknik triangulasi. Penulis melakukan observasi, memberi kuesioner kepada para siswa, dan melakukan wawancara dengan beberapa siswa. Hasil penelitian ini menunjukkan bahwa pemanfaatan Edmodo dimana pendekatan proses yang digunakan dalam aktivitasnya seperti menulis untuk audiensi, peer review, editing sendiri dan revisi tidak diragukan lagi berdampak pada kualitas penulisan siswa. Secara keseluruhan, siswa kelas X Al-Azhar Bumi Serpong Damai. menganggap bahwa micro-blogging Edmodo sebagai alat tulis yang berguna, reflektif dan efektif. Studi ini menemukan bahwa siswa siap untuk merangkul alat ini untuk menjadi bagian dari lingkungan belajar mereka.

Kata Kunci: edmodo, strategi belajar, pengajaran menulis

Introduction
Background of the Study

English today is considered not only as an International Language but also as a Trading Language. With the introduction of the Asean Economic Community (AEC), the role of English becomes so important that the ability to speak English properly becomes one of the new skills that must be mastered by millennial generation nowadays, especially the students.

Students with good English became the standard of graduation for some schools but the standard of English proficiency is still often regarded as an easy thing and still leaves some problems such as the lack of interest and motivation of learners in learning English. This is because English learning is considered such a boring activity because it emphasizes more on the discussion of grammar rules and learning activities that are not oriented to the application

of English for communication both orally and in writing.

In addition, the learning strategies of students in English learning activities are still dominated by the traditional way in which the students still play a passive role so there is limited interaction between students and teacher, as well as interaction between students with other students.

Learning strategy is absolutely necessary to bridge the needs of students with learning objectives because it will impact on the success of learners on teaching and learning activities in the classroom.

Successful learners are not just individuals who know more things than others but they should also have a more effective and efficient learning strategy to access and use their knowledge, can motivate themselves, and can monitor and change their behavior when targeted Learning is not achieved well (Dembo: 2004).

Therefore, to present an English learning activity that can meet the needs of students and can increase their interest in learning English it is necessary to design a learning strategy that can present an active, innovative, creative, and fun learning. Learning strategy that can be used one of them is by using Edmodo. It can be used for teaching four language skills especially writing skills in English.

Broadly spoken, writing is one of the four language skills need to be learnt by the language learner from any level. It needs to be mastered by the senior high school students for communicating ideas, perception, feeling, and emotion. However, the process of writing activity in the classroom was not that good in reality, as reflected from students' responses arguing that writing, particularly in English, was such a daunting task to do.

This thing may have been resulted from several factors such as lack of motivation, anxieties, afraid of making mistake or even having no idea to compose a good paragraph. Writing itself is difficult and tends to be very complex, because it is very different from talk. And even students in the senior high school level cannot simply pick up the linguistic structure involved since the skills involved in writing are highly complex (Richard: 2002).

This goes in line with Harmer (2007) asserting that although some students are always happy to have a go at writing in English, others can be less keen. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. And if these insecurities are reinforced because they are unable to complete writing tasks successfully, then the student's attitude to writing is likely to become more and more negative.

Furthermore, Richards (2002) asserted that with so many conflicting theories and so many implementations factors to consider, planning and teaching a course in writing can be a daunting task. Consequently, creating and implementing a good writing activity has become a great challenge for English teachers. It is become more essential to enhance student's interest in writing. And teacher should have created such an engaging writing task which involves students not just intellectually but emotionally.

Reflected to the descriptions above, it seems to the writer that teaching and learning process, particularly in the process of teaching writing, needs to be well designed to accommodate student's needs and more importantly to enhance their interest in writing. To achieve those goals, strategy in teaching writing in which a writing tool used as instructional strategy needs to be used. One of the writing tools that can be used as a learning strategy is micro-blogging. This present study is trying to develop a writing instructional strategy by using such micro-blogging called Edmodo.

Learning strategy proposed in this present study is part of the utilization of ICT in Educational setting, and this goes in line with what had been affirmed by Anthony (2007) asserting that writing is still the major activity of the English classroom and the one with which ICT is most involved.

He realizes that teaching writing activity needs to be changed for improvement. Consequently, he tries to bring writing activity to the learning environments in which student's needs are taken into consideration. The activity, with which students feel no more anxious and bored, will be used by the writer by using Edmodo.

The writer is interested in Edmodo for teaching writing since it is in line to the concept proposed by Harmer (2004) saying that a further way of provoking student engagement with writing is to get students to write to each other. This goes fit to the features of Edmodo most of which give students to write to each other since in its application Edmodo can be incorporated into classroom activities include pen-pal activity, creating polls for student's response, embedding video clips and other media to support students learning. It is therefore in this present study, the writer tries to come up with the working hypothesis proposing that if Edmodo used as learning strategy in teaching writing, students will experience a new writing activity and more importantly, it can be used for the class improvement.

Research Questions and Research Focus

The purpose of this present study is to get the information about the description of the micro-blogging assisted learning strategy implementation in teaching writing and the description of the impact of the micro-blogging assisted learning strategy on student's writing activity.

He tries to conduct a study and investigate how Edmodo micro-blogging helps students in learning English, particularly in learning writing recount and narrative text. This present study tries to seek the answer from the following questions, how micro-blogging assisted learning strategy is used for teaching writing to the tenth grade students? how does micro-blogging assisted learning strategy give impact on student's writing activity?

The research focus of this present study is student's writing activities that occur in student's daily learning at Islamic Senior High School Al-Azhar Bumi Serpong Damai.

Theoretical Frameworks

As Hyland (2002) points out, three different approaches to researching and teaching writing can be identified. The first approach can be described to see texts as autonomous objects, referring to structuralism. The focus in this approach is on the correct arrangement of elements, and the idea of language learning is based on "an autonomous mechanism which depends neither on particular writers or readers, but on setting out ideas using correct forms.

The second approach focuses on the writer and the process of creating texts. Learning writing is a process which can be encouraged by providing writers "with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference. Since weblogs provide this open space for writer-oriented creativity, they can be used in language learning for such writing processes.

The third approach considers that a writer always has a certain purpose and audience in mind when writing a text. A text is always about sharing or negotiating meaning with an audience; if there were no audience, there would be no reason to write a text. The writer is influenced by the addressed or invoked audience, which means that there is an interaction between the writer and the reader. Even though this interaction might not be too obvious in many cases, it is an important factor by which the writing process is influenced.

With regard to the several approaches that can be used in teaching writing, in this present study the writer takes the theory of writing which is simply refers to the process-approach. It is related to the present study in which that in its teaching writing activity the students are given the time and feedback. The time for composing writing in several steps like planning, drafting, reviewing, editing, and publishing. And feedback from other students since the present study focuses on the use of Edmodo micro-blogging by which students are engaged in such peer and group feedback thus they are able to have the paragraph revised before publishing and to be checked by the teacher.

Furthermore, according to Vasquez (2010) to develop English language learners writing competence, it is highly recommended to using journals such as buddy journals, interactive writing experiences such as pen-pals, and using pictures and students drawing in journals, learning vocabulary, and sharing their personal histories.

Related to this theory, in the present study, the researcher tries to have the students to write a recount text in which students are hoped to be able to share personal experience among

others. Based on the theory, in the present study the researcher tries to bring a new tool in teaching writing by using Edmodo micro-blogging to achieve a writing process and an interaction between students both locally and at remote sites.

Specifically, it is paramount important to have students to post their writing on the blog for peer feedback, to communicate electronically with key-pals or via chat sites, or to participate in on-line writing workshop (Hyland: 2002).

It is in line with the concept of writing as a cooperative activity proposed by Harmer (2001) that writing in groups, whether as part of long process or as part of a short game like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment.

In addition, it is recommended that teachers utilize student's personal experiences in writing such as having students write personal narrative and autobiographical pieces that include information about their literacy experience in their home languages (Vasquez: 2010).

Similarly, Brisk recommended the use of critical autobiographies in helping students develop their literacy skill. It seems to the writer that this thing goes in line with the activity intentionally designed in the utilization of Edmodo micro-blogging, that is an activity in which students are asked to write and post about their personal experience and give feedback to other's writing.

The writer also puts his point of view that writing critical autobiographies is a kind of writing having purpose to tell the series of events about student's life and the literacy skill is skills that help students gain or create knowledge through reading or writing as well as using media and technology. It is therefore in its utilization, students wrote narratives about their literacy experiences while simultaneously engaging in discussion about external factors influencing their lives. Students were able to improve their writing skills will also engaging in a climate which support their culture an experiences. Engaging students in meta-cognitive that call attention to student's writing

processes and literacy experiences as well as providing meaningful writing assignments are excellent practice for all learners in English language classroom.

Moreover, Erben (2009) points to the fact that students who are hesitant to participate orally many times are active participants in online writing projects. Because process writing e-tools save different versions of the same document, English language learner can edit and re-edit their work without being concerned about losing their work. This function also allows users to evaluate or self-evaluate their own writing progress by looking back at previous versions of the same text. Collaboration and peer-revision is a further advantage that this tool fosters. In this present study, a writing learning strategy that is assisted by the utilization of micro-blogging seems to be able to allow students to evaluate their writing because they can be accessed easily using mobile phone, tablet computer, and so forth that can be used to do collaborative activity among other students.

With regard to the collaborative activity, Harmer (2001) asserted that there have been three important roles of teacher in the writing as a collaborative activity, they are; as motivator, resource, and feedback provider.

Regarding to the important roles of teacher in the writing as a collaborative activity, here the writer was able to behave as motivator, resource, and feedback provider by using Edmodo micro-blogging. As the motivator, he could post to Edmodo with some motivating words to encourage students in writing and giving comment to other students. He could also provide some resources and post them on Edmodo, so that students are encouraged to be self-autonomous learner. And of course, he could also act as feedback provider in giving comments and suggestion on student's writing. By using this potential micro-blogging, the writer was able to reply student's comments directly since edmodo can be accessed using smartphone, tablet computer, and so forth.

In line with the above statement, Harmer (2001) asserted that when concentrating on the product teacher is only interested in the aim of the task and in the end of product, meanwhile a process approach to writing, however, pay attention to the various stages that any piece of

writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally publishing student's writing, a process approach aims to get to the heart of the various skill that should be employed when writing.

In the language classes, teachers and students can take advantage of the presence of others to make writing a cooperative activity. And cooperative writing works well with both process and genre-based approach since writing in groups, whether as part of a long process or as part of a short game like communicative activity can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment.

To sum up, here the writer tries to distinguish this present study to the similar research discussing about the utilization of micro-blogging in teaching writing. The similarity of this present study with others can be seen to the media used in teaching writing that is a blog, particularly a micro-blogging called Edmodo. However, its difference seems to be unequivocal since the present study tries to scrutinize the utilization of Edmodo micro-blogging in teaching writing that is focused on writing recount and narrative text. Since there is no single study that specifically focuses on this potential micro-blogging (Edmodo) thus the present study is hoped to be worth researching.

Based on the things had been discussed above, the writer tries to put his research objective to the potential benefit of using micro-blogging in teaching writing. The theory of writing taken into account in the present study is the process-approach in which the students are engage in the several phase in the writing process such as pre-writing phases, editing, redrafting, and finally publishing student's writing. Pre-writing phase is the phase in which students are asked to prepare and discuss about the topic they want to put into paragraph. In this phase, students can work collaboratively in choosing the topic and making the first draft. In editing and redrafting phase, students are asked to check their writing before posting it on Edmodo micro-blogging. The utilization of Edmodo micro-blogging to teach writing is set up to the main activity aimed to publish recount and narrative text on Edmdo micro-blogging

and students are asked to give feedback to one another.

In other words, the collaborative writing activity is implemented through Edmodo micro-blogging since one way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing (Harmer: 2007).

Edmodo Micro-blogging

Edmodo was founded by Nicolas Borg and Jeff O'hara, technologist working at separate schools in Chicago. Even if the design similar to facebook, it is a free, secure, social learning platform for teachers, students, schools and districts. Edmodo provides teachers and students with a secure and easy way to post classroom materials, share links and videos, and access homework, grades and school notices. Teachers and students can store and share all forms of digital content blogs, links, pictures, video, documents, presentations, and more.

In attempt to prevent outsider from joining school network, Edmodo provides special codes to school and classes. These are given to students and are necessary to join the group. In its application, Edmodo can be incorporated into classroom activities include posting assignment, creating polls for student's response, embedding video clips and other media to support students learning.

With regard to the present study, here the Edmodo micro-blogging is used as learning strategy for teaching writing. In its implementation, Edmodo is used by student to get collaborative writing activity in which students doing a writing process like planning, drafting, editing, and publishing.

In the planning process, students are engaged in selecting the topic they were going to write and in the drafting process students were asked to write a draft by using a brainstorming in order to help them write in a good sequence. Meanwhile, in the editing process students were asked to work in a group and to share their writing draft to be checked by the group members. And finally in the publishing process, students were asked to post their writing on Edmodo. While students were posting their writing on Edmodo, the writer asked another group to check and give the comment on that writing so that students were

able to give comment and correction each other to be used as a revision to their writing.

And more importantly, related to the learning strategy, the utilization of Edmodo in teaching foreign language writing is focused to meet the social strategy which is very important in learning a language. Since language is used in communication occurs between people, it is therefore this present study tries to provide the students to interact with other students not only from the different class in Al-Azhar BSD but also students from the different countries who also learn English by using Edmodo.

Learning Strategies

Chamot (2005) defines that learning strategies are thoughts and action used by students to assist their own learning. They are techniques for accomplishing specific task. They are usually explicit, conscious, and goal-driven.

Learning strategies are procedures that facilitate a learning task. Learning strategies are important in second language learning and teaching for two major reasons. First, by examining the strategies used by second language learners during the language learning process, it gains insight into the meta-cognitive, cognitive, social and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies. Thus helping them become better language learners.

It can be summed up that learning strategy can be set up both by teacher and students in order to assist teaching and learning process and it is set up with particular steps. More particularly in its utilization toward the process in learning writing, it can be used to assist students learn foreign language writing based on their need and the things they experience the most in their environment. In the context of the utilization of micro-blogging in learning writing, it seems to the writer that social strategy is taken into consideration. It is necessary to the writer to encourage students to get involved in the collaborative writing activity

Teaching Strategies

According to Vasquez (2010) to foster student's oral language development teachers need to use cooperative learning in which students can orally practice their language skills, especially in pairs.

To develop English Language learners writing competence, it is recommended to use journals such as buddy journals, interactive writing experiences such as pen-pals, and using pictures and students drawing in journals, learning vocabulary, and sharing their personal histories.

In addition, it is important for teacher to use a variety method to determine English language learners abilities in reading, writing, listening, speaking, and viewing. Alternative assessment such as portfolios can inform teachers and students of academic progress. English language arts classrooms lend themselves to a variety of performance assessment such as presentations, dramatic activities, project, and writing samples.

Moreover, related to the present study, it is recommended that teachers utilize student's personal experience in writing, such as having students write personal narratives and autobiographical pieces that include information about their literacy experiences in their home languages. The use of critical autobiographies in helping students is recommended to develop student's literacy skills. Students wrote narrative about their literacy experiences while simultaneously engaging in discussion about external factors influencing their lives. Students were able to improving their writing skills while also engaging in a climate which supported their cultures and experience.

Engaging students in meta-cognitive activities that call attention to student's writing processes and literacy experiences as well as providing meaningful writing assignment are excellent practice for all learners in English language classroom.

Writing Skills

According to Brown (2001) writing is a process and product activity. In addition, Harmer (2004) asserted that writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. In line with

both statements, Lems (2010) asserted that writing is one of humanity's greatest inventions and is one defining feature of a civilization. It is a way to compress, organize, store, and transmit vast amounts of information. It is also as a medium to share thoughts and feelings.

Therefore, it can be conclude that writing is an activity needing a process to express and impressing idea into the written form. Writing can also be viewed as a medium to share thoughts and feeling and it needs a longer process than speaking. Due to its complexity, having an adequate writing ability is become a must-comprehended skill by the Senior High School Students.

Genres in Writing

One of the teacher's decisions about what to get students to write will depend on what genres the teacher think students need to write in. A genre is a type of writing which members of a discourse community would instantly recognize for what it was. One of the decisions that the English teacher need to make, therefore, is which genres are important and/or engaging for the students.

Harmer (2007) asserted that by giving genre analysis, students are helped to see how typical texts within a genre are constructed, and this Knowledge will help them construct appropriate text of their own. Such guided writing will help students produce appropriate text even with fairy limited English. However, as their language level improves, the teacher need to make sure that their

Concept of Writing

According to Harmer (2007) there are many reasons for getting students to write, both in and outside the class. Firstly writing gives them more 'thinking time' they get when they attempt spontaneous conversation. This allows them more opportunity for language processing, that is thinking about the language whether they are involved in study or activation.

When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing. The example of the activity of writing-for-learning is writing used as a practice tool to help student practice and work with language they have been studying. For example, students are asked to write five sentences using a given structure, or using five of the new words or phrase they have been learning.

Writing-for-writing, on the other hand, is directed at developing the student's skill as writers. In other words, the main purpose is that students should become better at writing, whatever kind of writing they might be. There are good 'real life' reasons for getting students to write such things as emails, letter, and reports. It is clear that the way the teacher organize student's writing, and the way the teacher offer advice and correction will be different, depending what kind of writing students are involved in.

The concept asserted by harmer seems to be in line on what the writer wanted to focus. It is about the writing-for-writing in which student are hoped to be better at writing skill. And mastering a particular skill can be achieved by presenting a good tool related to the real life activity such as writing on the social media or micro-blogging.

ICT Integration in the Classroom

ICT can be used for five not necessarily mutually exclusive teaching and learning strategies: exposition, induction, task-based learning, problem-based learning and social-constructivist learning (Colin: 2010).

In the *Exposition*, the teacher can use Word documents, PowerPoint, slideshows and the Web to motivate and teach the class by providing useful summaries, visual presentations, demonstrations and real world examples, and to test pupils' understanding by using drill and practice and multiple-choice tests.

While in the *Induction,* the teacher helps to bring about learning by inviting the pupils to find explanations for certain facts and issues, collect evidence in support of certain propositions, and through such exploration and discovery, arrive at their own answers and understanding. Learning in this way, the pupils may cover less ground but the learning can be more motivating, deeper and more permanent and the learners can become more independent and resourceful in their learning and more prepared to accept different points of view. Such an approach can also help the pupils

externalise their thinking and collaborate in their learning.

Task-Based Learning, the idea is that students learn more effectively when their minds are focused on interesting tasks rather than the language being learned.

Problem-Based Learning, in this activity the learners take responsibility for their own learning, explore challenging, open-ended problems in subjects that interest them, work out their investigative strategies, collect data from various sources, form hypotheses, analyse and synthesise their findings, arrive at conclusions and share their new understanding with others. ICT can be invaluable here. Wordprocessing software, spreadsheets and databases can be used for report-writing, analysis of data and record keeping, audio and video recordings, and Web-based or CD-Rom multimedia journals or portfolios can be used to evidence learning, and the Internet can be used for research, e-mailing, e-forums, wikis and blogging.

Social Constructivist Learning Vygotsky's theory of social-constructivism holds that social interaction plays a fundamental role in learning. In this approach, pupils learn collaboratively in contexts which have meaning for them, and become more aware of the world beyond the classroom

Teaching Writing with Blog

According to Raith (2009) there are three different approaches to researching and teaching writing can be identified. The first approach can be described to see texts as autonomous objects, referring to structuralism. The focus in this approach is on the correct arrangement of elements, and the idea of language learning is based on "an autonomous mechanism which depends neither on particular writers or readers, but on setting out ideas using correct forms.

The second approach focuses on the writer and the process of creating texts. Learning writing is a process which can be encouraged by providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference. Since weblogs provide this open space for writer-oriented creativity, they can be used in language

learning for such writing processes. However, more traditional media, such as paper journals, can provide this space also, thus it is not this aspect of weblogs which makes them an exclusive and new tool for teaching the writing process.

It is because weblogs fulfill the requirements of the third approach which traditional media cannot easily satisfy, to provide a tool for writing as social interaction, that they can be considered novel and unique. This third model considers that a writer always has a certain purpose and audience in mind when writing a text. Either the audience is directly addressed through the text (e.g. in a letter) or the audience is invoked, meaning that it is meant to read a certain text although it is not addressed directly (e.g.a novel).

Research Methodology

This study employed an action research as its basic design. This method is chosen since it goes fit with the writer main purpose with which he tries to bring the classroom activity to improvement. He is trying to solve problems in his teaching learning activity, particularly his own teaching writing activity. According to Burns (2010) one of the main aims of Action Research is to identify a problematic situation or issue that the participants who may include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically. Consequently, the researcher should take apart directly to the field of study and committed himself to do systematic activity like; Listening, observing, asking, and taking field note, experiencing, thinking, and taking the inference from field study.

More particularly, this present study adopted a practical action research (Creswell: 2008) It is a research that involves a small-scale research project, narrowly focuses on a specific problem or issue, and is undertaken by individual teachers or team within a school or school district.

In this present study, an Action Research Cycle proposed by Kemmis and McTaggart is used and according to them there are four broad phases in a cycle of action research they are; planning, acting, observing and reflecting.
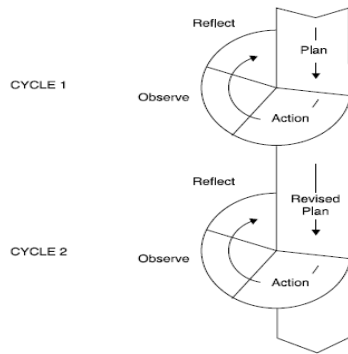
Picture 1
Cyclical Action Research Model based on
Kemmis and McTaggart

The object of this research is the tenth grade students of *Al Azhar Bumi Serpong Damai.* It is selected on the basis of consideration of practical action research in which educators seek to examine problems within their own classes and to research a particular situation with a view to improving learning practices (Creswell, 2008) This research uses triangulation technique where data taken from observation, interview, and supporting document are checked to know the student's response to Edmodo utilization.

Research Findings

The patterns that the students show on each cycle seem to vary from one to another. In the first cycle, there are some students who do not give good attention and participation during writing activities using Edmodo in class. This is because some students do not understand what they should do with Edmodo. In addition, the problem of internet connection and group code made some students reluctant to access Edmodo.

Data Analysis in the first cycle

In this cycle, the plan had been made by the researcher had not been good enough to implement the utilization of Edmodo micro-blogging for writing activity. This is because students were not divided into small groups. Another problem arouse in this first cycle was about the internet connection claimed to as slow to be used for accessing Edmodo.

The questionnaire given to the students before the phase of action ensure the writer that most of the students are familiar with gadgets, blogs, and social media. And it is therefore the utilization of Edmodo micro-blogging seems to be fit with the student's need.

In the phase of action, the writer gave his attention to make the students familiar with Edmodo, and also know some potential features of Edmodo. It was aimed to make the students feel interested in making account on Edmodo.

When the researcher asked the students to make account on Edmodo, there are some issues occurred. First, some students did not bring their own gadget so they had to use their friend's gadget. As a result a number of students who made account on Edmodo still low.

In the observation phase, the researcher had not conducted such a good observation yet because he was busy to help students in making account on Edmodo. Being a facilitator, he had to make sure that every single student knows how to make account. The issue was not only about student's understanding in making account but also group code distribution that makes students confused to choose the group code. Group code was made by the teacher to make sure that students are able to sign themselves in the particular group made by the teacher. To overcome this problem, the researcher then gave the group code for each class, so he did not have to create a lot of group code.

Although the first activity in the first cycle was to make account and write greeting to others, but it is found that some of the students just write 'test', 'hi', or greeting their friends with the simple word. The researcher did not take any action toward this issue since he wanted to let the students get a good-first impression on Edmodo. He wanted to make the students realized that Edmodo can also be used just like other social media so they do not have to take for granted that all the activities on Edmodo were only about learning and the serious thing that will probably make them become unmotivated to use it.

In this first cycle, the posting on Edmodo were filled out of the simple greeting. The researcher also took apart in giving responses to several students. He tried to have a chat with students about the next activity. He

also discussed about the problem of internet connection and tried to seek the solution together with the students. And as a result, all of the students agree to bring their own modem for the next activity in the second cycle.

Data Analysis in the second cycle

In the second cycle, some students have given good attention and participation since the second cycle is the main activity in Edmodo where they have to post their Recount text and comment on other students writing. However, some students are still not paying attention and good participation because they feel not used to using Edmodo for writing activities.

Picture 2
Student's writing activities by using Edmodo

In this second cycle, all the activity conducted had been fit with the lesson plan made by the writer. From the phase of phase until the phase of reflection, it can be found that the main objective in which student write their recount text was successfully done. It can also be seen on Edmodo that all students had already written their recount text based on its generic structure, they are; Orientation, Event, and Re-orientation/conclusion.

With regard to the main objective in the second cycle that is focused on giving response and feedback, it can be found that in majority students had done such activity in a good way. They gave response to each others, and tried to give correction on grammar mistake. And overall, the activity had been successfully followed by all the students.

Students thought that working in a group could help them in writing recount text. They could firstly discuss what they were going to write and could easily make a draft before posting their recount text on Edmodo.

In this second cycle, internet issue had successfully been overcome since each group had brought gadgets, smart phone, laptop, or table pc into the classroom. As the result, they could access Edmodo without any burdens.

Students thought that posting their recount text on Edmodo and let their writing to be commented and corrected by others was a good idea. They also thought that group discussion help them a lot in writing recount text, and it is useful to discuss about grammar mistake before they were ready to post their writing on Edmodo.

From the reflection phase, and having discussed with some students about the next activity it can be found that most of the students willing to have a new activity which they think they get used to it. As the result, the writer plan the activity called role playing, and he created a group so called English Role Playing group (ERP) on Edmodo. Different with the previous activity, this activity was made for the students who were only fond of to take a part on the role playing activity on social media like facebook or twitter.

Some students thought that writing recount text on Edmodo has some shortages. One of them was that Edmodo is such a public place, so that they cannot freely express their recount text. Besides the negative opinion, in general students thought that posted recount text and got it to be corrected by others was a good idea in writing activity. They also thought that by using Edmodo they can write anything about themselves and or even express their feeling. And the most important thing was that Edmodo could help them to get to know each other.

Data Analysis in the Third Cycle

In the third cycle, it can be seen that some students respond well. This is because they like the design in the third cycle. However, there are some students who are still reluctant to participate in this activity because they are afraid to discuss with other groups. The students also feel confident and confused to write something related to their personal experiences.

In this third cycle all the plan made by the writer had been successfully conducted. Albeit there still found some shortages found in its application he came up to the conclusion that the main objective in this activity can be applied for intriguing students to write based on their own pace.

ERP group which is made by the teacher seems to be useful to encourage students in writing. In this case, they are given the opportunity to experience a free-writing activity.

From the questionnaire result, it can be found that they believe that they can improve their writing if they participate actively in the ERP group.

From the observation on ERP group, the writer found that not all students took a part on ERP group. Having discussed with several students who did not follow ERP group arouse several reasons regarding to this issue. The first was some students were not accustomed so they were afraid for having discussion on ERP group. Second was they were not confident and confused to write something related to the character they wish to play on ERP group.

In this third cycle, they were able to write and express their idea freely since the ERP group was intentionally made to facilitate those who want to write something differently. However, there must be some evaluation reflected to the fact that not all students were brave to take a part on ERP group.

Related to some shortages found in this third cycle, the writer plan to have another activity which can be used and followed by the all students. He also tried to have a collaborative teaching with another English teacher.

Data Analysis in the Fourth Cycle

In the fourth cycle, almost all students give attention and good participation during the activity. Students love activities where they can have collaborative writing activities with other students from different country.

In this activity, they are asked to do a little research on a particular topic given by the teacher and they are asked to post their writing about the topic and discuss the topic with other students. This is the reason why students love to use Edmodo for writing activities. They think that group discussion really helps them in compiling their paragraph before posting it in Edmodo. Writing activity in the fourth cycle seems to be the most popular activity because such activity is able to give students what it takes to practice their writing skills in English.

In this cycle, the plan had been made by the researcher and Mrs. Dale has been successful to bring collaborative writing activity between Al-Azhar students and Alabama Senior High school students.

The lesson plan made by the researcher seems to be useful and fit with the context in which Edmodo micro-blogging used as a tool for teaching writing collaboratively. The results can be seen from student's response indicating that they like to write on Edmodo especially when they can interact with other students from different country.

There are some issues found in the fourth cycle they are about the time difference and sharing personal account of social media. Both issues can be successfully overcome by choosing a fixed day to post on Edmodo and making the rules on Edmodo to warn students to refrain from sharing personal account.

In the observation phase, the researcher helped students to do small research related to the topic. In helping the students they had students to collect the data from the book and the internet to support their writing.

From the four cycles conducted in this present study, students give more enthusiasm since it gives opportunity to write collaboratively so that they can practice the authentic language.

Data Analysis from the Interview

In analyzing the data taken from the interview, the author tries to see the pattern of answers given by the students to then be analyzed and concluded.

From the interview data can be seen that some students have taken an English course

while in Primary or Secondary School. In addition, they also know social media like facebook, twitter, blogs, and so on and they are also accustomed to using the English language with their friends in social media but they have never heard of Edmodo before.

In addition, some students think that writing in English is more difficult than writing in Bahasa Indonesia. They say that sometimes they use English when they write status on social media or chat with their friends while playing online games. So it is concluded that most students are familiar with social media and they are used to using it to interact with others using English. However, most students never use social media to learn to write in English.

From the interview, it can be seen that there are several points used to see the responses given by the students regarding the use of Edmodo in the teaching of writing. First, it can be seen that most students use Edmodo as a collaborative writing activity and it seems like they like to post their writings and let others comment and provide feedback on their writing.

Second, it can be seen that almost all students feel that using Edmodo is difficult if the internet connection is slow. Third, in the aspect of collaboration, it can be seen that almost all students think that collaborative writing is useful to help them check their writing before posting it in Edmodo. The students argue that Edmodo's use has advantages and disadvantages. By using Edmodo they can connect with other friends so they can discuss something related to the topic.

The students also feel that working in Edmodo's group can help them in writing.

Students respond positively as they can interact with other students from different countries. In addition, students are more enthusiastic about being given the opportunity to write collaboratively so they can practice English in an authentic way.

The shortage of Edmodo in English teaching is related to the internet connection that makes them reluctant to access Edmodo. Some students feel that writing using paper is easier than using Edmodo because they do not like their writing to be examined and commented on by other students. Some students feel that Edmodo's use is annoying because of email

notifications when new comments are sent directly to their phones, Tablets and so on.

In analyzing the data taken from both pre and post interview, the writer tries to see the pattern of answers given by the students to be then analyzed and taken into the conclusion.

It can be seen that some students had experienced in taking English course when they were in Elementary or Junior High School. Furthermore, they are also familiar with such social media such as facebook, twitter, blog, and so forth and they are also getting used to using English with their friend in social media but they never heard about Edmodo before.

In addition, some students think that writing in English is more difficult than writing in Bahasa Indonesia although they say that sometimes they use English when they wrote status on social media or chat with their friend while playing online games. It can be summed up that most of the tenth grade students were actually familiar with social media and they are getting used to using it to interact with others using English. However, most of the tenth grade students had never used those social media for learning writing.

From the post-interview, it can be seen that there are some points used to see the responses given by the students related to the utilization of Edmodo in teaching writing. First, it can be seen that most of the students used Edmodo as collaborative writing activity and it seems that they like to post their writing and let others comment and give feedback on their writing. Second, from the post-interview it can be seen that almost all students find that using Edmodo is difficult when the internet connection is slow. Third, in the collaboration aspect, it can be seen that almost all students found it really useful to help them check their writing before posting it on Edmodo. And to sum up, they think that using Edmodo has both advantages and disadvantages.

Regarding to the both advantages and disadvantages that the students get when they used Edmodo, the writer tries to sum up the result from the fourth cycles, observation, questionnaires, and interview as follows;

Advantages of the Utilization of Edmodo in Teaching Writing

Students perceive that by using Edmodo they are able to be connected to other friends so that they are able to discuss something related to the topic.

Students perceive that working in an Edmodo group could help them in writing. Students could firstly discuss what they were going to write and could easily make a draft before posting their recount text on Edmodo.

Group discussions help them a lot in writing and it can be applied for intriguing students to write based on their own pace. Students give positive response when they can interact with other students from different country. In addition, students give more enthusiasm since it gives opportunity to write collaboratively so that they can practice the authentic language.

Disadvantages of the Utilization of Edmodo in Teaching Writing

Students perceive that the problem related to the internet connection make them reluctant in accessing Edmodo. Some students perceive that writing by using paper is easier than using Edmodo because they did not like their writing to be checked and commented by other students.

Some students perceive that using Edmodo is disturbing because the email notification about new comments will be sent directly to their mobile phone, tablet computer and so forth.

Conclusion

The utilization of Edmodo micro-blogging as a tool for teaching English in Islamic Senior High School Al- Azhar BSD shows the positive response since the tenth grade students that took part in this research were in favour of using Edmodo micro-blogging for writing activity. Edmodo micro-blogging gives more benefits to students in terms of sharing their writing in an interactive social environment.

From the research conducted in Islamic Senior High School Al-Azhar BSD, it can be concluded that the utilization of Edmodo micro-blogging in which the process approach used in its activity such as writing for an audience, peer review, self-editing and revising undoubtedly impacted on the students writing quality. Students did not feel anxious when writing using Edmodo micro-blogging since they can express their idea better than using paper. Their writing become well since they can learn from the correction given by others. Students perceive that Edmodo is a useful tool for writing because it gives them opportunity to write based on their own pace and needs. It also helps students improve their quality of writing since when writing using Edmodo they tried to check words, sentence, and grammar carefully before posting on Edmodo and the most importantly, students are helped with group discussion on Edmodo.

Overall, the results of this study indicate that the tenth grade students of Al-Azhar BSD perceive that Edmodo micro-blogging as a useful and effective writing tool as well as a reflective and communication tool. This present study shows that the tent grade students of Islamic Senior High School Al-Azhar BSD are ready to embrace this tool to be part of their learning environment. As the result the changes of the classroom situation indicates that students are able to use their gadgets for learning purpose, especially for learning writing using Edmodo micro-blogging in which they can access Edmodo from their gadgets such as smart phone, tablet computer and laptop.

The condition in the classroom was quite different since they can use their gadgets for doing something related to learning process. Moreover, the students are more enthusiastic to join the class, especially for writing activity since since they are motivated with the new writing tool used by the by the teacher. Besides, the teacher provides the students with the various writing activity that enable them to have collaborative writing activity with their classmate, even from other country.

In order to maximize and empower the potential benefits of the utilization of Edmodo micro-blogging in Al-Azhar BSD both school authorities and teachers need to consider several factors.

Since there have been so many things cannot be done by using Edmodo, it is therefore to be a worth trying for the English teachers or other researchers to use Edmodo in teaching listening, reading, or even speaking. And to do

so, English teachers need to be trained how to integrate their teaching with ICT, particularly the utilization of micro-blogging for teaching English. Furthermore, before deciding to use Edmodo as a writing tool, teacher needs to make sure that the school has a good internet connection since a slow internet connection will make students participate on Edmodo reluctantly. And another consideration is those English teachers need firstly to get accustomed to using and managing writing activity on Edmodo before applying it in the classroom since its success can only be achieved based on teacher's experience prior to the implementation in the classroom.

Another suggestion is that the similar research, focusing about the utilization of micro-blogging, can be conducted by giving more attention to the different level of literacy that students have. In other words, a quantitative study about the utilization of micro-blogging can be worth researching to see the improvement prior to and after micro-blogging used to the different group of students. The most importantly, in utilizing the Edmodo as a writing tool, teacher needs to collaborate with other teachers who have experience in using Edmodo to discuss about the potential problems during its implementation. It also can be used as a reflection for empowering students with a good writing activity. As the result, school's curriculum should be planned, and arranged based on the student's need in order to be fit in with the context in which the integration of ICT can be applied as a medium instruction in the classroom which promotes collaboration, communication and critical thinking among the students.

References

Adams, Anthony and Brindley, Sue., (2007). *Teaching Secondary English with ICT,* New York: McGraw-Hill Education Open University Press.

Brown., (2001). *Teaching by principles, An Interactive Approach to Language pedagogy.* Prentice Hall. Englewood Cliffs.

Burnes, Ann., (2010). *Doing Action Research in Language Teaching,* Taylor and Francis. New York.

Chamot, Anna Uhl., (2005). *"Language Learning Strategy Instruction Current Issues and Reseacrh, "* ed. Mary McGroarty. Vol.25 of Annual Review of Applied Linguistics, New York: Cambridge University Press.

Clark, Irene L., (2008). *Concepts in CompositionTheory and Practice in the Teaching of Writing.* Taylor & Francis. New Jersey.

Colin., (2010). *Distance and Blended learning in Asia*, Routledge. New York.

Cresswell, John W., (2008). *Educational research. Planning, conducting, and evaluating quantitative andqualitative research. Third edition.* Pearson. New Jersey.

Dembo, H Myron., (2004). *Motivation and Learning Strategies for College Success.* Lawrence Erlbaum Associates, Inc. New Jersey.

Erben, Tony (2009)., *Teaching English Language Learners through Technology*, New York: Routledge.

Harmer, Jeremy., (2001). *The Practice of English Language Teaching* Edinburgh: Pearson Education Limited.

Harmer, Jeremy., (2004). *How to Teach Writing.* Pearson Education Limited, Edinburgh.

Harmer, Jeremy., (2007). *How to Teach English.* Pearson Education Limited. Edinburgh.

Hyland, Ken., (2002). *Teaching and Researching Writing* Pearson Education Limited: London.

Jacobs, Heidi Hayes., (2010). *Curriculum 21 Essential Education for a Changing World.* ASCD. Virginia.

Khan, Huda, Badrul., (2005). *Managing E learning Strategies*. Idea Group Inc. Washington.

Miller, Lems., (2010). *Teaching Reading to English Language Learner.* The Guilford Press. New York.

Raith, Thomas. (2009)*Handbook of Research on Web 2.0 and Second Language Learning,* in The Use of Weblogs in Language Education, ed. Michael Thomas, London: IGI Global.

Rank, Tom., (2011). *Teaching English Using ICT, A Practical Guide for Secondary School Teachers*. Continuum. New Jersey.

Richard, Jack C., (2002). *Methodology in Language Teaching,* Cambridge: Cambridge University Press,

Vasquez, Anete., (2010). *Teaching Language Arts to English Language Learners,* Routledge. New York.