BATARA DIDI:
English Language Journal

EFL Students' Perceptions on Using Edmodo in Online Learning During Covid-19 Pandemic

Bayu Renwarin[1], Navi Rahmansyah[1], Reza Pradana[1]

[1]English Language education, Faculty of Tarbiyah, Kediri State Islamic Institute, Indonesia

Abstract

Covid-19 pandemic has been spread out in the entire world in 2020. Many aspects of life get the impact directly. In education, there are several impacts that must be face toward the situation, one of them is about the implementation online class in this new era. From kindergarten until university have their own ways to provide an online class effectively. The research has aim to give the perceptions from EFL students' on using Edmodo in Critical Discourse Analysis online class. The researcher will give their point of view about this case also. This research will conduct 31 EFL students', especially in Critical Discourse Analysis class, point of view about online class during pandemic Covid-19, they are from seventh semester in State Islamic Institute of Kediri. The results of the research are expected to provide the data from students' perceptions about online class and how should this be, in order to improve the online class implementation in the further.

Introduction

Nowadays, education sectors must be able to adapt to the pandemic situation which are suggest to use an online class implementation. It makes every education institution prohibited to provide face to face learning. Then, in providing an online class, both lecturers and students extremely need an application to support their classes in order to make an effective learning.

Online learning implementation's reason actually is not just because the pandemic only. In recent decades, online learning becomes a hot issue, especially in research world. There are several ways to provide an online learning. Many researchers claim that they can provide a better way to conduct an online class. They have many applications that recommended to create an effective online class (Bui et.al., 2021).

Edmodo claims this application has better value than the others application. Started in 2008 by a team that consist of Nic Borg, Jeff O'hara, and Crystal Hutter, Edmodo becomes a next level innovation in education. Edmodo has eye-catching layout similar with social media like Instagram, twitter and YouTube. It makes everyone who tries can quickly understand how to operate this application. Then Edmodo also consistently makes connection and update to

---

students, lecturers, and parents with lesson plans, assignments, schedules, etc. (Esra & Sevilen, 2021).

Edmodo has several advantages in learning process. It can facilitate lecturers and students' communication in several aspects in study, especially in assignment's provision, learning resources, online quizzes, discussion and many more (Almazova, 2020). (It also can support the students and the lecturers' communication in various ways, not only the monotonous interaction (Rojabi, 2020).

Several studies prove that Edmodo has significant impacts in learning process, such as research in the use of Edmodo in creating an online learning community to teach science, Alqahtani's research in the impacts on learning and students' attitudes, then Gay and Sofyan's research in enhancing students' outcomes in advance writing course. All of the journal articles show that Edmodo positively increase several learning process aspects skill of students. After than that, the previous research also provided the complex data which can improve the implementation of the learning using Edmodo (Octaberlina & Muslimin, 2021).

Not only becomes the application that can provide an online learning effectively, Edmodo also can be implemented in blended learning as well. Based on the research that conducted by Etfita, Edmodo is a recommended application in providing a blended learning. It has an impact to student motivation in learning process, they have more interest when study the material that uploaded in this application (Fotaris et.al., 2016).

In this research, the Edmodo's implementation in the Critical Discourse Analysis online class is going to be analysed by the researchers. In order to prove the several studies about the implementation of Edmodo in the class. The researchers also will compare the data when the implementation in the normal situation and the pandemic situation in these recent months. After all of that, the researchers are expected that this research can become a measurement to make improvement in the future research.

Based on the case above, this research is going to provide the data from EFL students in IAIN Kediri about their perceptions in using Edmodo as the application in Critical Discourse Analysis. The research question is "What are the perceptions from the EFL Students' of using Edmodo as Online Class in Critical Discourse Analysis Course?".

An important element in every learning process is media, because it is the lecturers' tools that used for facilitate learning activities. Due to the development of technology which makes gadgets and computers available, learning can be implemented in various ways (EVİŞEN et.al., 2020). Then the effectiveness also can be seen from several numbers of learning activities which qualities are depend on the learning devices, technology, and the social interaction between students with their friends or with their lecturers and vice versa (O'Doherty, 2018).

Edmodo is a application for learning that simple to operate and present the lesson contents, an useful tools provided by Edmodo to engage online class anywhere and anytime for lecturers and students. This model of Edmodo uses the Learning Management System (LMS) platform which has a beneficial feature to use Information Communication Technology (ICT) in the learning process. Not only provided the text material, but The LMS also provided multimedia platform material such as mp3, video, or external links to the other website and resources, it will be a good learning media to support the teaching and learning process

The difference of Edmodo with another social network sites because of Edmodo provides a social learning platform designed for communication, collaboration, knowledge's sharing, assignment, and discussion between students and lecturers. Edmodo application was used by

different education levels of students and the evaluation of the factors that affected Edmodo's function by collect some data of students' perceptions about Edmodo (Erdemir & EKŞİ, 2019).

The interaction among the lecturer and students in using Edmodo is more advanced. Several numbers of different ways are collected to help developing students' learning outcomes, and in the implementation of online tools is one of the best choices. By using Edmodo as the face-to-face interaction extension, it is expected, in specific amount of time, the students may improve their English proficiency, because it will increase the learning process hours among students and lecturers and provide peer feedback one student and the other, which expected to create an effectively learning environment for them.

Thinking of the way to control a large class in learning process, Edmodo can overcome this situation. Edmodo as the better management of large-sized class environment, easier and more effective in assign homework, more convenient to give a test and assessment, more eye-catching, then can provide a better discussion media.

Giatman (2020) did the research in learning-management system that developed by using Edmodo. They indicated that adopting Edmodo has positive feedback on the students' learning skills, since it easily allows students to share media and get up-to-date materials. Makes learning process more interesting; uses a recent method, has easy-to-understand components, and accessible are the several advantages of Edmodo. Thus, students prefer using Edmodo than using a traditional environment. Since Edmodo are more creative, effective, disciplined, responsive and helpful in learning process than the traditional environment

The research that conducted for Edmodo in language learning identified the potential aspects of providing lecturers and students with many benefits. Using Edmodo as learning tool may be a good pedagogical devise that can enrich the learning process, stimulate curiosity, also can increase motivation from the student.

Edmodo also comes with some advantages of the usage in the teaching process. That is the reason why some lecturers want to use Edmodo in sharing resources and learning objects with the class. It also can be accessed during the class in order to paper saving act, then prevent inappropriate resources searched by students, etc. Moreover, (Mishra et.al 2020) explains that Edmodo be able to extend discussions when there is no sufficient time more. Then, a shy student in class can more open and express freely themselves when joined in online. An online discussion also make lecturer can share course material to more individual relevant for the students. Edmodo make the learning process more interesting. Edmodo has many features which can give a number of assignments or quizzes, materials sharing, and students' feedback from their work directly, and it helps the lecturers well.

Agormedah et.al (2020) conducted the research in qualitative way, to the students' point of view on the use of Edmodo. The findings concluded that the technology is accepted by the students if it can catch the students' attention of its use, if it can provide a connection between their capabilities and their interests, if it can give them a confidence and equal when learning process held, and if it satisfies their willingness to study more intense and can make them have deeper understanding from what they learn in each course.

Research Methods

This research employed the survey research and was a descriptive method to analyse the result. The participants are 31 EFL students from 35 student, especially in Critical Discourse Analysis class. the participant of critical discourse analysis class was taken their point of view about online class during pandemic Covid-19 using Edmodo. They are from seventh semester in State

Islamic Institute (IAIN) of Kediri that was selected to be respondent of this study. IAIN Kediri is one of the public colleges that held learning activity by E-learning during pandemic covid-19. Critical discourse analysis class used many online learning applications such as WhatsApp, Edmodo, google classroom, and Schoology. One of which that is something new applied in Critical Discourse Analysis class is Edmodo.

This research used the instrument of a questionnaire guide. The questionnaire was involved work. The research questions are addressed by some modifications made. The Questionnaire guide was given into WhatsApp group of Critical Discourse Analysis Class. The questionnaires are 12 statements that spread out to the respondent. After spreading the data, the researcher analysed the quantitative data from google form-percentage, and Microsoft excel.

The data analysis was interpreted by descriptive method based on the quantitative data that was collected. The percentage of google form provided by automatic counting. The study was conducted in the first December, 2020. It involved 31 students of Critical Discourse Analysis class. Questionnaire is used in this research to collect the data from the participant. The Questionnaire is from the research that conducted by the researcher selected 12 statements from 31 items that have significance of this research. the questionnaire was covered by google form and was spread out in the respondent via whatsapp group of the seventh semester of English language education department that learnt using Edmodo.

Results and Discussion

This section presents the data from google form that is used by the researcher to collect the data from 31 students.

Table 1. The students' perception using Edmodo as learning tool

Points	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I think the reference materials (videos, power point files, articles) and assignments posted by my lecturer in Edmodo help me to improve my learning and to understand the contents/topics of the lesson better.	16,1% 5	54,8% 17	12,9% 4	16,1% 5	0%
I think Edmodo is convenient to use especially in submitting assignments.	3,2% 1	71% 22	22,6% 7	3,2% 1	0%
I think online activities and discussions in Edmodo can motivate me to learn more about the lesson.	12,9% 4	45,2% 14	25,8% 8	16,1% 5	0%

From the table, we can know that most of the students (SA= 16,1%; A=54,8%) agree that posting materials and assignments in Edmodo help to improve their learning and understanding on the lesson. Moreover, they (SA=3,2%; A=71%) also agree that Edmodo is easy to use in submitting the assignments. Furthermore, the students (SA=12,9%; A=45,2%) also agree that having online activities and discussion in Edmodo can motivate their learning.

From the table 1, it concludes that the students give positive responses since it shows that the percentage of agree and neutral or disagree have a strong divergence of the data relating the material correlation, advantage, and motivation to learn about the related lectures. This result is similar with that had the high interest of student perception using Edmodo in online learning class.

Table 2. The students' perception of using Edmodo as learning tool

I think the use of Edmodo saves effort and time.	32,3% 10	32,3% 10	32,3% 10	3,2% 1	0%
I think the use of Edmodo helps me practicing my language skills.	19,4% 6	41,9% 13	35,5% 11	3,2% 1	0%
I think Edmodo helps me acquiring new English vocabularies.	19,4% 6	48,4% 15	32,3% 10	0%	0%

Table 2 shows the students perception on time effectiveness and encouragement in language learning using Edmodo. The table shows that (SA=32,3%; A=32,3%) 64,6% of the students agree that using Edmodo can save effort and time. The high response (SA=19,4%; A=41,9%) 61,3% can also been seen for the statement number 5 showing that the students think that Edmodo can help practice their language skills. Furthermore, most of the students (SA= 19,4%; A= 48,4%) 67,8% also agree that Edmodo can help them in learning new English vocabulary.

From Table 2, it shows the the gaps between agree and neutral or disagree from students' perception have difference percentage. Those gaps signified that Edmodo facilitates students to save effort and time, to assist practicing language skill, and acquiring new English vocabulary. It is similar with the previous research that conducted.

Table 3. The students' perception using Edmodo as learning tool

I think the use of Edmodo makes my reading experience more interesting.	16,1% 5	41,9% 13	38,7% 12	3,2% 1	0%
I think the use of Edmodo increases the effectiveness of learning.	12,9% 4	54,8% 17	32,3% 10	0%	0%
I think Edmodo facilitates interaction and communication between lecturer and students.	25,8% 8	41,9% 13	32,3% 10	0%	0%

From the Table 3 above, we can know that most of the students (SA= 16,1%; A= 41,9%) 58% agree that using Edmodo can make their reading to be more interesting. There are (SA= 12,9%; A= 54,8%) 67,7% of the students agree that Edmodo improve the effectiveness of their learning. Furthermore, most of the students (SA= 25,8%; A= 41,9) 67,7% also agree that Edmodo can facilitate the interaction and communication between lecturer and students.

From Table 3 denoted that student have more interest in reading when using Edmodo as the learning tool. Students also agree about the effectiveness when they use Edmodo because it facilitates well the interaction between students and lecturer. It depicted that the percentage between Strongly agree also agree and the disagree or strongly disagree have quarrel percentage. Meanwhile, the neutral percentage also gave description that 30 % of the students were doubt to answer the statment on the table 3. This conclusion is similar with the finding of the research fromt they found that Edmodo can support teacher and students well in the learning process.

Tabel 4. The students' perception using Edmodo as learning tool

I prefer reading my courses in paper form instead of reading them through Edmodo.	22,6% 7	38,7% 12	29% 9	9,7% 3	0%
I think it is difficult to use Edmodo as mobile learning application.	3,2% 1	41,9% 13	25,8% 8	29% 9	0%
I think it is difficult to use Edmodo because of the slow-speed internet on my mobile.	25,8% 8	29% 9	16,1% 5	29% 9	0%

Table 4 shows that students still find some difficulties in using Edmodo. Most of the students (SA= 22,6%; A= 38,7%) 61,3% agree that they prefer reading the materials in paper form instead of using Edmodo. The students (SA= 3,2%; A= 41,9%) 45,1% also agree that using Edmodo as a mobile learning application is difficult. Finally, most of the students (SA= 25,8%;

A= 29%) 54,8% agree that the reason of the difficulty in using Edmodo is due to the slow internet speed on their mobile.

From the table 4, the items show that students have some problems in learning using Edmodo because they are not get used to use the Edmodo as the learning tools. It is different from the result research that shows the students have no difficulties in using Edmodo as the online learning media.

Conclusion

The result of this study shows that students are easier to get the data material during the learning process, they also get the advantages of using Edmodo, and they have more motivation to study using Edmodo. The other benefit from using Edmodo as the learning tool is students can save effort and time when learning, but they still be able to practice the language skill better and acquire new English vocabulary easier. Since Edmodo makes the students' interest in reading increased, in the same time the effectiveness of using Edmodo increased as well, Edmodo can provide this because the media facilitate the interaction between the teacher and students well. Though Edmodo has several positive points, in this research, the students get difficult when using Edmodo.

This problem occurs because it is the first time for the students to use it, that is why they have problems such as when reading materials in it, using the Edmodo mobile application, and the difficulties they had when using slow-speed internet mobile. In order to avoid the problems, teacher must explain well about the application and how to operate the application whether it is on computer or mobile phone. From the result, the researcher concludes that there are many advantages and disadvantages in using Edmodo as the learning tool. This research also strengthens some of the previous research that has the similar field about students' perception when using Edmodo in online learning.

References

Agormedah, E. K., Henaku, E. A., Ayite, D. M. K., & Ansah, E. A. (2020). Online learning in higher education during COVID-19 pandemic: A case of Ghana. Journal of Educational Technology and Online Learning, 3(3), 183-210. https://doi.org/10.31681/jetol.726441

Almazova, N., Krylova, E., Rubtsova, A., & Odinokaya, M. (2020). Challenges and opportunities for Russian higher education amid COVID-19: *Teachers' perspective. Education Sciences*, 10(12), 368. https://doi.org/10.3390/educsci10120368

Almusharraf, A., & Almusharraf, N. (2021). Socio-interactive practices and personality within an EFL online learning environments. Education and Information Technologies, 26(4), 3947-3966. https://doi.org/10.1007/s10639-021-10449-8

Bui, T. X. T., Ha, Y. N., Nguyen, T. B. U., Nguyen, V. U. T., & Ngo, T. C. T. (2021). A Study on Collaborative Online Learning among EFL Students in Van Lang University (VLU). *AsiaCALL Online Journal*, *12*(3), 9-21.

Erdemir, N., & EKŞİ, G. Y. (2019). The perceptions of student teachers about using an online learning environment 'Edmodo'in a 'flipped classroom'. SDU International

Journal of Educational Studies, 6(2), 174-186. https://doi.org/10.33710/sduijes.638795

Esra, M. E. Ş. E., & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. Journal of Educational Technology and Online Learning, 4(1), 11-22. https://doi.org/10.12669/pjms.36.COVID19-S4.2785

EVİŞEN, N., AKYILMAZ, Ö., & TORUN, Y. (2020). A case study of university EFL preparatory class students' attitudes towards online learning during COVID-19 in Turkey. Gaziantep Üniversitesi Eğitim Bilimleri Dergisi, 4(2), 73-93.

Fotaris, P., Mastoras, T., Leinfellner, R., & Rosunally, Y. (2016). Climbing up the leaderboard: An empirical study of applying gamification techniques to a computer programming class. *Electronic Journal of e-learning*, 14(2), 94-110. https://doi.org/10.1109/TLT.2015.2416717

Giatman, M., Siswati, S., & Basri, I. Y. (2020). Online learning quality control in the pandemic Covid-19 era in Indonesia. Journal of Nonformal Education, 6(2), 168-175. http://dx.doi.org/10.15294/jne.v6i2.25594

Manowong, S. (2016). Undergraduate students' perceptions of Edmodo as a supplementary learning tool in an EFL classroom. *Humanities, Arts and Social Sciences Studies (Former Name Silpakorn University Journal Of Social Sciences, Humanities, And Arts)*, 137-162. https://doi.org/10.14456/sujsha.2016.27

Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100012. https://doi.org/10.1016/j.ijedro.2020.100012

O'Doherty, D., Dromey, M., Lougheed, J., Hannigan, A., Last, J., & McGrath, D. (2018). *Barriers and solutions to online learning in medical education–an integrative review. BMC medical education*, 18(1), 1-11. https://doi.org/10.1186/s12909-018-1240-0

Octaberlina, L. R., & Muslimin, A. I. (2020). EFL Students Perspective towards Online Learning Barriers and Alternatives Using Moodle/Google Classroom during COVID-19 Pandemic. International Journal of Higher Education, 9(6), 1-9. https://doi.org/10.5430/ijhe.v9n6p1

Oyelere, S. S., Paliktzoglou, V., & Suhonen, J. (2016). M-learning in Nigerian higher education: an experimental study with Edmodo. International Journal of Social Media and Interactive Learning Environments, 4(1), 43-62.

Rojabi, A. R. (2020). Exploring EFL Students' Perception of Online Learning via Microsoft Teams: *University Level in Indonesia. English Language Teaching Educational Journal,* 3(2), 163-173. https://doi.org/10.12928/eltej.v3i2.2349

Tai, H. C. (2016). Effects of Collaborative Online Learning on EFL Learners' Writing Performance and Self-Efficacy. English Language Teaching, 9(5), 119-133. https://doi.org/10.5539/elt.v9n5p119