A STUDY ON ONLINE LEARNING MANAGEMENT SYSTEM: IMPLEMENTATION OF EDMODO-BASED BLENDED ENGLISH LEARNING METHOD

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ABSTRACT

Industrial Revolution 4.0 makes rapid changes in every aspect of a human's life. One of them is the teaching and learning English which has been affected by technology. It is supported by the fact that English is the number one language used globally. Therefore, Education 4.0 emerges in facing Industrial Revolution 4.0 to increase the education level. By this, it is expected that higher education becomes more reachable than before and a tendency which leads to more international standardized higher education institutions. In these rapid changes, there are two challenges faced by students in higher education institutions: English proficiency and culture transition. Thus, the State Islamic Institute of Ponorogo, as one of developing State Islamic Institutes in Indonesia starts to implement a blended learning system in every course as the solution. The lecturers use a variety of learning management system, including Edmodo. This study used quantitative and qualitative analysis on assessing the effectiveness of Edmodo implementation from the students' point of view as well as determining the progress, learning engagement, as well as the students' performance overall. The results showed that Edmodo facilitates student-centered and anytime-anywhere learning. It was also found that it makes the English course administration easier. Moreover, students asked in this study had a favorable opinion toward learning English via Edmodo. However, some disadvantages English and technical problems of using Edmodo in teaching and learning were also discussed in this study.

Keywords: Edmodo; English learning; online learning management system

INTRODUCTION

Technology is central in Education 4.0, including in foreign language teaching and learning. The fact that English is the most commonly preferred language in this era of Industrial Revolution 4.0 makes increasing use of technology in English as Foreign Language (EFL) environments. In the past 15 years, everyday use of the web and other

internet technologies in postsecondary education has blasted[1]. The focus of this trend is blended learning, which integrates physical and virtual constituents, is considered a critical strategy for higher education institutions[2].

There are some reasons why technology is incorporated into the EFL classroom. Firstly, technology helps active engagement with the learning materials[3]. The learning process becomes interactive because the students involve, research, and receive feedback from the other students and teacher. Secondly, technology motivates students to interact more in their target language[4]. Finally, students feel less intimidated about using the target language by e-learning, so they are independent in expressing themselves while doing the online tasks[5].

Technology can also be an essential resource for practical instruction and create an online environment. How to integrate technology in the course have been learned by teachers. Various forms of e-learning, such as Edmodo and Google Classroom, might be employed by the teacher to take benefits from them. The goal is to make the students motivated to learn English with technology and eventually achieve better academic performance.

With the invention of new technology, the World Wide Web makes it possible and feasible for English teachers to make effective use of instructional materials in teaching. Computer-assisted language learning (CALL) programs provide multimedia with graphic, sound, text, and video, allowing learners to get an exposure of the target language and culture. The incorporation of visual materials in the language classroom has become common[6]. Computers also are useful in delivering drills for practice, whether in grammar, vocabulary, pronunciation or listening, as they are tireless in their delivery[7]. Through exercising more practical drill problems, the language skills of the learners were enhanced[8].

Teachers and students have benefited from numerous educational technologies. For teachers, one benefit of using internet resources is that they can easily retrieve the most recent and relevant information for their students[9]. For students, one benefit of using digital technology is that they can organize and manage the logistics of studying, for

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[1] Pu-Shih Daniel Chen, Amber D. Lambert, Kevin R. Guidry, "Engaging Online Learners: The Impact of Web-based Learning Technology on College Student Engagement", *Computers & Education*, Volume 54, Number 4 (May 2010), 1222-1232.

[2] Rachel S. Cobcroft, Stephen Towers, Judith E. Smith,and Axel Bruns, "Mobile Learning in Review: Opportunities and Challenges for Learners, Teachers, and Institutions", *Online Learning and Teaching (OLT) Conference 2006*, Brisbane 26 September 2005-26 September 2016, X Block Gardens Point Theatre Foyer, Queensland University of Technology.

[3] Abhipriya Roy, "Technology in Teaching and Learning", *Journal of Emerging Technologies and Innovative Research (JETIR)*, Volume 6, Number 4 (April 2019), 356-362.

[4] Mark Warschauer, "Comparing Face-to-face and Electronic Discussion in the Second Language Classroom. *CALICO Journal*, Volume 13, Number 2 (1996), 7-26.

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[6] Robert Vanderplank, "Déjà vu? A Decade of Research on Language Laboratories, Television and Video in Language Learning", *Language Teaching*, Volume 43, Number 1 (January 2010), 1-37.

[7] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, Boston: Heinle & Heinle, 2001.

[8] Bassma Basheer Nomass, "The Impact of Using Technology in Teaching English as a Second Language", *English Language and Literature Studies*, Volume 3, Number 1 (February 2013), 111-116.

[9] Zena Moore, Betsy Morales, and Sheila Carel, "Technology and Teaching Culture: Results of a State Survey of Foreign Language Teachers", *CALICO Journal*, Volume 15, Number 1-3 (1998), 109-128.

examples, managing schedules, timetables, fulfilling deadlines and course requirements[10]. To get those benefits, each student should engage, interact, and cooperate to increase their learning.

As many institutions develop effective methods in language pedagogy now, e-learning comes up as one solution to students for language teaching and learning. Besides bridging the resource gap many institutions experiencing, e-learning can motivate students with special needs[11]. Besides, e-learning facilitates students who may lack authentic materials and contact with the target language and culture.

Edmodo, an online Learning Management System (LMS), is widely used in English teaching and learning. In 2011, it had been named one of the top 25 websites for innovation, creativity, active engagement and collaboration by the American Association of School Librarians under the category of Social Network and Communication[12]. Edmodo is a free cloud-based platform for e-learning and mobile responsive. It helps students and teachers to interact and collaborate outside the traditional classroom environment.

State Islamic Institute of Ponorogo is a higher education institution which encourages implementation of a blended learning system in every course. Though there is an official course management system provided by the institute, the lecturers are allowed to use a variety of LMS. Edmodo is one of them. It is used as an enhancement to traditional courses. The lecturers can post their course outline and assignment, have online discussions, give quizzes, mid-term and final test, collect assignments, and evaluate/give the score.

According to relevant research, there are reasonably a few studies on the blended learning approaches[13]. Thus, this study was intended to understand the effectiveness of Edmodo implementation on English teaching and learning to support face-to-face learning in State Islamic Institute of Ponorogo from the students' point of view. This research also determines the progress, learning engagement, and the students' performance overall. Besides, some disadvantages of using Edmodo-based blended English learning method and technical problems were also discussed in this study.

EDMODO-BASED BLENDED ENGLISH TEACHING AND LEARNING PROCESS

In the teaching and learning process, the English lecturer improved the students' language skills through various assignments in which the students should use the Edmodo platform to access and submit the assignments. The assignments were in verbal and written

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[10] Michael Henderson, Neil Selwyn, and Rachel Aston, "What Works and Why? Student Perceptions of 'Useful' Digital Technology in University Teaching and Learning", *Studies in Higher Education,* Volume 42, Number 8 (February 2015), 1567-1579.

[11] Suksan Suppasetseree and Nootprapa Dennis, "The Use of Moodle for Teaching and Learning English at Tertiary Level in Thailand", *The International Journal of the Humanities*, Volume 8, Number 6 (January 2010), 29-46.

[12] Fatimah Al-Kathiri, "Beyond the Classroom Walls: Edmodo in Saudi Secondary School EFL Instruction, Attitudes and Challenges", *English Language Teaching*, Volume 8, Number 1 (December 2014), 189-204.

[13] Shuting Cao and Haiyuan Liu, "Effectiveness Analysis of Edmodo-Based Blended English Learning Mode", *International Journal of Emerging Technologies in Learning (iJET),* Volume 14, Number 18 (2019), 64-75.

form. For instance, the lecturer asked the students to open a link to watch a video and write the transcription of the conversations and translate them as well as create another similar conversation. The students were able to access the internet to get their answers. Then, they wrote the answers and sent it in Edmodo. The model of this assignment was portrayed in Figure 1. In the next assignment, from the video, which contains some conversations, the students should record themselves having a conversation like what they had watched in the video or what they had developed in pairs. This assignment model was depicted in Figure 2.
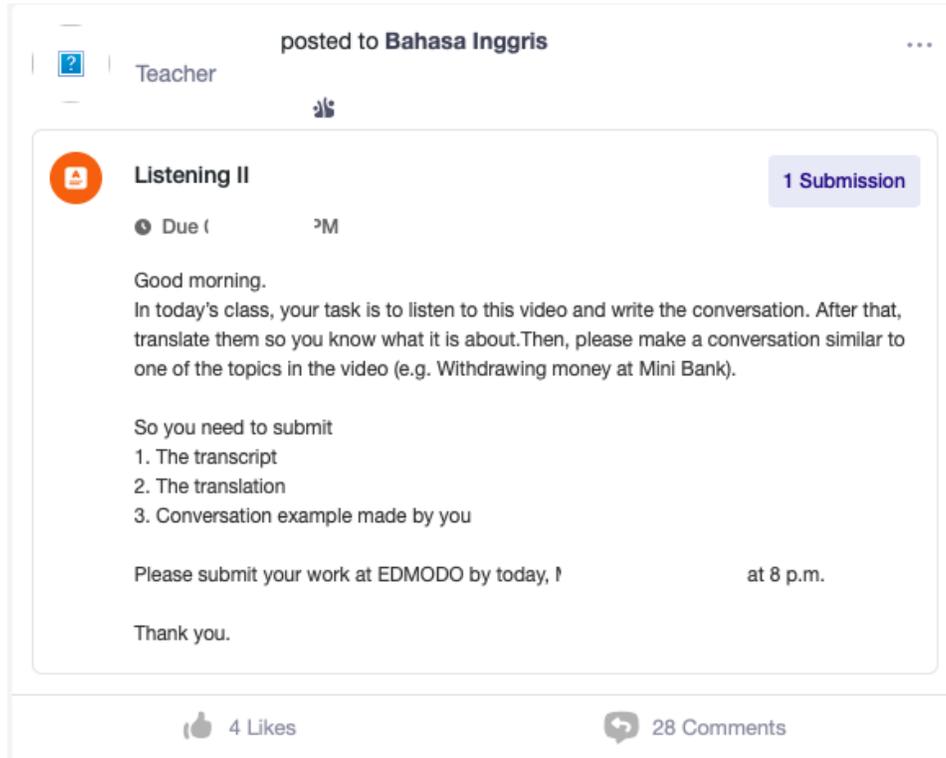

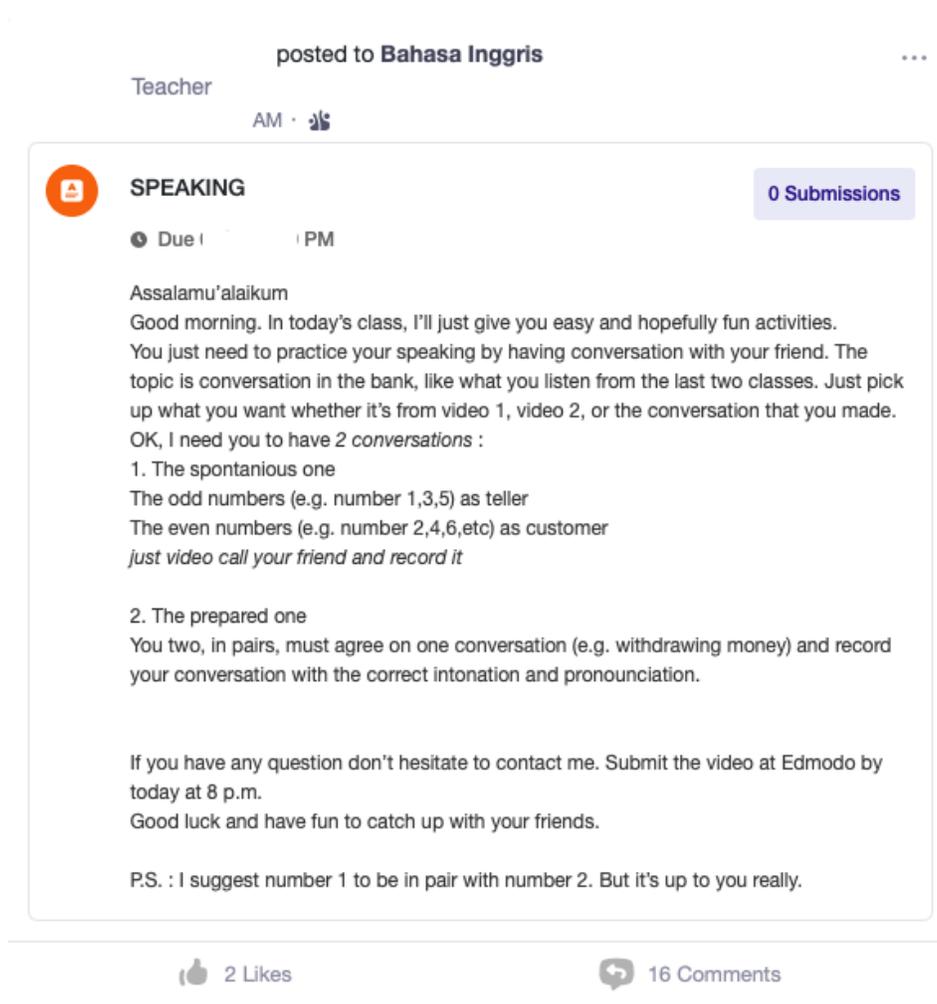Figure 1. Listening Assignment in Edmodo

Figure 2. In Pair Speaking Assignment in Edmodo

The students were also asked to create a video individually. The video is about a quiz or a presentation about the topic they like. This assignment allows the students' creativity showed in the content as well as the delivery. They recorded themselves and sent it in Edmodo to get feedback from their friends. The other students would give the answers to the quiz or comment onthe performance of their friends who submitted the video. The assignment was pictured in Figure 3.
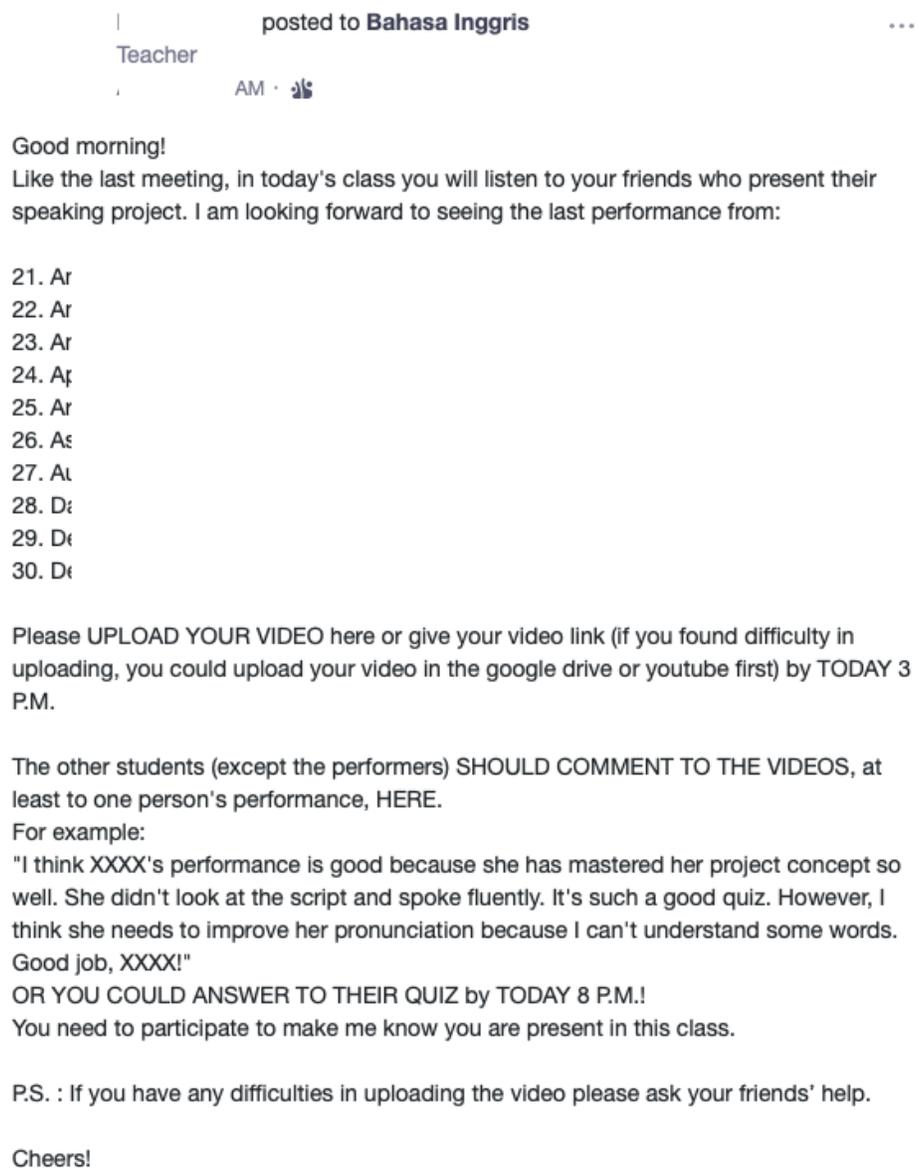
posted to **Bahasa Inggris**
Teacher
AM ·

Good morning!
Like the last meeting, in today's class you will listen to your friends who present their speaking project. I am looking forward to seeing the last performance from:

21. Ar
22. Ar
23. Ar
24. Ap
25. Ar
26. As
27. Au
28. Da
29. De
30. De

Please UPLOAD YOUR VIDEO here or give your video link (if you found difficulty in uploading, you could upload your video in the google drive or youtube first) by TODAY 3 P.M.

The other students (except the performers) SHOULD COMMENT TO THE VIDEOS, at least to one person's performance, HERE.
For example:
"I think XXXX's performance is good because she has mastered her project concept so well. She didn't look at the script and spoke fluently. It's such a good quiz. However, I think she needs to improve her pronunciation because I can't understand some words. Good job, XXXX!"
OR YOU COULD ANSWER TO THEIR QUIZ by TODAY 8 P.M.!
You need to participate to make me know you are present in this class.

P.S. : If you have any difficulties in uploading the video please ask your friends' help.

Cheers!

Figure 3. Individual Speaking Assignment and Feedback in Edmodo

POPULARITY, STRENGTHS AND WEAKNESSES OF EDMODO

Edmodo seems to be not very popular among the first-year students of the State Islamic Institute of Ponorogo. This is due to 83.7% of the respondents (73 students) claimed that they have never used Edmodo before the English course. The other 16.3% respondents (15 students) on the other hand, are familiar to and have used Edmodo on their former school. These data can be seen in Figure 4. The questions were in Bahasa to make the participant easy to give answers.

Figure 4. Popularity of Edmodo among the Students

Through this study, it is proven that Edmodo provided both strengths and weaknesses to the students. The most favorable strength experienced by those students is the ease of access on navigating throughout the Edmodo platform. First, it is because of the simple user interface, including the convenience of submitting their assignment by using various file formats and communicating with the lecturer anytime and anywhere. The second reason is the availability of the mobile application version of the Edmodo, which is free and available to all Operating Systems. This LMS is accessible with nearly any recent gadget as it does not require a high-tech gadget to freely navigate through the platform both on the website and the mobile application. In addition to those strengths, Edmodo is claimed to be more effective and efficient. For example, Edmodo makes the submission of the assignments easy and faster. The students could also see the assignment submitted in Edmodo, pictures, and videos without downloading them. There is also an automatic translation which helps the students' understanding. Finally, Edmodo offers an enjoyable, exciting and easy learning system.

Quite the reverse, responses show that the possible weakness of mainly depends on the signal. The students face difficulty in accessing Edmodo when there is a limited signal. They claimed that they were in quite remote areas. It is also difficult to submit the assignment with a big file size such as video. Moreover, some students said that registering and logging in are also problematic. This research shows that students tend to perform their best on this learning management system when there is a sufficient signal to support them working on Edmodo.

IMPACTS OF EDMODO-BASED BLENDED ENGLISH LEARNING TO THE STUDENTS

Edmodo shows significant impacts for the students learning English in a blended learning setting in State Islamic Institute of Ponorogo. From the data collected, students agreed that Edmodo-based blended English learning method improved their English. Overall, 44.9% of respondents (40 students) claimed that Edmodo eases their English learning. Consequently, 46.1% of the respondents (41 students) have their listening skills improved; 42.7% (38 students) on speaking skills; 47.2% (42 students) on reading skills; and 36% (32 students) on writing skills. Moreover, 51.7% of the respondents (46 students) also claimed that the usage of Edmodo on English course has managed to create a new English Language learning environment for them.

Secara umum, Edmodo mempermudah proses belajar Bahasa Inggris saya.
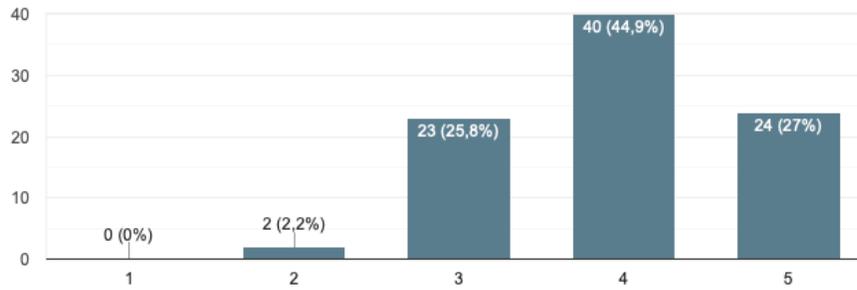
89 tanggapan

Figure 5. Students' Perception of the Use of Edmodo toward Their Study

Pembelajaran Bahasa Inggris dengan Edmodo meningkatkan kemampuan mendengarkan Bahasa Inggris saya.
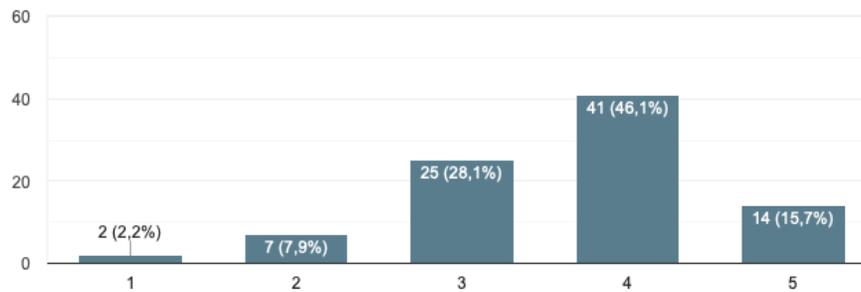
89 tanggapan

Figure 6. Edmodo Effect on Students' Listening Skills

Pembelajaran Bahasa Inggris dengan Edmodo meningkatkan kemampuan berbicara Bahasa Inggris saya.
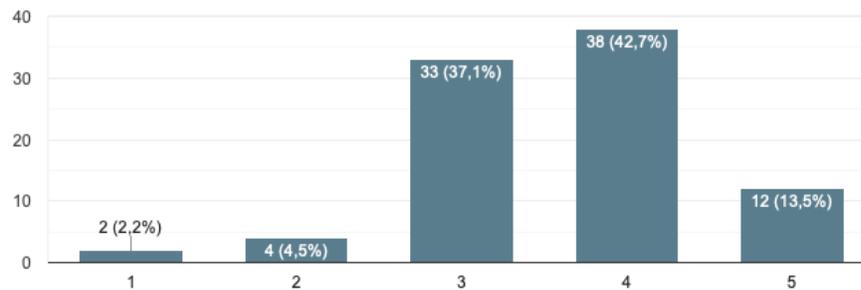
89 tanggapan

Figure 7. Edmodo Effect on Students' Speaking Skills

Pembelajaran Bahasa Inggris dengan Edmodo meningkatkan kemampuan membaca Bahasa Inggris saya.
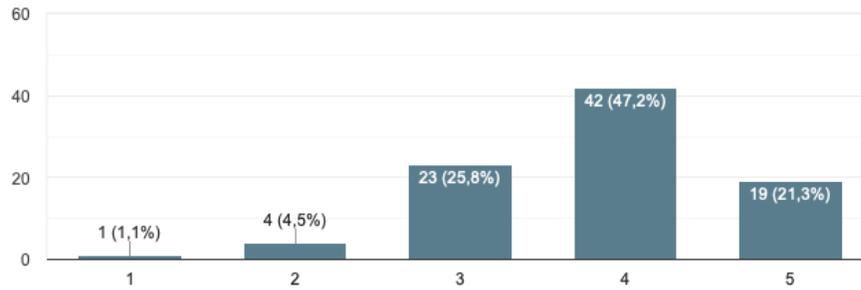
89 tanggapan

Figure 8. Edmodo Effect on Students' Reading Skills

Pembelajaran Bahasa Inggris dengan Edmodo meningkatkan kemampuan menulis Bahasa Inggris saya.
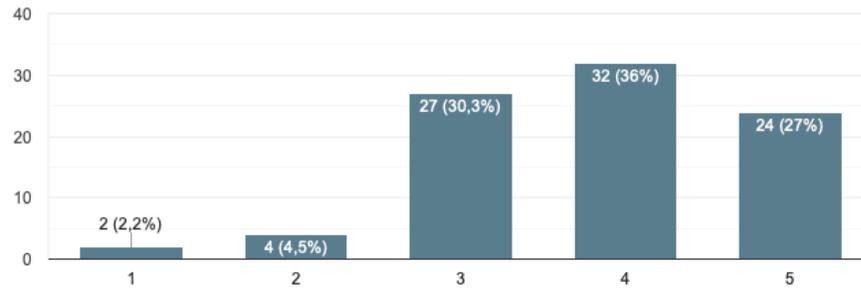
89 tanggapan

Figure 9. Edmodo Effect on Students' Writing Skills

The trend on this result is believed to be very depending on how effective the Edmodo-based blended English learning method is implemented. This is inseparable to the influence of the lecturer specifically on the management of the LMS platform, the Edmodo itself. Edmodo also creates new learning atmosphere to the students, as seen in Figure 10. This LMS really helps them in earning English, especially in managing the logistics of studying, for example, submitting the assignments.

Edmodo menciptakan suasana belajar Bahasa Inggris yang baru
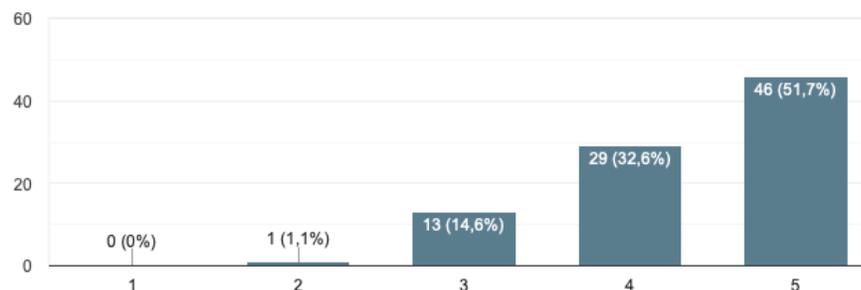
89 tanggapan

Figure 10. Edmodo Effect on Students' Learning Atmosphere

It is proven that reading skills are leading skills which are improved. This is undeniable since reading can be done with the least direct supervision compared to the other skills, listening, speaking, and writing. Students can work on their reading assignments individually and turned them in. However, the other skills require more direct supervision as it has the least changeability on the working progress. For instance, students must work directly and nonstop on the speaking assignments, making it a reason for the slow improvement in this skill.

DISCUSSION

This study fits a broader recent trend for higher education research to pay particular attention to the impact of implementing an LMS in EFL course[14]. As such, the data presented in this paper point to Edmodo implementation in higher education English course from the students' point of view. Thus, this finding reaffirms the need to be conscious of students' lived truth, not just institutional interests[15]. The data are also insightful in shedding light on the students' engagements with Edmodo and the results of them.

In a broader context, the characteristics of Education 4.0 had already been reflected in the types of assignments used in Edmodo-based blended English teaching and learning in this study. There were nine characteristics of Education 4.0 in which it covered (1) it could be done anywhere and anytime, (2) it was based on students' needs, (3) it was flexible delivery, (4) it reflected peers and mentors, (5) it was about sharing information to answer "why" and "where" questions, (6) it was about practical application, (7) it was about modular and project, (8) it revealed students ownership in which the students participate a lot, and (9) it contended evaluation process[16]. All of them had been echoed in the assignments. For example, based on the students' response, Edmodo enabled them to send the assignment anywhere and anytime.

The types of assignments used in the English course is believed to affect the effectivity of this blended learning. By giving assignments which focus on four English skills, the students could improve all skills. This is different from the previous study, which only provides assignments focusing on reading and writing on both online and face-to-face class session. At the same time, the speaking and listening are only available on the face-to-face session. Thus, the speaking skills of the students who participated in this study also improve. This is due to the availability of assignments asking them to have a speaking practice in pairs and individually. The feedback is also accessible for them so that they know what their strength and weaknesses.

The result of this study also supports previous research, which offers to organize and manage the logistics of studying as the most strength of online LMS. The students in this

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[14] Zamzami Zainuddin, H. Habiburrahim, Safrul Muluk, and Cut Muftia Keumala, "How Do Students Become Self-directed Learners in the EFL Flipped-class Pedagogy? A Study in Higher Education", *Indonesian Journal of Applied Linguistics,* Volume 8, Number 3 (January 2019), 678-690.

[15] Ann Macaskill and Andrew Denovan, "Developing Autonomous Learning in First Year University Students Using Perspectives from Positive Psychology", *Studies in Higher Education,* Volume 38, Number 1 (May 2013), 124–142.

[16] Ali Sadiyoko, "Industri 4.0: Ancaman, Tantangan, atau Kesempatan?", *UNPAR Institutional Repository,* 2017.

study mostly said that Edmodo eases them in submitting the assignments. Besides, Edmodo also helps active engagement with the learning materials as the students involve and receive feedback from the lecturer and the other students as also identified by recent relevant research[17]. The assignment which asks the students to give feedback to the students performed in Edmodo encourage them to be active as well as practice their English. This is the benefit of online LMS as well because it can fulfil the drawback of the face-to-face session, which is limited time to practice their English.

The limitation of this study is in the data gathering process. This study gathered necessary data by observing the classes throughout its execution and asking the students only at the end of the course. This was due to unprepared instrument before the course. It is highly recommended to gather the data several times, for example, at the start of the course and during the learning process. Moreover, research on other LMS is also believed will be providing more abundant data in this area of research. Further research might include the analysis from the lecturers' point of view.

CONCLUSION

Implementation of Edmodo-based blended English learning method has positively done by one of the courses in the State Islamic Institute of Ponorogo. The students show English skill improvement. This outcome is supported by excessive application of Edmodo as the selected learning management system.

Edmodo brought many positive influences on the students of the English course. It provided the great ease of access for the students as users. Its system was briefly understood by the students who were not familiar to it before the course. This LMS also made a new learning atmosphere for these students in learning English. Moreover, the students' language skills were improved.

The main obstruction in the chosen LMS implementation is on the technicality execution by the students in accessing this LMS and mainly affected by limited signal access. Some of the students claimed that they were in quite remote areas, thus did not have enough access to the internet. The significant barrier in this blended learning system is the failure of the students in submitting the assignment with big file size such as video. Some students also faced difficulties in signing up and logging in.

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[17] Abhipriya Roy, "Technology in Teaching and Learning", *Journal of Emerging Technologies and Innovative Research (JETIR)*, Volume 6, Number 4 (April 2019), 356-362.

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