Edmodo in Blended Learning to Increase Language Learners' Understanding in Learning Grammar for Toefl

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ABSTRACT

Structure (grammar) in TOEFL test consists of 40 questions that must be done in 25 minutes which become big problem for the most language learners. It happens because they less knowledge about grammar in TOEFL and less exercise that using timer in it, but how to get it while deepen their understanding in grammar in limited time? Many websites and sources are created now and easy to use especially in education, one of them is Edmodo. Edmodo is one of free and secure educational learning networked used to provide a simple way to conduct and manage virtual class and to enable the learners to connect and discuss with the teacher as well as their classmates everywhere and every time as long as the connection of internet is available. The purpose of this study is to determine the language learners' understanding in learning Grammar for TOEFL through online exercises in Edmodo that using timer in it as in official TOEFL test does. Using quantitative with One-Group pretest-posttest design, the study was done in one of the biggest English courses in 'Kampung Inggris' Pare Kediri. The participants were the students in Grammar TOEFL class that consisting of 25 students as the sample. The result of the study shows that the students' understanding in learning grammar TOEFL significantly increase.

Keywords:
Edmodo, language learners, grammar for toefl.

INTRODUCTION

The expansion of the technology in this era which is called era Revolution 4.0 gives many changes in every aspect of the live more over in increasing the quality of the education. New and new information come to people every day. People need to deal with the changing environment in order to catch up the gap between the school and the workplace. The traditional division of a lifetime is not appropriate for the current and the future education people (Yurdakul, 2017). Smart Education is a new paradigm in global education that goal to increase the quality of the students in long life learning. Many factors that will influence the development of the education in the future, among of them is the development of the technology that grows faster and faster. Besides, the development of information technology and the rivalry to get a job that marked with the development of new technology which increasing of the competency. In this case, the renewal in the education need to be developed on and on and become a never-ending process (Wardani, 2018).

The never-ending process in education is a must as the technology develop because it will be left behind without following this expansion of technology. As the technology now facilitate the learners and the teacher to have a class without face to face meeting in the class but by online class using any kind of the product of the technology. On the other hand, the development of the technology and digitalization make the students able to access the information needed easily, if the teachers' role is just transferring the knowledge days by day will be replaced by the technology. In addition, that not all aspect can be replaced by the technology, such as book which is still become an effective learning source. Besides, the existence of the teacher in the class as conventional class cannot be replaced by any kind of technologies (Wuriandana, 2016).

In traditional learning or conventional class, teacher is the center of learning process and the students are mostly passive learners. Therefore, the teacher only taught what was is inside the book and the students inquired to listen to the lesson and pay attention with almost negligible participation in the class but for the expansion of the technology now the students can get many sources and information they want easily (Mohammed, 2018). In this case the combination between the technology and conventional class are needed to deal with the development of the technology which is called blended learning. Many kinds of technologies than have been available that the teacher can be chosen by the teacher, one of them is Edmodo (Qomariyah, 2018).

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Edmodo is a free social learning platform that provides a safe way for students and teachers to connect and collaborate. Edmodo is a private social networking for the teacher and students with save social platform. The model of Edmodo similar to other social network, Edmodo can be a special network special for the teacher and students to share ideas, file, news, and assignment (Shelly, 2011). While others said that Edmodo is a social network and a microblogging which was designed special for education that can be operated similar to other social network like Twitter. By limiting the access to special group, teacher and students can share note, link, file, announcement, assignment, and share the information in the familiar environment (Wankel, 2011).

Edmodo is an educational network that aims at providing teachers with tools to help them connect and communicate with their students and parents. Via the Edmodo app or website, teacher can share content, texts, videos, homework and assignments with their students online. It is designed to get students excited about learning in familiar environment. On Edmodo teachers can continue classroom discussions online, give polls to check for the student understanding, and award badges to individual students based on performance or behavior. Its surfaces up engaging, easy-to-use apps that personalize learning for every students. These apps help teachers to amplify their lesson plans and integrate seamlessly with Edmodo, delivering all digital content in one place. It also gives easy for the teachers to track students progress. All grade or awarded through Edmodo are stored and easily accessible. Teachers can get the pulse of their classroom through reactions to quizzes, assignments, and discussion posts that capture understanding, confusion, or frustation. İt is a social network platform that design special for education with the display similar to Facebook. İt is simple, easy, and can be used by the learners (students), teachers, or even by parents (Usman, 2016).

Many studies about Edmodo used in blended learning that applied in learning subject in the formal education (Balasubramanian, et al, 2014; Marzal, 2014; Mokhtar, 2016, Wichadee, 2017), but in this study is about the application of blended learning using Edmodo in learning structure or grammar which is focused in grammar in TOEFL in one of the biggest English courses in 'Kampung Inggris' Pare Kediri. This place was chosen because many language learners from other city in Indonesia even from abroad come to this place to learn English. Pare is a sub-district in Kediri East Java.

Situation of the Problem

As in introduction has already been explained that many language learners (students) from many different places, religions, customs, and cultures even from other countries come to 'Kampung Inggris' to learn English with various basics that they had, but they have same goal come to this place. The problem is then that in almost every course in 'Kampung Inggris' use conventional class without any technology at all except some programs that require some special tool such as LCD projector and sound system. Besides, the teaching learning process used is teacher center where the teacher is the source of any kind of information especially in grammar class or program. In addition, the students need exercise more in learning grammar TOEFL with timer to train them to think and do fast in answering the questions given so that it will become their habit when they join in official TOEFL test.

Aim of the Study

Aim of this study is to determine the language learners' understanding of the students' English course in 'Kampung Inggris' Pare Kediri. As it is already stated above that the objective of this study is to answer following questions, those are: (1) How was the teaching learning process in grammar TOEFL class now, (2) How is teaching learning process of grammar TOEFL using Edmodo in blended learning applied, (3) how is the effect of Edmodo in blended learning in increasing students' understanding in learning grammar TOEFL.

METHOD

This study is a qualitative with One-Group pretest-posttest design so that t-test was used to know the different mean between pretest and posttest. The objective of this study is to find out the language learners' understanding in learning grammar TOEFL through having discussion more in the conventional class or face to face class and do exercise using timer in Edmodo, so that the students can do the final test on time as in the official TOEFL test. This study only took one class consisting of 25 students which was heterogender

class around 19-23 years old that came from many different ethnics, cities, educations, and cultures in Global English Pare, one of the biggest English courses in 'Kampung Inggris' Pare Kediri.

The instrument of this study is test which was to know the students' score before and after the treatment given to them. The tests were taken from the exercise of TOEFL test that consist of 40 multiple choice questions that must be done in 25 minutes. The data that was used is quantitative data primer from pretest and posttest.

RESULT

The data in this study was got from the score of pretest dan posttest that was done before and after the treatment given. There were 40 questions in pretest and posttest that consist of 15 numbers were incomplete sentences and others 25 are written expression or error analysis. the students' correct answer then converted with the conversion table score of TOEFL. If the students can answer 40 question correctly he/she will get 680.

Students' pretest score

The beginning score of the students was got from pretest that was done before the treatment was given. The number of students join in pretest was 25 students. From the distribution frequency score of pretest was known that 0% or no one in very good category, 40% or ten students were categorized in the good, 52% or thirteen students were categorized in enough, and 8% or two students were categorized in less. The highest score in the pretest was 500 and the lowest one was 300 from the maximum score in TOEFL is 680.

Table.1. Score Category

Score	Category
550-680	Very Good
450-540	Good
350-440	Enough
200-330	Less

Table.2. Pretest score

| No	Name	Pretest Score
1	A.K	400
2	A.R.A	340
3	A.U.F	470
4	D.N.A	360
5	D.S.A.I	460
6	E.V	370
7	F.U.P	300
8	F	430
9	F.A	490
10	G.O.F	410
11	H.G.S	370
12	K.D	400
13	M.A.Z	450
14	M.F.P.S.S	500
15	M.I	400
16	M.P.F	450
17	M.R	460
18	M.T.H.A	370
19	N.F.A.N	420
20	N.Y	310
21	R.M	500
22	R.Y.S	500
23	S.P.R.B	380
24	S.N.N.A	430
25	Z.A.B	480
	Mean	**418**

Students' final score (posttest)

Final data were got from the result score of posttest that was done after the repetitions treatments were given to the class. The number of students who joined in the posttest was same as in the pretest, and so did the number of the questions that was 25 students and 40 questions in 25 minutes.

Table.3. Posttest score

No	Name	Posttest Score
1	A.K	450
2	A.R.A	510
3	A.U.F	530
4	D.N.A	410
5	D.S.A.I	520
6	E.V	400
7	F.U.P	530
8	F	470
9	F.A	500
10	G.O.F	530
11	H.G.S	510
12	K.D	430
13	M.A.Z	540
14	M.F.P.S.S	560
15	M.I	430
16	M.P.F	430
17	M.R	550
18	M.T.H.A	470
19	N.F.A.N	500
20	N.Y	400
21	R.M	540
22	R.Y.S	520
23	S.P.R.B	440
24	S.N.N.A	510
25	Z.A.B	520
	Mean	488

Chart.1. The Comparison Score Pretest and Posttest
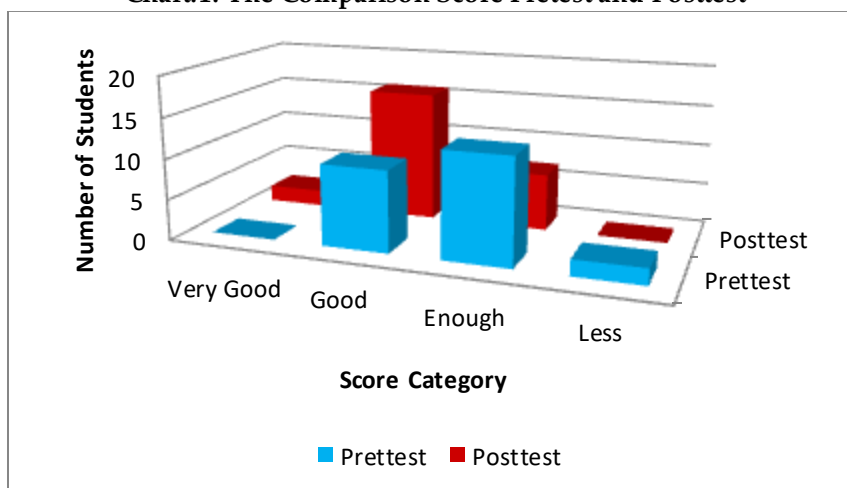
From the calculation of frequency distribution showed that 8% of the students or two students are in the category very good, 64% or sixteen students are in the good category, 28% or seven students are in enough category, and 0% or no one in the less category. The highest score of posttest was 560 and the lowest one was 400 from the maximum score in TOEFL. It can be seen from the data above that final score of the students increase compare with the pretest score.

DISCUSSION AND SUGGESTION

The constructivist views which states that learning is a process of knowledge formation. The formation must be done by the learner (student). Students must be active in activities, actively in thinking, constructing concepts and give meaning according to their own understanding of the subject being studied. A meaningful learning process will be formed if the teacher not only provides knowledge to students but also provides opportunities for students to build their own knowledge through the process of discovering and applying concepts that students have understood themselves (Budiningsih, 2012). Edmodo- based learning in blended learning is provided to help the formation of knowledge by students. The use of Edmodo effective because Edmodo has several features, those are: (1) Adapting the appearance like Facebook, so it is motivated the students to learn more, (2) Edmodo supports previewing various types of file formats, and (3) Edmodo not only can be accessed using a PC (laptop/desktop) but it can also be accessed using gadget.

Edmodo in blended learning can support in the teaching learning process that fun and interesting for the students also tighten their motivation and spirit also the students' attention as well. Those are can be seen in the result of the exercises given in Edmodo every day that will be discuss in the next meeting in the face to face classroom activity. The students who active in doing the exercise will have good understanding in the lesson because they have read the material and done the exercises given in Edmodo. It mean that Edmodo can bring the changes in the teaching leaning process, because at the previous the center of the teaching learning process was the teacher or teacher-centered become student-centered. The teacher, in this case become a facilitator, inspirator, and motivator for the students. The process will make teaching learning process more active than before.

This study is also supported by the previous one about Edmodo in teaching learning process, among of them are Wichadee, 2017 and Dharmawati, 2017. Saovapa stated that Edmodo not only has a great benefit in improving listening skill through the audio files uploaded but it is also a simple tool for blended learning, while Dharmawati said if using Edmodo make the students active in teaching learning process. Hopefully the using of Edmodo in teaching learning process can be applied in other skill of learning English such as reading, writing, and soon. Besides it also can be used in other subjects.

From the result got above, it is better for the teachers who want to applied Edmodo in their teaching learning process to make good preparation in it, includes the material, the internet connectivity, many types of the students' exercises both uploaded in Edmodo and printed well for the language learners exercises especially in 'Kampung Inggris' Pare Kediri.

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