

# Improving Students' Productive Skills through *Edmodo Site* In Grade XIA at SMA N 2 Yogyakarta in the Academic Year of 2015/2016

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**Abstract :** This study was aimed at improving students' productive skill by using Edmodo site for the eighth grade students at SMAN 2 Yogyakarta in te academic year of 2015 / 2016. This research was classroom action research which consisted of three cycles with three meetings in each cycle. The subjects of this research were students of class XI which consisted of 32 students. The data collection techniques were observations, interviews, and tests. The data were in the form of qualitative data and quantitative data. The qualitative data were obtained from the fields' note and interview transcripts. These data were analyzed by comparing the mean scores of the pre – test and the post – test. The students' mean score increased from 70,5 to 74,25 in speaking skill and 61,25 to 62,25 in writing skill. The results of this research show that the use of the Edmodo site as the media in teaching productive skills could improve the students' motivation, score, and classroom interactive, the students could build their cooperation and improve their interaction by online learning. The uses of Edmodo site could facilitate the students to understand the material that had been taught in the classroom. Furthermore, the improvement of the teaching of productive skills gave impact to the students' achievement. From the data above, it can be concluded that the use of Edmodo site as the media can improve the teaching in productive skill.

Key words: productive skill, action research, Edmodo site

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## Introduction

In learning language, there are four skills that should be taught to the students. There are listening and reading as receptive skill and writing also speaking as productive skills. In teaching productive skills, the teacher needs to pay attention more because the teacher needs additional time to teach productive skills. The teacher has to manage the time and also arranged the classroom activity efficiently to maximize the students' interaction in the classroom. Interaction is an important part in learning process because students can communicate their problems or difficulties in learning productive skills. Considering the importance of having interaction in learning productive skills, the use of appropriate media was needed. The media which was used by the teacher should be meaningful and support the students to learn productive skill.

In fact, some problems related to the teaching of productive skills were found during the classroom teaching and learning activities. The problems were related to the media that the teacher used for teaching productive skill. Next, the problem was about the limitation of time in teaching productive skill. As we know that the teaching processes of productive skill consist of some stages that should be applied longer than receptive skill. Knowing this fact, the interaction between the students and teacher was limited, so the students could not share their difficulties and lack some stages in learning productive skill. That's why the use of media was important to help the teacher to conduct the learning process and also make the students understand the material more. In addition, the use of media was expected that it could improve the interaction between students and teacher in productive skill classroom activities.

The researcher would try to overcome some problems related to the teaching of productive skill which still lack variations of activities and media. The students also could not get much material that could support the goal of productive skill because there was the limitation of time in learning productive skill. Based on the discussion with the English teacher, Edmodo site used was used to overcome the problems that occurred in XI grade of SMA N 2 Yogyakarta. The researcher hoped that Edmodo site could provide the students with more opportunities and varied feature to practice productive skill.

Edmodo site is a free and secure learning platform design by Jeff O'Hara and Nick Borg in 2008 for teachers, students, parents, schools, and district, and is available at [www.edmodo.com](http://www.edmodo.com) (Chada Kongcham, 2013). This website looks similar to Facebook, but is much more private and safe because it allows teachers, to create and manage accounts and only for their students, who receive a group code and register in the group, can access and join the group; no one else can participate or spy on the group (Jarc, 2010). The site provides a simple way for teachers and students in a virtual class to connect and collaborate.

## **Research Method**

The study was carried out in the first semester of the academic year of 2015 / 2016. It was done from July to November, 2015. It involved students of XI A class as the subject of the research. The class consisted of 32 students. The research was conducted in three cycles, which was held for three meetings in the first and second cycle and two meetings in the third cycle. It followed a model of Action Research procedure suggested by Kemmis and McTaggart (1988). The steps are reconnaissance, planning, action, observing, and reflecting. In the reconnaissance, the data were obtained through conducting a preliminary observation, interviewing some parties, conducting pre – test to measure the students' performances. After identifying some problems, the researcher team discussed the action plans. During the actions, the researcher collected the data through the act of observing and documenting the speaking teaching and learning

process and the obstacles which might appear. Then reflections were done in order to make sense of the data. In this phase, the reflections were done through interviewing some students to know whether there were some improvements and obstacles during the implementation of the actions. The data were qualitative and quantitative. The qualitative data were obtained through observations and interviews with the students and the collaborators. The data were in the forms of field notes and interview transcripts. The quantitative data were obtained from speaking and writing tests (pre – test and post – test).

Data obtained from observations and interviews were analyzed qualitatively following the analysis model proposed by Anne Burns (1999, 2010). It consists of five steps. They are assembling the data, coding the data, comparing the data, building meanings, and interpretations, and the last step is reporting the outcomes. Meanwhile, the data from pre – test and post – test were analyzed quantitatively by using descriptive analysis in the form of mean score. In this way, the students' scores in the pre – test and post – test were compared to see the improvements of the students' productive skills. The validity of the research was obtained by adopting the five criteria of validity namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In addition, this research applied some triangulation techniques, such as time triangulation, investigator triangulation, and theoretical triangulation.

## **Finding and Discussions**

The implementation of Edmodo site in teaching and learning process of productive skill was successful. All students interviewed perceived that the Edmodo site made learning English effectively. Students became more motivated to write and post their writing in Edmodo. Besides that, the students also could give their comment in Youtube after the teacher posting their video project in speaking class. Students enjoy and interest to learn English by online learning because they could maximize their time at home. In Edmodo site, teacher and student could discuss their difficulties in learning English that they met in the classroom. Most of them became more enthusiastic and active. The findings are in line with what have been stated by Schroeder, J., & Greenbowe, T. J. (2009) On – line social networks are also an excellent communication tool for networks construction based on social relationship conversation, collaboration and shared work. Therefore the network can be used as an extension of a physical classroom to help students stay in touch with their teachers, while the teachers and educational institutions to update their knowledge and learning methodologies as well as developing collaborative working (Arroyo, 2011).

This research was done by applying Edmodo as the main media in teaching productive skill. The teacher also applied some media to support the teaching learning process in the classroom. In the classroom, the teacher concerned to explain and give some inputs

for the students, after that the teacher gave some project to be done and later their project would be posted in Edmodo and Youtube. Here, the students were asked to do some project related to the material that had been taught in the classroom. Previously, the teacher posted the material by using Edmodo so the students could prepare themselves by studying the material. The teacher also posted some task that had been arranged by using some features that are provided in Edmodo site. It was done to measure how far the students' understanding in the classroom activity. Project in written form would be posted and commented by using Edmodo and spoken project would be posted and commented by using Youtube. Giving comments here showed that there were some interaction between the teacher and students in online learning,

In Edmodo, the teacher could post the material, worksheet, gave announcement, answer the students' questions, and even ask the students voice by posting a polling in Edmodo site. The students score also could be graded and shown in Edmodo so the students could see their improvement progress in Edmodo site. In accessing Edmodo site, each students had their own account. Each students had their own class, so another students from different classes could not join without the teachers' permission so the teacher could manage the amount of the class.

The research findings were inferred from the qualitative data gathered during the research. The quantitative data were from observation of teaching and learning process, interviews with the collaborators and the students. Besides, the improvements of the students' productive skills were also revealed from the quantitative data which were derived from the students' productive scores in the pre – test and posttest. The students' productive skills, especially in speaking improved in vocabulary, fluency, and pronunciation, and in writing skill improved in organization and style and quality of expression.

Skill	Speaking		Writing	
	Pre Test	Post Test	Pre Test	Post Test
Minimum Score	60	64	55	56
Maximum Score	88	91	66	67
Mean Score	70.5	74.25	60.75	61.25
Average Score	70	72.5	61	62
Modus Score	62	66	62	62

Table 1 shows that the mean score of post – test is higher than the mean score of pre – test. The gain score of the students' productive ability is 4.25 and 1.50 showing that there is an improvement of students' productive skills.

## Conclusion

The implementation of Edmodo site was successful to improve the students' productive skills of grade XI A students of SMA N 2 Yogyakarta. The students made visible progress on their comprehension and motivation. Moreover, through various activities in using Edmodo site, students were able to learn to speak and write English in an enjoyable way. Thus they became more motivated to speak and write English. Here, the teacher also could interact with the students widely because they could communicate with online learning. They could maximize the use of Edmodo as the resources and task center because the teacher also provided materials and tasks by posting them in Edmodo site. The task was arranged by using some features in Edmodo. Some website also used by the teacher to support the students to improve their performance in English, for example the use of Youtube. In this case, in writing skill, the teacher used Edmodo site to share the students' writing. In applying Youtube site, almost of the students were motivated and attracted to maximize their performance in doing the project to make their own video. Later on, the project would be uploaded and be were commented by their mates. Here, there would be a chance to another viewer who could give their comments although the viewer was not the students itself because in Youtube all the people could access it freely. The teacher posted the students' video and asked them to give their respond to their mates. By doing this activity, the students interaction were raised.

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