

The Implementation of EDMODO in Teaching Advertisement Text

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Abstrak

Menulis adalah salah satu kemampuan primer dalam berbahasa Inggris. dan Bahasa Inggris sangat penting dalam memfasilitasi pelajar EFL untuk berinteraksi secara global. Pelajar mulai belajar untuk berkomunikasi dengan satu sama lain dalam bentuk tulisan. Para guru harus kreatif dalam mengajarkan materi dalam aktivitas-aktivitas pembelajaran dan lebih memperhatikan dalam pemilihan media sebelum mereka memaparkannya kepada siswa. Terlebih lagi, keefektifan teknologi online dapat berkontribusi pada pembelajaran, komunikasi, dan sosialisasi siswa. Penelitian ini dilakukan untuk menemukan implementasi platform Edmodo dalam pembelajaran teks iklan. Ditemukan bahwa setelah implementasian Edmodo, pembelajaran dan penugasan menulis jadi lebih mudah dan praktis. Para siswa menjadi lebih disiplin dalam mengumpulkan tugas dan lebih antusias pada aktivitas pembelajaran. Hasil dari tulisan siswa juga menunjukkan bahwa mereka mengalami kemajuan dalam menulis teks iklan

Kata Kunci: *Menulis, Pengajaran Menulis, Edmodo, Teks Iklan*

Abstract

Writing is one of the primary skills in English. English is crucial to facilitating EFL learners to interact globally. The learners begin learning to communicate with others through written form. The teacher must be creative to teach the material in the learning activity and more concerned to choose some media before the teacher delivers it to the students. Moreover, the effectiveness of online network technologies can contribute to the way the learner's study, communicate and socialize. This study was conducted in order to find out the implementation of Edmodo platform in teaching advertisement text. The study found that After implementation of Edmodo, the writing learning activity and the task became easy and practical. The students were able to discipline to submit the assignment and enthusiastic during the learning activity. The students' writing result also showed that their progress is an increase in write advertisement text.

Keywords: *Writing, Teaching Writing, Edmodo, Advertisement Text.*

1. INTRODUCTION

Learning reading is one of the most basic things in Writing is one of the primary skills in English. English is crucial to facilitating EFL learners to interact globally. The learners begin learning to communicate with others through written form. According to [Nystrand \(1986\)](#), writing that should be truly accepted by the readers includes the idea that can be implemented in the passage of writing. Meanwhile, writing means a process that enables writers to share a thought in a paper form [Sénéchal and Young \(2008\)](#). Furthermore, [Liu and Sadler \(2003\)](#), states that writing is a skill in the form of words or text that has meaningful truth-value so that the readers can get the profits from writing.

Regarding understanding the difficulty of writing, the English teachers should understand the material and media that are acceptable in teaching writing. The teacher must be creative to teach the material in the learning activity and more concerned to choose some media before the teacher delivers it to the students. Moreover, the effectiveness of online network technologies can contribute to the way the learner's study, communicate and socialize. According to [Broughton, Brumfit, Pincas, and Wilde \(1978\)](#), it is stated that the students in the world will be more powerful in academic performance when socializing informally with a great network. Therefore, it is a challenging idea for non-digital-native teachers to master the learning issues online in terms of

socializing and communicating with the students using an online platform such as Edmodo

Considering that the Edmodo platform can be an invention media in a learning activity, the teacher should know the benefits of the implementation of the Edmodo platform towards teaching writing. According to [Kongchan \(2012\)](#), using the Edmodo platform in the learning activity is probably more interesting because it affords a high intensity of teaching-learning activity for teachers and learners. The study by [Lie \(2013\)](#), states that learners strongly agree that the Edmodo platform is helpful. Using technology as media to support learning activity such as Edmodo in teaching writing provides many possibilities for students to maintain their written work without need any direct interaction and become an easy communication or collaborative work to the teacher or other students at any time to achieving their motivation and self-efficiency in process of writing.

This study will try to seek better understanding in investigate the implementation of the Edmodo platform to enhance the students' writing process in L2 learning. Therefore, two research questions that were formulated from the gaps in research studies were:

1. How does the teacher implement Edmodo platform in the teaching and learning of writing advertisement text?
2. What changes in students' writing are there after the implementation of Edmodo teaching and learning of writing advertisement text?

2. METHOD

2.1. Participants

The researcher had decided a Bahasa class of the tenth graders of senior high school in Sidoarjo as the subject of the observation, and 5 students as the subject for the portfolio. All the students were presented to this research to know their improvement in teaching and learning writing advertisement text using the Edmodo platform.

2.2. Instruments

To collect the data, the research instruments are field notes and writing rubric, which are used to collect the detail data in students' experience, implementation of this platform in teaching and learning activity, and students' writing after they have taught by the platform. The field notes were used to observe the process of students' writing skills and to analyze the students' ability, and the rubric was used to measure their writing advancements.

Predetermined rubric was used in analysing the portfolio. The rubric is as follows:

Table 2.1 Metacognitive strategy codes

	Excellent	Good	Satisfactory	Needs Improvement
Originality of Ideas	The writing showed significant evidence of originality. Most of the content and many of the ideas are inventive, original, and fresh.	The writing showed evidences of inventiveness.	The writing contains collections and rehashes of other people's ideas. Limited evidence of new thoughts and inventiveness.	The writing is almost a copy or imitation of other people's ideas and products. No evidence of new ideas and though ts put into the work.

Writing	The writing is legible, clear, and grammatically correct. The writing entices the consumer.	The writing is legible and clear with few grammatical errors. The writing entices the consumer.	The writing is mostly legible and clear with some grammatical errors. The writing is somewhat enticing.	The writing is illegible and unclear. The writing is unenticing or full of grammatical errors.	the chosen advertising technique is creative and well.	example of the use of advertising technique.	the advertising technique is satisfactorily, but not creatively.	technique is not followed or no advertising technique exists.
	Presentation Format	The advertisement is aesthetically pleasing, creative, and original example of the chosen format.	The advertisement is aesthetically pleasing/creative/original and a good example of the chosen format.	The advertising is pleasing and is a satisfactory example of the chosen format.	The advertisement is unoriginal and is not an example of the chosen format.	<p>2.3. Data Collection</p> <p>The researcher decided to use field notes to obtain the natural experience during the implementation of Edmodo in teaching advertisement text. Field note contains what the researcher has been seen and heard during learning activity in the classroom. The field note contains two components; those are a descriptive part that includes a complete description of the setting, the person, the real reaction on the field, the interpersonal relationship, and the events of the account (who, when, and what was done). While the reflective part that includes the observers' personal feeling, the impression of the events, and the comments on the research method, discussions, and problems. In this study, the researcher reported the students and teacher activity in the class on a descriptive part. Meanwhile, the researcher provided comments on the students and teacher activity in the classroom on the reflective part</p> <p>The data in from field notes and document of students' writing tasks which were gathered from the observation and the writing portfolio. The procedure of the research is as follow:</p> <p>a) The teacher started giving material about advertisement text using the traditional way. In this time, the researcher collected the first students' writing task about advertisement text as the first draft of their work. From that document, the researcher analyzed the students' problems in writing and got raw data in the form of a word.</p>		
Advertising technique	The advertisement uses	The advertisement is a good	The advertisement uses	The chosen advertising				

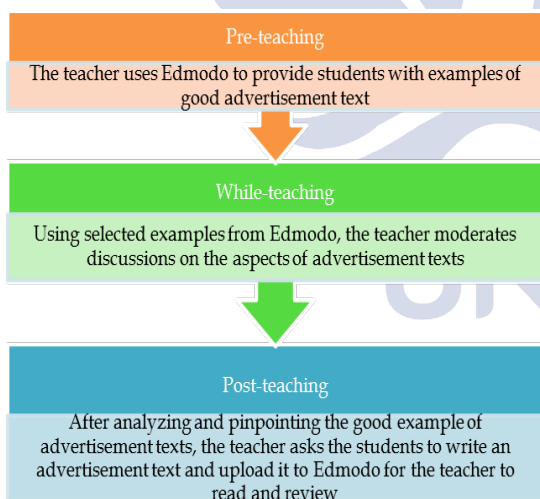
b) The teacher implemented Edmodo in their learning process. The teacher used Edmodo as media to teach the material about advertisement text. Edmodo is a tool to guide the students in understanding the material advertisement text easily than using the traditional way. After the students could operate and learning English writing appropriately using Edmodo, the students wrote their work or task that gives by the teacher on the computer or phone using Edmodo as the media in learning activities.

c) The researcher observed their process as the result of students' field notes after implementing the Edmodo. The researcher observed both the teacher and the student's activity in the classroom.

d) The researcher collected students' writing assessment as the post-Edmodo learning assignment. Here, the researcher used the rubric to see whether there were any differences between before and after the Edmodo learning on their writing.

3. RESULT

3.1 The Implementation of Edmodo Platform in the Teaching of Advertisement Text



3.1.1. Changes on students' writing after Edmodo

Table 3.1 Pre-Edmodo Writing Rubric

Students	Ideas	Writing	Presentation	Advertising
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			format	technique
Dhea	The idea is quite original, but there was barely anything that would expand the idea she came up with.	There was only a single sentence which could not even be considered as a sentence, more of a phrase.	There was nothing on the advertisement, no information, just a single sentence telling about a product. Could not even be considered as an advertisement.	There was nothing that indicated that the text was an advertisement, more of a short message or short announcement.
Eka	The idea is quite original despite most of her friends	Since the word count was limited, she did not have	There were no sign of good spacing, highlighting, or	The only good thing about the advertisement is that she

	share the same ideas.	any grammatical error. However, she made typos and the diction she was using was not quite suitable for an advertisement.	separation that would make people read the advertisement with ease. The information of the product is put in the middle of the advertisement, which makes people hard to find and read.	managed to put a promotion that would actually attract people in buying the tickets. However, it does not actually have the characteristics of an attractive advertisement.		assignment for an announcement text instead of an advertisement.	all” which does not have a verb at all. Moreover, most of the sentences she wrote were not syntactically correct, and confuses the reader.	the format.	ng about and what the good things that she was promoting are.
Mareta	The idea is quite similar with the other students. However, it seemed that she mistook the	She made few grammatical errors in the text. For instance “this event purpose to make	Since this is not actually an advertisement text, there’s not much to say about	Since this is an announcement text, she failed to actually put effort into showing what she’s advertisi	Diana	The idea that Diana used were quite original compared to the other students. However, she wrote an announcement text	Diana made quite noticeable mistakes in the syntax aspect, which takes place in the headline of her writing. Since there’s	Since this is not actually an advertisement text, there’s much to say about the format.	Not only that she failed to understand the difference between advertisement text and announcement text, she also failed to actually highlight

	instead of an advertisement text	not much that she wrote on her writing, the mistakes were small but highly noticeable.		the good aspects of the product that she was promoting.	Dhea	The idea of the text is not really an original idea of a product or a brand.	She managed to make almost no mistakes in grammatical aspects of the text and was able to use proper tense in the advertisement. Some of the phrases used are not morphologically correct, but since it was an advertisement text, the phrases she used were syntactically correct.	She put the sentences in a way that the readers would read the catchphrases and the phrases that should be highlighted. She also managed to put each and every perk of the product into single lines that ease readers to know the quality of the product advertised.	The advertising techniques used were remarkable. She managed to use catchphrases, simple sentences, and also put motto into the advertisement to make the readers interested.
Evin	Evin managed to choose a product that was not used by her friends. However, it seemed that she copied it from TV advertisement.	She managed to write her text with no grammatical error; she only made a minor spelling mistakes that can be considered as typo.	She was able to format her advertisement quite well, which is not surprising since she copied the ideas from a TV advertisement.	She showed what's good about her products in a good manner, which is easy to read and straightforward.	Eka	The idea of the advertisement is not really unique since most of the other students and examples on Edmodo also use	The text has only little grammatical error, but a critical and crucial one. Instead of writing "these drink's ingredients", she wrote "this drink ingredients	The format and layout are badly written. As an advertisement, she put too much useless information that a regular consumer	No catchphrases, no brand name, and putting ingredients list in an advertisement are not really good things to do in making an advertisement; and

Table 3.2. Post-Edmodo Writing Rubric

Students	Ideas	Writing	Presentation format	Advertising technique
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	daily-consumed food and beverages as the idea of the advertisement. Nothing out of the blue or unique in the text.	" which make people questions the product itself.	would not need to know. Moreover, she did not even put any name of the brand, nor emphasize how good the drink is.	those could be found in the text that she made.			were a copy-pasted lines from the book she was reviewing.	strength of the book, she put lines of the book to the advertisement which is not really a good option for an advertisement to have.	makes this advertisement better, since people would be more attracted to a product if it has some kind of discounts or promotions on it.
Maret a	The idea is quite unique if you compare her ideas to the others'. She pick a quite complicated product to advertise, which forced her to explain the product as broad as possible, with as limited words as possible as well.	She made numbers of unnecessary grammatical mistakes. She even failed to form a basic sentence as it is. Her poor choice of words was also hard to not be noticed. It clearly showed that the students had had no big vocabulary that time since the sentences that she actually wrote were all grammatically incorrect, and the rest	She was the only students that showed the picture of the product (drawn), and she placed the picture in a way that it attracts people without being a disruption for people to read what the advertisement is about. However, for a book advertisement, instead of putting a review of the book that shows the	The picture of the product sure put her work ahead of her peers. Although it was poorly drawn, a picture of the product showed that she actually wanted people to buy the product she was advertising. Moreover, she also put a promotional bonus which is "The first 10 buyers will get a free DVD and get real signature by author"					
					Diana	The product that she chose was quite common, but the highlighted components of the text were quite original.	She still made the same kind of mistakes, which is the grammar; she failed to comprehend the difference between the use of past and present tense.	For an advertisement, she formulated the text quite well, putting the interesting facts and details as well as the catchphrases in the right section of the advertisement.	She managed to do it quite well, starting the advertisement with an engaging question that attracts people to read more.
					Evin	The idea she chose was original, an imaginary product of her	She made no grammatical error and were able to choose proper diction for her	She put the text together in a good manner which is easy to read, and	The use of catchphrases and engaging question in her text, which makes

	own.	text.	containing enough information for the reader to be interested in her product.	the text interesting, showed that she understood how to actually attract readers .
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Then we can see on the table above, the most noticeable change that can be seen from students' writing is on the ideas aspect. The student started with only simple ideas which they usually see on brands that have made their own advertisement, indicating that their ideas exploration prior to the use of Edmodo was not that broad yet; as we can see on Mareta's writing, her idea was the same with the other students and she even mistook the text for the other. However, after they are taught using Edmodo, the students seemed to be able to develop their own ideas of advertisement even though they use recent brands to advertise; as we can see on Mareta's idea, her post-Edmodo idea is quite unique if you compare her ideas to the others'. She pick a quite complicated product to advertise, which forced her to explain the product as broad as possible, with as limited words as possible as well

The second most noticeable change is on the presentation format. The students started writing the advertisement not fully knowing the format of an advertisement, and ended up making the texts as if they were a descriptive text; It showed clearly on Evin's writing in which she write the text in such a manner that it resembles descriptive text with no advertising on it. After the Edmodo learning, the students wrote the texts in the proper format; Evin's post-Edmodo writing showed that She put the text together in a good manner which is easy to read, and containing enough information for the reader to be interested in her product. This may be caused by all the examples that the students encountered while doing the Edmodo learning, which increases their knowledge of the advertisement text.

4. DISCUSSION

4.1. The Implementation of Edmodo Platform in the Teaching of Advertisement Text

The teacher was able to utilize Edmodo in enhancing the students' aspects of writing; exploring ideas, which is done by letting the students use Edmodo as their platform to explore and examine ideas; subject, by showing what was needed to be written as the example; purpose, by showing that the text showed as the example in Edmodo has a particular goals of why it was written for; Audience, showing who might need to read the text; planning, by showing a theme that they need to write for in Edmodo; drafting, utilizing Edmodo in submitting what they have drafted; revising, from teacher's input by commenting on their posts on Edmodo; editing, using Edmodo to edit the text made; and publishing, they publish their final draft in Edmodo for other students all around the world to read and learn from.

The implementations above are in line with [Nunan \(1989\)](#), characteristics of successful writing; it requires the platform to enable writer in covering all the aspects of writing. Moreover, [Seow \(2002\)](#) also has the same view regarding how an activity is able to aid learners in forming ideas and encouraging students' writing process. Prior to this research, [Shams-Abadi, Ahmadi, and Mehrdad \(2015\)](#) also stated that using technology in learning activities might be effective, depending on how it is used and how the students perceive the technology used, which will be discussed later.

Moreover, the use of Edmodo encourages a learner-centered learning, which supports the goal of K13 curriculum which is used in Indonesia. Edmodo enables learner in making progresses even with no teacher present. This shows that the implementation of Edmodo matches the characteristics of EFL students in Indonesia. However, it would seem that Edmodo is useful mostly on pre and post teaching, since the platform is mainly used to either show students' work as examples, or as the place for students to collect their works at. In spite of the fact that it only excels in pre and post teaching, Edmodo learning is also useful in getting a quick, real-time feedbacks from teachers to students, and students to students.

4.2. Students' Writing Before and After Edmodo Learning

In teaching and learning process of writing, learners need to be able to explore what they are writing [Zemach and Rumisek \(2003\)](#). This was shown in how students were able to gain ideas easier and more convenient using Edmodo since they could try to look at other students' work all around the world. Moreover, the writings showed that they were able to try new things in enhancing their writing abilities, which is also in line with [Zamel \(1985\)](#), statement saying how important it is for writer to gain new knowledge, clarify what they had observed while writing, and explicate his/her writing experience after finishing up their writing.

The works showed that they were able to understand how an advertisement is made, and what things are supposed to be put in an advertisement. Echoed by previous researches, ([Nunan \(1989\)](#); [Zamel \(1985\)](#); and [Seow \(2002\)](#)) the students used the platform as a tool that they can use alongside classroom learning, which brings more opportunity for them in exploring more ideas, creating more diverse subject of writing, and giving them space in expressing themselves.

The writings also showed that they improve in terms of diction and vocabulary. Eka showed improvements in her diction, showed by how she was able to make catchphrases that are sometimes EFL learners would not really understand nor know on the first place. This shows that by providing examples of other learners' works in Edmodo, students were able to familiarize themselves with the text that is being learnt.

5. CONCLUSION & SUGGESTIONS

Students Based on the research analysis data of the chapter fourth in this study, teachers can teach advertisement writing, which requires a lot of examples to make, using Edmodo as the media that will aid both the students and the teacher in understanding advertisement texts better; to provide students with examples of good texts on the pre-teaching; moderating discussion on selected Edmodo examples on the while-teaching; and telling them to submit their works on Edmodo to ease the feedback-giving on the post-teaching. Edmodo also brings a lot of benefits to the students

such as a good facility to share the ideas and connect both the teacher and the students inside and outside the classroom to learn together. In this study, the researcher acted as an observer who observed the teacher and 25 students in class X Bahasa during teaching and learning process, then collecting the works of 3 students to be analyzed.

The teacher introduced the kinds of advertisement, generic structure, and language feature of the advertisement text while showing examples on Edmodo which they can see on their own smartphones. On the other side in the post activity, the teacher reflects their understanding by started to make their first task of the advertisement text. The teacher guided them to make the advertisement text. In the second meeting, the teacher reviewed the materials of the previous meeting by asking some questions and showing examples on Edmodo. Then, the teacher continued to discuss their assignment using Edmodo. Then, she began continued the material by a game to make the students enjoy learning in the classroom. In the third meeting, the teacher started correction and discuss the assignment. The general patters were observing, questioning, collecting information/exploring, associating, and communication phrase in three meetings. Based on the observation filed note, the researcher found some activities in teaching and learning process. In the field note stage, the teacher was appropriate to the stage of Scientific Approach and trained the students to make the learning process as a student center. The use of Edmodo could help the students in SMAN Krembung in writing advertisement text. It was shown the good result of students' responses and students' writing advertisement text. After implementation of Edmodo, the writing learning activity and the task became easy and practical. The students were able to discipline to submit the assignment and enthusiastic during the learning activity. The students' writing result also showed that their progress is an increase in write advertisement text.

Moreover, the use of Edmodo seemed to have altered students' ability in writing advertisement text. It gives them more ideas to explore and work with, it introduces them to new and necessary vocabulary and diction in writing advertisement, and it also gives them a thorough idea on how an advertisement should be.

Based on the data interpretation and previous conclusions, the researcher formulated suggestion for the teacher and the further researcher are explained as follows:

Edmodo can be available to apply in many materials not only English lesson. Therefore, the teacher must be creative in using various ways to deliver the material in the classroom. The teacher also must understand the students' characteristics and students' level when selecting the material for the students.

The researcher would like to suggest the future research to finish or conduct the similar study in order to improve this study, such as using modification teaching when conducting the same study

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