#### 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 <u>Nystrand (1986)</u>, 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 <u>Sénéchal</u> and Young (2008). Furthermore, <u>Liu and Sadler</u> (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 should know the benefits of the teacher 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:

	Excelle nt	Good	Satisfa ctory	Needs Improv e-ment
Origin ality of Ideas	The writing showed signific ant evidenc e of original ity. Most of the content and many of the ideas are inventi ve, original , and fresh.	The writing showed evidences of inventiven ess.	The writing contain s collecti ons and rehashe s of other people' s ideas. Limited evidenc e of new though ts and inventi veness.	The writing is almost a copy or imitatio n of other people' s ideas and produc ts. No evidenc ts. No evidenc e of new ideas and though ts put into the work.

Table 2.1 Metacognitive strategy codes

	The	The	The	The
	writing	writing is	writing	writing
	is	legible and	is	is
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	clear,	few	legible	e
	and	grammatic	and	and/or
	gramm	al errors.	clear	unclear
	atically	The	with	. The
Writin	correct.	writing	some	writing
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g	writing	consumer.	atical	unentic
	entices		errors.	ing or
	the		The	full or
	consum		writing	gramm
	er.		is	atical
			somew	errors.
			hat	
			enticin	
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	The	The	The	The
	The adverti	The advertisem	The adverti	The adverti
	adverti	advertisem	adverti	adverti
	adverti sement	advertisem ent is aestheticall y	adverti sing is	adverti sement
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Presen tation	adverti sement is an aestheti	advertisem ent is aestheticall y pleasing/cr eative/or	adverti sing is pleasin g and is	adverti sement is unorigi
	adverti sement is an aestheti cally pleasin g,	advertisem ent is aestheticall y pleasing/cr eative/or original	adverti sing is pleasin g and is a satisfac tory	adverti sement is unorigi nal and is not an
tation	adverti sement is an aestheti cally pleasin g, creative	advertisem ent is aestheticall y pleasing/cr eative/or original and a good	adverti sing is pleasin g and is a satisfac tory exampl	adverti sement is unorigi nal and is not an exampl
tation Forma	adverti sement is an aestheti cally pleasin g, creative , and	advertisem ent is aestheticall y pleasing/cr eative/or original and a good example of	adverti sing is pleasin g and is a satisfac tory exampl e of the	adverti sement is unorigi nal and is not an exampl e of the
tation Forma	adverti sement is an aestheti cally pleasin g, creative , and original	advertisem ent is aestheticall y pleasing/cr eative/or original and a good example of the chosen	adverti sing is pleasin g and is a satisfac tory exampl e of the chosen	adverti sement is unorigi nal and is not an exampl e of the chosen
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tation Forma t	adverti sement is an aestheti cally pleasin g, creative , and original exampl e of the chosen format.	advertisem ent is aestheticall y pleasing/cr eative/or original and a good example of the chosen format.	adverti sing is pleasin g and is a satisfac tory exampl e of the chosen format.	adverti sement is unorigi nal and is not an exampl e of the chosen format.
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tation Forma t Adver	adverti sement is an aestheti cally pleasin g, creative , and original exampl e of the chosen format.	advertisem ent is aestheticall y pleasing/cr eative/or original and a good example of the chosen format.	adverti sing is pleasin g and is a satisfac tory exampl e of the chosen format.	adverti sement is unorigi nal and is not an exampl e of the chosen format.

the	example of	the	techniq
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adverti	the	sing	not
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# 2.3. Data Collection

The researcher decided to use field notes to obtain the natural experience during the implementation Edmodo of 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

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:

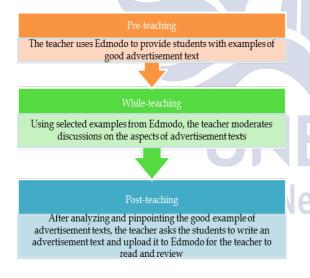
a) The teacher started giving material about advertisement text using the traditional way. In this time, the researcher collected the first students' writing task about advertisement text as the first draft of their work. From that document, the researcher analyzed the students' problems in writing and got raw data in the form of a word. 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

Stud	Ideas	Writing	Presenta	Advertisi
ents	Ideas	writing	tion	ng

				format	techniqu
					e
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		is quite	was only	was	was
		original,	a single	nothing	nothing
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		was	which	advertis	indicated
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		anything	not even	no info	text was
		that	be	about	an
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		expand	ed as a	quality	ment,
		the idea	sentence	of the	more of a
		she	, more of	product,	short
		came up	a phrase.	no	message
		with.		addition	or short
				al	announce
				informat	ment.
				ion, just	
				a single	
				sentence	
				telling	
1				about a	
				product.	
				Could	
				not even	
				be	
				consider	
				ed as an	
				advertis	
				ement.	
	Eka	The idea	Since the	There	The only
		is quite	word	were no	good
		original	count	sign of	thing
		despite	was	good	about the
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		her	she did	highligh	ment is
		friends	not have	ting, or	that she

	share	any	separati	managed	11		assignm	all″	the	ng about
	the same	gramma	on that	to put a			ent for	which	format.	and what
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		using	of the	However,				wrote		
		was not	product	it does				were not		
		quite	is put in	not				syntactic		
		suitable	the	actually				ally		
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		advertis	of the	characteri				and		
		ement.	advertis	stics of an				confuses		
			ement,	attractive				the		
			which	advertise				reader.		
			makes	ment.		Dian	The idea	Diana	Since	Not only
			people			a	that	made	this is	that she
			hard to		Ň		Diana	quite	not	failed to
			find and				used	noticeab	actually	understa
			read.		Μ		were	le	an	nd the
Mare	The idea	She	Since	Since this			quite	mistakes	advertis	differenc
ta	is quite	made	this is	is an			original	in the	ement	e
	similar	few	not	announce			compare	syntax	text,	between
	with the	gramma	actually	ment	Ы	aer	d to the	aspect,	there's	advertise
	other	tical	an	text, she	-	9	other	which	not	ment text
	students	errors in	advertis	failed to			students	takes	much to	and
		the text.	ement	actually				place in	say	announce
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	r, it	instance	there's	into			r, she	headline	the	text, she
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		but					nt.	should be	put motto
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	d to	d to	format	what's			an	of the	
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	that was	with no	ement	products			used were	ease	
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	ement.	consider	TV			not really unique	a critical and crucial	written. As an	putting ingredients
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						other	writing	put too	ent are not
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Stude nts	Ideas	Writing	Presentati on format	Advertisin g technique
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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.

teacher introduced kinds The the 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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16