

Survey Research of Student Perception on The Use of Edmodo as a Learning Platform in Academic Listening Class.

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Abstract

Listening skill has become major problem to master in Indonesia. To accommodate students learning, teachers are encouraged to use technology as media in teaching listening. The media that used in this study is Edmodo. This study have purpose to proof Edmodo as an effective learning media and a media that able to help student in their listening skills. This study used a quantitative approach in the form of survey research and questionnaires are used to collect the data. The result of this study may differ with the other study that have been conducted. Students have different perceptions and opinions toward Edmodo that used in the Academic Listening Course.

Key Words: Edmodo, Listening Skills

Abstrak

Keterampilan mendengarkan telah menjadi tantangan utama yang harus dikuasai di Indonesia. Untuk mengakomodasi pembelajaran siswa, guru dianjurkan untuk menggunakan teknologi sebagai media dalam pengajaran Listening. Media yang digunakan dalam penelitian ini adalah Edmodo. Penelitian ini bertujuan untuk membuktikan Edmodo sebagai media pembelajaran yang efektif dan media yang mampu membantu siswa dalam keterampilan Listening. Penelitian ini menggunakan pendekatan kuantitatif berupa penelitian survei dan kuesioner digunakan untuk mengumpulkan data. Hasil penelitian ini mungkin berbeda dengan penelitian lain yang telah dilakukan. Siswa memiliki persepsi dan pendapat yang berbeda terhadap Edmodo yang digunakan dalam Kelas Academic Listening.

Kata Kunci: Edmodo, Listening Skills

INTRODUCTION

Technology has supported teaching English in the education environment, especially in Listening. Listening is an essential skill because it allows the student to pay attention to the thoughts and behavior of other people. Some students in Indonesia are having difficulties listening, and because of this problem, they cannot understand English (Delsa & R, 2016).

Listening is an essential skill in language learning besides reading, speaking, and writing. Those components cannot be separated because they are the central parts of language used in communication and are related. Everyone should have good listening skills, especially in English, because without good listening skills, we would encounter difficulties in our lives, especially in communication, and we would not be able to learn and understand each other efficiently enough to communicate our needs and thoughts. If someone has good listening skills, they will be able to understand the utterance they are listening to, they will be able to respond to what they hear, and they can understand what the speaker is saying (Gilakjani & Ahmadi, 2011).

Many methods have been used during listening classes, including online multimedia. Online media means the methods, processes, or mediums that produce, publish, transmit, or disseminate message-oriented or thematic

content using signs, symbols, text, voice, graphics, music, video, animation, and various multimedia from the internet (Uno, 2011). Online multimedia creates space between the teacher and learner to learn anywhere using their phones and laptops. This also can be called E-learning. E-learning or learning online is learning implementation is supported by technology services such as telephone, audio, videotape, teleconferencing, satellite transmission, and even the web, all of which use online computer media (Uno, 2011).

Using online multimedia can create a new way of learning. The teacher's delivery of the materials to the students is also not limited to online multimedia. Delivering the listening technique using online multimedia, including interactive listening, is possible. Interactive listening is a style in which the listener controls the speaker's speed, repetition, and explanations (Nation & Newton, 2008).

Many online media can facilitate teachers and students during interactive listening. The focus of the online media that will be used in this present study is Edmodo. Edmodo is an active learning tool based on information technology developed by Jeff O Hara in 2008 through a learning social network. Edmodo was developed specifically for students and lecturers in a virtual classroom that can carry out exciting and easy-to-use activities. Edmodo allows

learning to be held anywhere and anytime, not limited to space and time. Edmodo enables students to participate because online learning provides an interactive learning environment.

Edmodo allows teachers to assess more by creating polls, multiple-choice questions, quizzes, fill-in-the-blanks, and other assessments that garner students' attention (Buescher, 2010). Edmodo provides pools, alerts, quizzes, homework, reading materials, and subgroups. These can be created effortlessly and accessed by students at any time. Edmodo proves that using new technologies may generate enthusiasm in students (Chandler & Redman, 2013).

Due to Edmodo's nature as a site for education and social networking, students have already become familiar with using the portal. Thien (2013) claims that social presence supports learners in understanding their roles in the community, projecting them online, and forming relationships with others by projecting their personalities. With a User Interface similar to Facebook, Edmodo encourages this sense of social presence through groups, Q&A, opinion polls, and so on. Therefore, familiarity encourages enthusiastic participation by students because they feel comfortable learning using the site as soon as they are logged in. By implementing Edmodo, teaching English becomes more interactive, practical, and relevant for today's learners equipped with technology.

Based on the background description, this research is essential to determine the effectiveness of using the Edmodo platform in learning Interactive Listening for students of the English Education Program, Faculty of Language and Literature, University of Surabaya. This research used the following research question as its basis "How do students perceive the use of Edmodo as a practical learning media in the Academic Listening Class?" To fulfill the research questions, this study has objective "to find out the students' perception of Edmodo as the learning platform in the listening class". The results of this study can be used to determine whether Edmodo is an effective learning media for students and teachers in Academic Listening Classes.

METHODS

This research used a quantitative approach in the form of survey research. Survey research is a quantitative research procedure that provides the population with information to describe the population's attitudes, perceptions, behaviors, or characteristics (Sugiyono, 2012). This research aimed to identify students' perceptions toward using Edmodo as the learning platform in listening classes.

In survey research, questionnaires can be used to collect the data. Questionnaires are defined as any text-

based instrument that gives survey participants a series of questions to answer or statements to respond to either by indicating a response by marking a page, writing a number, or checking a box on paper or online, for example. (Brown, 2001).

It is possible, if more time-consuming and probably expensive, to conduct a survey using structured individual interviews. However, questionnaires remain the single most common means of conducting surveys and are indeed probably one of, if not the, most commonly used research tools in the social sciences (Fife-Schaw, 2006).

The collected data of this study using an open-ended questionnaire instrument with several available options, was conducted through Google Forms. The participant must answer some questions about the topic in the Google Form. The participants also suggested elaborating on the opinions provided after completing the questionnaire.

The questionnaires will be divided into 3 sections about Edmodo. These 3 questions sections are Content of Edmodo, Edmodo Interface, and Assessment uploaded in Edmodo.

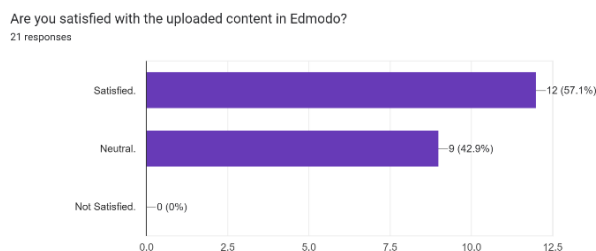
This research setting is taken from an Academic Listening Class at the State University of Surabaya that used Edmodo during the learning process. The student used Edmodo for six months during the listening class. By the end of the month, the students fill out the questionnaires and give opinions about Edmodo, which are distributed online using the Google form.

The research participants are 23 students in the State University of Surabaya, English Education Major, taking the Academic Listening Course. This is the only class that uses Edmodo, and this class will represent the results of this research.

RESULTS AND DISCUSSION

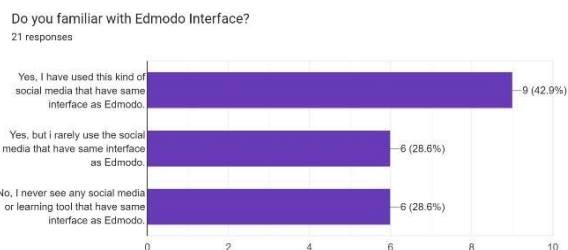
The data have been collected from the 21 students through a questionnaire instrument with a provided option. A questionnaire and one listening test were carried out for data processing in this study. Each of figures will represent the results of each question that has been delivered toward the student.

Figure 1
Student Satisfactory With the Content at Edmodo



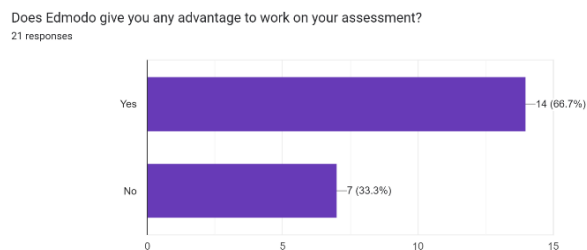
Twelve students reflected their satisfaction with the uploaded content at Edmodo. The content at Edmodo is varied, though some are similar to those on other platforms. The uploaded content can originate from the lecture posted on public forums inside Edmodo and is original from the creator to deliver the materials to the respondent. The nine students felt the materials uploaded on Edmodo were the same as the other learning tools they used daily. Students agree that most of the uploaded content in Edmodo is quite varied, and they can obtain the materials not only from the private class that they are joining but also they also can take materials from the public classroom, resulting in collaborative learning from other students able to exchange knowledge about the listening materials. In this way, students gain many resources and references on the listening materials.

Figure 2
Student Familiarity Toward Edmodo Interface



Nine students have seen and acknowledged social media platforms with the same interface as Edmodo. Therefore, the respondents are not having difficulty learning the interface since the respondents already used social media that works like Edmodo. While the six respondents know that Edmodo is just like social media, they rarely use social media that works like Edmodo because they prefer other social media that is much more interesting. Six respondents admit they do not know what kind of social media is similar to Edmodo. They never use and encounter any social media that is the same, thus making them adapt and understand the interface features inside the application. Overall, Edmodo's interface is well-designed and user-friendly. Edmodo makes learning more convenient, engaging, and effective. In short, they had a positive view of the use of Edmodo. Al Khatiri's (2015) findings show that students perceived Edmodo as highly positive, indicating that this online learning platform has exceptional potential for generating more positive attitudes towards EFL learning.

Figure 3
Advantage of Using Edmodo



From the data above, fourteen students stated that they gained advantages and benefits from working on their assessment by using Edmodo. They gain new learning experiences in Edmodo because of the design, which is similar to social media. They are excited that the learning process feels like using social media, which they usually use daily, and the classroom atmosphere is also positive. These factors affect the student's excitement to follow the class and learn new materials the teacher hands out. Seven students stated that they do not gain benefits by using Edmodo. They prefer using other learning platforms because they are already familiar with the features of other applications, and the environment and experiences are the same, just like in Edmodo. This relates to Buescher's (2010) statement that Edmodo is an easy way to integrate technology into students' assessments and teaching processes. Edmodo is an innovative tool that permits teachers to participate in a teaching methodology conversion because classrooms and engagement with students are more structured. The results also correlate with previous study in the English Literature Study Program at the University of Flores, where Edmodo also gained positive student perceptions. Through these online learning activities, students can learn about new things they may never have known. In addition, students are very interested in learning activities using Edmodo because it can be accessed anytime and anywhere without space and time boundaries, and students are motivated to improve learning outcomes because most students are millennial groups with a visual learning style.

CONCLUSION

Edmodo was viewed as a beneficial learning tool to supplement traditional face-to-face classroom settings due to the variety of features that aid the student's learning process. Additionally, it was deemed an effective instructional tool because it increased students' motivation, flexibility, and engagement in online learning activities. Most participants 'agreed' that Edmodo is one of the most innovative and creative supplementary teaching methods available for enhancing classroom interaction. Students can access

Edmodo from anywhere, provided an internet connection. Teachers can provide additional time to discuss specific materials or courses via Edmodo, an online learning platform. This is consistent with Robertson's assertion that Edmodo provides students an English-language online communicative environment to practice and develop their language skills (Al-Khatiri, 2015). Students agree on the use of the Edmodo platform to learn listening. Based on the results of the data analysis, it can be concluded that the student's perceptions of using the Edmodo platform are positive

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