STUDENTS' PERCEPTION OF USING EDMODO IN LEARNING WRITING DESCRIPTIVE TEXT TO THE FIRST YEAR STUDENTS AT SMKN PERTANIAN TERPADU PROVINSI RIAU

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education

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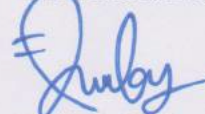
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The Researcher

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ABSTRACT

Feby Rahmi 2019 "Students' Perception of Using Edmodo in Learning Writing Descriptive Text to the First Year Students at SMKN Pertanian Terpadu Prov. Riau."

Keywords: Perception, Edmodo, and Writing.

This study aims to investigate the students' perception of using Edmodo in learning writing descriptive text. Writing is a skill in English that might be boring for students to learn. Because of this, Edmodo helps students become interested in writing.

The objective of this research is to know what are the students' perception of using Edmodo in learning writing descritive text and to know how students' percieve of using Edmodo in learning writing descriptive text. This research was a qualitative research and used descriptive method to expose the data which was collected by questionnaire and interview, then analyzed using Likert Scale. The sample was the first year students at SMKN Pertanian Terpadu Prov. Riau. The questionnaire consisted of 30 statements related to their perception of using Edmodo.

The data revealed that the response of students who were mostly positive towards using Edmodo was in learning writing descriptive text. The researcher also found that most students were happy when using Edmodo as a medium in learning English especially in writing descriptive text.

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CHAPTER I

INTRODUCTION

1.1   Background of the Problem

Writing is one of the basic skills which are important for communication. Based on Muth'im (2009), writing is one of the skills that must be learned and carried out by students of any level of education. Based on Kellog (as cited in Javed and Juan, 2013), writing skill is an essential element for students' academic success, beacuse helps to (1) reinforce the grammatical structure, (2) enhance the students' vocabulary, (3) and assist other language skills such as reading, listening, and speaking. So, it can be concluded that writing is one of the important competencies that is learned by students at school.

Technology is becoming increasingly important in both our personal and professional lives, and our learners are using technology more and more. It is well known that our modern life is highly affected by the era of information technology, and technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education as teaching English with technology can be useful.

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Edmodo as a form of technological development for educational purposes, is believed to be of assistance for teachers in language classrooms. Edmodo is designed very modestly, almost similar to Facebook, and provides space for teachers, students, and even parents to maximize teaching and learning process (Kongchan, 2012). Writing, which seems to be burdensome and boring, will be less demanding, as Edmodo provides a lot of conventient features to practically aid teachers and students to conduct and organize teaching writing in such a baby step (scaffolding) either in classroom sessions or students' individual learning time at home (Lara, 2013).

Based on the background of the research above, the researcher conduct a research entitle **" Students' Perception of Using Edmodo in Learning Writing Descriptive Text to the First Year Students at SMKN Pertanian Terpadu Provinsi Riau "**.

1.2   Identification of the Problem

The researcher necesssary to identify the problem which arise in this study, to be clear and focused. For the identification of problem in this study are as follows:

1. The deficiency of students enthusiastic to learn the material in the class with the teacher.

2. The students have lack of interest in writing.

3. The deficiency of enthusiasm and students' response to the material presented by the teacher while in class.

1.3   Focus of the Problem

From the identification of the research above, the researcher focus in the use of Edmodo in teaching process. And the researcher focus in writing skill because in the used of Edmodo the teachers often used Edmodo to improve their writing skill. The researcher choose SMKN Pertanian Terpadu Prov. Riau because the school is good enough, the acreditation is A and the school was the researcher place of PPL (Pratek Pengalaman Lapangan).

1.4   Research Questions

Based on the background above, the researcher could draw the main problem to make easy in the theoretical review. The problem of this research is formulated are question of:

1. What are the students' perception of using Edmodo in learning writing Descriptive Text to the first year students at SMKN Pertanian Terpadu Prov. Riau ?

2. How do the students' percieve of using Edmodo in learning writing Descriptive Text to the first year students at SMKN Pertanian Terpadu Prov. Riau ?

1.5   **Objective of Research**

Based on the research questions, the general objective of this research are:

1. To know the students' perception of using Edmodo in learning writing Descriptive Text to the first year students at SMKN Pertanian Terpadu Prov. Riau.

2. To know the students' percieve of using Edmodo in learning writing Descriptive Text to the first year students at SMKN Pertanian Terpadu Prov. Riau.

1.6   **Significance of Research**

This result of this research was expected will gave some contributions for some aspects below :

1. For the Teachers

    The study may attract the attention of English language teachers to the importance of implementing the Edmodo technology as a means of developing writing skills, which may result in improving learners' writing skills in general, and getting rid of traditional methods, and encouraging the use of new nontraditional ways.

2. For the Students

    It may encourage and motivate students to use Edmodo to earn knowledge.

3. For the Reader

    To find out more of how Edmodo is related to writing skill, specifically for students in Senior High School and also benefit that could be obtained, afterwards.

1.7   Definition of Key Term

a. Perception

    Perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment (Robins, 1999: 124). Perceptions are essentially cognitive processes experienced by everyone in understanding every information about their environment through vision, hearing, appreciation, feeling, and smell (Thoha, 1999: 123-124).

b. Writing

    Writing is a prime means of our thinking and our emotions (Wilkinson, 1985:45). Writing is a process of expressing feeling, idea, and thought from a writer to the readers (Byrne, 1995:5). Wriitng can also defined as a means of developing ideas, reformulating knowledge and discovering personal experience (Aridah, 2003).

c. Edmodo

    Edmodo is a social-learning network that helps students, parents, administrators, and teachers collaborate about resources, assessment and content on a source and safe learning management platform (Candelaria

& Wernicke, 2013). Edmodo is also defined as a private, teacher-moderated social network where students can share ideas, publish their work, and learn how to communicate effectively online (Pape, Sheehan & Worrell, 2012).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Edmodo

2.1.1.1 Concept of Edmodo

Edmodo is a social networking website used for educational purpose. The Edmodo application is much like the commonly used Facebook website. Like Facebook, Edmodo is a site designed to keep people in touch with those who have similar interest and goals. Edmodo creates an online environment for teachers and students to stay connected in an educational setting. This online learning space creates a secure environment for a class to share ideas, files, and assignments through mobile access and messaging.

One of the recent technologies applied in language classrooms is Edmodo, a blended learning platform designed by O'Hara and Borg in 2008 and is now available at www.edmodo.com (Kongchan, 2012) and designed almost similar to Facebook, but intended for educational purposes (Kongchan, 2013). Edmodo is used by many educational institutions all over the world for its attracting features (Delacruz, 2013; www.support.edmodo.com, 2013, 2014): user-friendliness (Kongchan,

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2012; Thongmak, 2013); free and secure online environment (Kongchan, 2013); the top teaching and learning websites developing innovation, and creativity (Kongchan, 2012); literacy learning and communicating facility (Delacruz, 2013; Paulsen, 2003; Jenkins, 2006; Stroud, 2010). Therefore, there is no doubt about how Edmodo facilitates students' learning experience to take place.

Edmodo is believed to be applicable in teaching writing. Some studies have proved how Edmodo works in writing classes (Adas & Bakir, 2013; Gardner, 2013; Pop, 2013; Karyawati, 2014; Abadi, Ahmadi & Mehrdad, 2015) through the adaptation of GBA (Genre Based Approach) as corroborated by Lara (2013). The results of the research mostly reveal that Edmodo is able to be integrated into writing.

According to Wikipedia, Edmodo, a private micro blogging platform, was developed for use in the classroom by teachers and students. Edmodo provides teachers and students the ability to share notes, links, and files to foster communication inside and outside of the classroom. Teachers also have the ability to post alerts, assignments, and events to share with their students. ("Edmodo").

According to Sanders (2012) found that incorporating Edmodo encourages both student engagement and responsible learning when particular Edmodo features are employed. Future studies should look at how teachers of other disciplines use Edmodo within their classes to encourage

student engagement and responsible learning and a study should be conducted using a control group for comparison to look deeper at the impact on student GPA's for classes that use information technology and those that do not.

2.1.1.2 Component of Edmodo

According to Kongchan (n.d.p1) states that Edmodo provides a simple way for teachers and students in a virtual class to connect and collaborate. For example, teachers can send out quizzes band assignments, give feedback, receive completed assignments, assign grades, store and share content in the form of both files and links, maintain a class calendar, and conduct polls, as well as send notes and text (SMS) alerts to individual students or the entire class. Students can also share content, submit homework, assignment, and quizzes, receive their teacher's feedback, notes, and alerts, as well as vote on polls.

According to Sheehan & Worrell (2012) that Edmodo boasts more than 7 million user and has been described as the Facebook of education. Edmodo now has apps for iOS and Android platforms that promote mobile access as well.

According to Wallace (2013) that Edmodo being used by teachers to create communities of practice for themselves and children is a highly authentic and honest reflection of the natural interaction of teachers and children in the classroom. The best teaching, collaboration and affinity

spaces for teachers are those that have emerged from the teacher groups themselves.

2.1.1.3 Characteristics of Edmodo

1. Edmodo offers different levels of interaction.
2. Students get to work on educational assignments while using a fun platform.
3. Teachers can easily differentiate assignments for students on different achievement levels. Teachers can provide remedial assignments, extension assignments, or different assignment to students as needed.
4. Students usually enjoy "social networking". This combines something they use in their everyday lives with education.
5. Students can work individually or cooperatively.

Edmodo can easily be used in several subject areas. For many teachers, it can be integrated into every core subject. Since the teacher is in charge of what is on the website, as far as examples and discussion starters, sudents can use Edmodo in nearly any subject.

According to Hazlett (2010) that Edmodo can always be used to post differentiated activities and assignments for students. Edmodo also helps teachers integrate writing and reading into other subject areas. When discussing, reading and writing are definitely neede to participate in the discussion.

2.1.1.4 Purpose of Edmodo

As a teacher, this social learning network is a convenient way for the teachers to share important information, notes, links, and other online media directly with students. It offers another form of communication from teacher to students but also students to students. It's a **great discussion platform** for topics we cover in class; both for ideas we don't get to spend enough time discussing and ones we want to explore more deeply. Edmodo is set up to allow students a unique way to participate in discussions, one that focuses on their voice and words. It allows them to read other children's thoughts and **enrich their own ideas** or understandings about an issue in a way that doesn't always happen in a traditional classroom discussion.

2.1.1.5 Benefits of Edmodo for District-Wide Professional Learning

According to Foster (2012:2) says that focused Learning – District and Site Work. One of our district difficulties in a radical transformation to a more student-centered learning environment has been the consistency of message from district leadership, site administrators and teacher leaders. Through creating an environment where we all interact together, the message remains consistent as people in all positions have access to the same content. This has simplified the message and brought more people on board.

1. Mobile learning – anytime, anywhere.

2. Social Construction of Learning. Edmodo allows for a social constructivist learning experience, allowing teachers and administrators to interact with each other that will bring the learning beyond the knowledge of any one participant. The process can be facilitated by district and site administrators who can ask questions, create context and provide information as needed to participants.

3. Long-term Learning.

4. Encourages Discussion and Dissent.

5. Support. The Edmodo help site is an amazing collection of videos and text support for all levels of learners.

2.1.2 Writing

2.1.2.1 Definition of Writing

There are three definition of writing according to experts. According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Besides that, Tarigan (1994:3) stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic symbols presented if they understand the language and the graphic

itself. Almost the same with Tarigan, Ramelan (1992:14) also stated, writing is representation or symbol of language.

From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written from that can be the tool to communicate with the other people.

2.1.2.2 The Importance of Writing

The reason for teaching writing to the students of English as a foreign language include reinforcement, language development, learning style, and the most importanly writing as a skill in it's own right. (Harmer, 2002: 79)

According to Hamer (2004: 31-33) there are some importance of writing. Those are :

a. Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.

b. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

c. Writing is frequently usefull as preparation for some other activity.

d. Writing can be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking.

e.   Writing is also used in questionnaire-type of activities. Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

2.1.2.3   The Process in Writing

According to Harmer (2004: 4-6) states that there are four main elements in writing process. Those are planning, drafting, editing (editing and revising), and final version.

a.   Planning

According to Harmer (2004: 4) stated that in planning process, there are three main issues have to be thought by students. The first, the students have to decide the purpose of writing. Next, students have to think about language style. Finally, students have to consider to content.

b.   Drafting

According to Harmer (2004: 5) stated that drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

c.   Editing

According to Harmer (2004: 5) stated that in editing the students read again what they write as a draft to check their writing if there are

mistakes. After the students found the mistakes, then revise it. By doing

those, the mistakes can be minimize.

d. Final version

According to Harmer (2004: 5-6) said that the last stage is the final

version. After all process have done, the students make final version. It

is possible that the final version is much different in the plan and the

draft has been made before. It happens since there are many change in

editing process. Any unimportant information stated in the draft can be

deleted.

After finishing that processes, the result of writing is raedy to be

sent out to the reader. It is different if students write spontaneously.

Therefore, the result of writing skill will be better with following those

processes.

2.1.2.4 The Purpose of Writing

According to Tarigan (1994: 24) summarize the purpose of writing,

those are :

a. Assignment purpose

The writers will start writing when someone asks writers to write

about something. Therefore, the idea which will be written by the

writers does not come from writers itself.

b.   Altruistic purpose

The purpose is to entertain the readers, to remove the readers

sadness with the writer's work.

c.   Persuasive purpose

It has purpose to convince the readers about the true opinion

presented.

d.   Information purpose

The purpose of writing is to given information, explanation to the

readers.

e.   Self-expresive purpose

The purpose is to introduce the writer to the readers.

f.   Creative purpose

The writing has to achieve artistic value, value of art.

g.   Problem-solving purpose

This writing is used to solve problem faced by the writer. Writers

want to explain and observe carefully about his thought and idea to be

understood and accepted by the readers.

2.1.3   Perception

2.1.3.1 Definition of Perception

The understanding of the perceptions can be derived from some

experts. According to Kreitner and Kinicky (1992: 126), "perception is a

mental cognitive process that makes people interpret and understand their surrounding". Borger nad Seabone (1966: 105) add that perception is "an awareness of the environment, through which a person processes incoming sensory data in a certain way to arrive at useful impression of this surrounding". Huffman and Venoy (1997: 79) argue that perception refers to the process of selecting, organizing, and interpreting sensory data into useful mental representation of the world. Meanwhile, Cook, Hunsaker, and Coffey (1997: 150) state that perception is an important process that covers the selection, organization, and interpretation of sensory data which help people to define their world and influence their behavior.

According to Pickens (2005), perception is closely related to attitudes (p.52). On the other hand, Lindsay and Norman (1977) state that perception is the process by which organism interprets and organizes sensation to produce a meaningful experience of the world (as cited in Pickens, 2005,p.52). So, perception could be shown because the ability of feeling and the ability of thinking. Then, students' perception on use Edmodo will give their attitude and interest in learning using Edmodo.

In addition, according to Walgito (2003: 87) perception is the process of human thinking about certain phenomenon. Perception is started from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process, a person interact with his/her environment using five sense. Those are vision, hearing, taste, smell, and touch. Furthermore, Koentjaningrat (2010: 42) explained that

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perception is the relialization of human brain process and it appears as a view about phenomenon. In this process, many factors such as feeling, needs, motivation, educational background, experiences, etc are involved.

According to Vygotsky (1978: 33), perception is a dynamic system of behavior which is always changing. Warga (1983: 207) adds that perceptions begin with a stimulus which creates sensation. Hence, Warga explains that perceptions are influenced by people' past experience.

2.1.3.2 Students' Perception

Humans are created differently, each individul has different perceptions. The existence of differences between individuals with each other by liking one object and some who do not like the object, it really depends on how the individual responds to the object with its perception. Aristotle (2008) state about perception is the associated with a change in a sense-organ and this is caused by the object of perception. Which means that everyone has feelings of likes or dislikes for the intende object. By specifying the object has been listed in Gibson's theory that is the basis of Gibson's theory is the conviction that our perception is determined by optical flows – optic arrays, Gibson believed that a human perceives objects (their sensory qualities) in a way by which packets of information – arrays determined (structured) by objects, enter his sensors (2003). According to Chudler, the perception is the awareness familiarity regarding what we senses. In fact, most attitudes, behaviors, and adjustments are determined by

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their perceptions. Montague (1997) said that student's perception is the student feeling about something.

2.1.3.3 The Importance of Students' Perception

In knowing the perception of students is very important because this also means for teachers or lecturers to evaluate after knowing the results of student perceptions. As stated by Chen (2003), the student's perception is really important for evaluating the teaching effectiveness. After knowing the perception of students, teachers or lecturers can change what is not liked by students and can improve what has been liked by students, wheither it is about how to teach or how to deliver material to students. Therefore, student's perception is very important, especially for teachers or lecturers. According to Petegem's study, the student perception is the important account to measure the learning outcomes. Freiberg and Stein stated that the students' perception is the solution of components and indicators in explaining the classroom conditions. Therefore, students' perception is very important not only for estimation but also for teaching development purpose.

2.1.3.4 Types of Perceptions

In identifying the students perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the

reaction of others to them. This perception, in turn influences the demeanours each individual obtain and choices each human being makes all the way through life (Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, and Catherine G. Blosser: 2009).

1) Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

2) Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

2.1.3.5 Measurement of Perception

Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has been specifically determined by the researcher, hereinafter referred to as the research variable (Sugianto, 2009). According to Azwar (2010), perception measurement can be done using Likert scale, with the following categories:

1) Positive statement/negative statement

    a. Strongly Agree

    b. Agree

    c. Uncertain

    d. Disagree

    e. Strongly Disagree

2) Criteria for measuring Perception

    a. Positive perception if the value of T is obtained by respondents from Questionnaire < T Means.

    b. Negative perception if the value of T is obtained by respondents from the questionnaire ≤ T Means.

2.2   Relevant Studies

This research is not the initial study on media of teaching, some studies had previously been conducted by many researchers, among them are as follows :

a.   Christoper Tambunan (2015): The Use of Edmodo to Motivate Students in Writing.

The differences this research from that was carried out by Christoper Tambunan were: (1) This current research is a case study design, while the previous one was quasi-experimental. (2) This research focuses primally student's perception of using Edmodo, while the previous one focused to motivate students in writing; (3) This research is addressed to students of SMKN Pertanian Terpadu Prov. Riau, while the previous one was addressed to students tenth grade of Senior High School in Bandung.

b.   Mai Wael Mesleh Qalaja (2015): The Effectiveness of Using Edmodo on Developing Seventh Graders' Writing Skills and their Attitude towards Writing in Gaza Governorate.

The differences this research from that was carried out by Mai Wael Mesleh Qalaja: (1) This research is qualitative approach with a case study design, while the previous one was experimental approach. (2) This research focuses on using Edmodo and writing skill, while the previous one was focused on writing skill and writing attitudes scale; (3) This research is addresse to students of SMKN Pertanian Terpadu Prov. Riau, while the previous one was addressed to students of Al Majda Wasella prep "B" Girls' School.

c. Adin Fauzi (2017): The Effect of Edmodo on Students' Writing Skill in Recount Text.

The differences this research from that was carried out by A. Fauzi: (1) This research is qualitative research, while the previous one was pre-experimental research. (2) This research focuses on writing descriptive text, while the previous one was focused on recount writing instruction; (3) This research is addresse to students of SMKN Pertanian Terpadu Prov. Riau, while the previous one was addressed to students X Excellent Class of Senior High School in Tulungagung, Indonesia.

Based on the explanation above, it can be concluded that this research is completely different from those three previous researches in term of methodologies, locations, and years of research activities.

2.3   Conceptual Framework

A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). It is linked the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researcher (Peshkin, 1993).

As discussed above, writing is considered as a difficult skill to acquire by most learners. That is why many students are not really interested to the writing. Therefore, many of the students cannot write in English. Most of the learners only got a little exposure from this language. Because of those conditions make the teaching and learning process ineffective.

STUDENTS' PERCEPTION OF USING EDMODO IN LEARNING WRITING DESCRIPTIVE TEXT TO THE FIRST YEAR STUDENTS AT SMKN PERTANIAN TERPADU PROVINSI RIAU

QUALITATIVE RESEARCH

To know students' perception of using Edmodo in learning writing Descriptive Text to the first year students at SMKN Pertanian Terpadu Prov. Riau

Distribute descriptive text to practice in learning writing by using Edmodo

Distribute questionnaire about the using Edmodo in learning writing Descriptive Text

Interview some students about the using Edmodo in learning writing Descriptive Text

Figure 2.1

The Conceptual Framework of the Research

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2.4 Assumption

Assumptions for this research for to know students' perception of using Edmodo in learning writing Descriptive Text to the frst year students at SMKN Pertanian Terpadu Prov. Riau. For being assumptions of this research, the researcher believed that first students at SMKN Pertanian Terpadu Prov. Riau can use edmodo on writing Descriptive Text.

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

A research design is naturally the framework or plan for a study that is used as a pattern in collecting and analysing data (Prabhat & Mishra, 2015:18). On the other hand, Kothari (2004:31) stated that a research design is the adjusment of conditions for collection and analysis of data in a manner that aims to combine importance to the research purpose with economy in procedure. So, research design can be defined as all things related to collection and analysis of the data to get the research purpose.

The researcher adopted the descriptive qualitative approach in order to meet the nature of the research which attempted to know students' perception of using Edmodo in learning writing descriptive text to the first year students at SMKN Pertanian Terpadu Prov. Riau.

3.2   Source of Data

This research was conducted in SMKN Pertanian Terpadu Prov. Riau. It is located on Kaharuddin Nasution street KM. 10 Pekanbaru. The time of the research on September 2019. The researcher chose SMKN Pertanian Terpadu Provinsi Riau for this research, because the researcher has done PPL in SMKN Pertanian Terpadu Provinsi Riau, and the researcher interest to find out the

students' perception on the writing skill of students in a class of first year 2019/2020. The population of this research are the first year students at SMKN Pertanian Terpadu Provinsi Riau 2019/2020. The population of this research are 490 students. The researcher chose them as the population of this research. They are distributed into 14 classes. According to Arikunto (2008:116) research sampling as follows: If less than 100 better taken all until the research is a population study if the number of large subject can be take around 10-25%. In selecting the sample of the research, the researcher selected one class of the sample of this research because of a particular reason. The researcher chose Class ATP 2 with consist of 35 students as sample of the research. The researcher analyzed the data required in this study in collecting data by using : Questionnaires and Interview.

3.2.1 Questionnaires

The questionnaire was adapted and simplified from similar previous studies conducted by Christoper Tambunan (2015), Supappon Manowong (2016), and Astina Mega Yunita (2018). The questionnaire consist of 30 questions, with used options: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. Questions number 1 to 8 taken from Christoper Tambunan (2012), questions number 9 to 20 taken from Supaporn Manowong (2016), and questions number 21-30 taken from Apriani (2015).

Table 3.1

The Likert-Scale in the Questionnaires

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
5	4	3	2	1

Table 3.2

The Aspects of Students' Responses to the Edmodo Activity Questionnaire

No	Indicator	Item Number	Total
1.	Students' responses to Edmodo activity	1-2	2
2.	Benefits from Edmodo Activity	3-8	6
3.	Students' perception about using Edmodo	9-15	7
4.	Views on students experience using Edmodo	15-20	5
5.	The implementation of Edmodo in learning writing Descriptive Text	21-25	5

6.	The students' perception on the use of Edmodo in learning writing Descriptive Text	26-30	5

From the results of the questionnaire, the researcher get more a positive perceptions. According to Robbins (2002: 14) that positive perception is an individual's assessment of an object or information with a positive view or in accordance with what is expected from the object perceived or from the existing rules. The cause of the emergence of a positive perception of a person because of individual satisfaction with the object that is the source of their perception, the existence of individual knowledge, as well as the individual's experience of the object perceived.

3.2.2 Interview

After providing a questionnaire, the reseacher conducted interviews with 3 students about their opinions on using Edmodo in learning writing descriptive text. According to Johnson and Larry (2012), interview is a data collection which the interviewer asks some questions regarding to this study to the interviewees (p. 198). Then the purpose of the interview is to make sure questionnaire to get the information about formulate problem from this research which is about students' perception of using Edmodo. The example of the interview guide can be seen i Table 3.2.

Table 3.3

The Example of The Interview Guideline

Category	No	Questions
The Implementation of Edmodo in Learning Writing Descriptive Text	1.	How often do you use Internet ? Do you find difficulties in accessing Internet ? What are they ?
	2.	What do you think about Edmodo ?
Students' Perception of Using Edmodo in Learning Writing Descriptive Text	3.	Do you feel motivated when you are using Edmodo ? Why ?
	4.	Do you think that Edmodo help you to learn English especially to improve your skill in writing descriptive text ? Can you give the example ?

3.3 Data Collection Technique

Data collection tecnique is the first main step in the research, because the main purpose of the research is to get the data. In this research, the researcher worked with Questionnaire and Interview. In this research, the questionnaire contains about the students' perception of using Edmodo in learning writing descriptive text. Then the researcher conducted interview with 3 students.

3.4   Data Analysis Technique

For the first time, after the writer got the data, the researcher gives the score of the questionnaire. This research is done in order to know the percentage of students scores in using Edmodo on Writing Skill, but interpretates the data is descriptively. In this research, researcher calculated the students' individual score from the questionnaire use the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage

F = Frequency of Score

N = Number of the Respondents

(Sugiono, 2010)

Depend on the data collection technique, the researcher followed the procedures to collect the data which is necessary in the research as follows:

3.4.1 Questionnaire

According to Arikunto (2013:194) questionnaire are a number of written questions that are used to obtain information from respondents in the sense of report about their personality or things knows. The data achieved through questionnaire and analyzed by describing students' perception in learning writing descriptive text.

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3.4.2 Interview

After data collected, the data are checked, and learnt. The researcher take 3 students for giving some questions by interview. The researcher use this instrument to make sure the students' answer of questionnaire. The researcher ask the students the use Edmodo in learning writing descriptive text. According to Lexy (2014) interview is a conversation with purpose, usually an interview is done by a person interview or more who will be the interview.

The researcher asks the same question in the same order to all respondents in order to generate the same response so that it does not cause processing difficulties due to different interpretations. Interviews are designed the same as questionnaires, only not written questions submitted but oral questions made by an interviewers who records the respondent's answers. The researcher has a number of questions that have been compiled and conducted interviews on the basis of guidance on these questions. While interviewing, the resercher recorded the response or view given by the respondent to the question posed. Then the researcher continues other questions that have been compiled or provided. The same question will then be asked of each respondent in the same event. To analyze data from interview, the data from recording are transribed, real, and categorized. After that, the data are interpreted into some issues according to result questions.

CHAPTER IV

RESEARCH FINDINGS

4.1   The Data Description

Instruments for collecting the data from this study were questionnaires and interview. from this study the researcher aimed to determine the students' perception and students' perceive of using Edmodo in learning writing Descriptive Text as mentioned by researcher in research questions. Data is collected in the following ways:

1. Students are asked to gather in one place according to the agreement made by researcher and students.

2. Students are given a questionnaire sheet and the researcher provides instructions for filling in the questionnaire, and students are given 20 minutes to fill in the questionnaire.

3. After completing the questionnaire, students collected the questionnaire sheet.

4. After all questionnaire sheets were collected, the researcher asked for help from some students whose speaking was good enough to do interview.

5. Both instrument questionnaire and interview were analized descriptively based one key answer, formulation which had been determined before.

4.2 The Data Analysis

In this study to answer research questions, researcher present the results obtained by calculating the average of each part. The researcher analyzed the data in the form of descriptive analysis. Then, the analyis of this study was based on data obtained from the questionnaire and also obtained from interview to support the results obtained from observations on the perceptions of students using Edmodo in learning writing Descriptive Text.

4.2.1 Part A – Students' responses to Edmodo activity.

In this section, the researcher will discuss about students' responses to Edmodo activity in the teaching and learning process. The numbers associated with this section are number 1 and number 2. The questionnaire's data were present in Table 4.1

Table 4.1

Students' Responses to Edmodo Activity

No.	Statement	Explanation				
		Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1
1	Edmodo makes me enjoy in learning writing.	25 students (71,42%)	10 students (28,58%)	0%	0%	0%
2	Edmodo makes me easy in learning.	10 students (28,58%)	22 students (62,86%)	2 students (5,71%)	1 student (2,85%)	0%

Item 1. Edmodo makes me enjoy in learning writing.

The results of item 1 about the statement that Edmodo makes the students enjoy in learning writing shows that of the 35 students who chose strongly agree was 71,42% and those who voted agree 28,58%. Meanwhile, no student chooses uncertain, disagree, and strongly disagree about the statement. It means, all respondents think that Edmodo made them enjoy in learning writing.

Item 2. Edmodo makes me easy in learning writing.

The results of the second statement show that 62,86% of the students agree and 28,58% strongly agree with statement that Edmodo made them easy in learning writing. In this second statement, only 5,71% chose uncertain and 2,85% chose not agree. The percentage of the total level that chooses to agree that Edmodo made them easy in learning writing is greater than the percentage of the total level that chooses disagree about the statement.

Figure 4.1 Students' Responses to Edmodo Activity
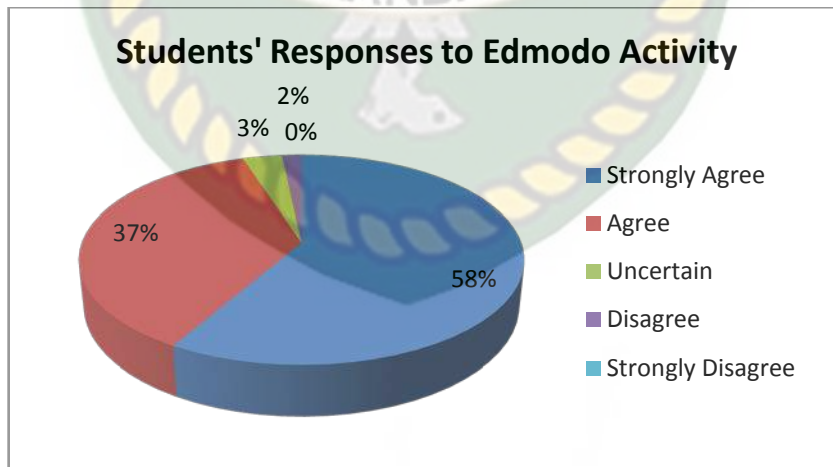
Based on the Figure 4.1, shows that the highest percentage is on Strongly Agree. Then the lowest percentage is on Strongly Disagree. So, it means that the students having a positive perception.

4.2.2 Part B – Benefits from Edmodo activity.

In this section, the researcher explains the students' responses to the benefits from Edmodo activity. The corresponding numbers are number 3 to 8. In order to know the further result of the questionnaire, the researcher interpreted the findings based on the data in table 4.2 which can be seen in the following page.

Table 4.2

Benefits from Edmodo Activity

No.	Statement	Explanation				
		Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1
3	Edmodo can improve my writing skill.	11 students (31,43%)	15 students (42,86%)	9 students (25,71%)	0%	0%
4	Edmodo can improve my self-expression.	14 students (40%)	14 students (40%)	6 stundents (17,14%)	1 student (2,86%)	0%
5	Edmodo can improve my	10 students	11 students	13 students	0%	1 student (2,86%)

		(28,57%)	(31,43%)	(37,14%)		
	critical thinking.					
6	Edmodo can improve my spirit in learning writing.	7 students (20%)	16 students (45,71%)	11 students (31,43%)	1 student (2,86%)	0%
7	Edmodo can make me learn a lot with friends well.	14 students (40%)	18 students (51,43%)	3 students (8,57%)	0%	0%
8	Edmodo can improve writing motivation.	13 students (37,14%)	12 students (34,28%)	8 students (22,86%)	1 student (2,86%)	1 student (2,86%)

Item 3. Edmodo can improve my writing skill.

Furthermore, the third statement shows that no student chooses disagree and strongly disagree. Only 25,71% chose uncertain of this statement. Most students agree that Edmodo can improve their writing skill, it was proven by 42,86% of students agreeing and 31,43% strongly agreeing with the statement. Therefore, the percentage of the total uncertain rate was 25,71% and total the

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percentage rate of agreed was 74,29%. It can be concluded that Edmodo can improve their writing skill.

Item 4. Edmodo can improve my self-expression.

The fourth statement shows that 40% of students choose to agree and strongly agree that Edmodo can improve their self-expression. Meanwhile 17,14% of students chose uncertain and 2,86% chose disagree. So, the percentage of total levels that agree is higher than those who choose disagree. It means that most of the students agree that Edmodo can improve their self-expression.

Item 5. Edmodo can improve my critical thinking.

The fifth statement shows that presented that 28,57% of the students strongly agreed and 31,43% of the students agreed with the statement. However, there were 37,14% of students who chose uncertain. Then, none of students choose disagree and just 2,86% of students strongly disagree. The percentage of the total level agree was 60% , the total level uncertain was 37,14% and the total level disagree was only 2,86%. It can be seen that some of them are agreed that Edmodo can improve my critical thinking.

Item 6. Edmodo can improve my spirit in learning writing.

The results of this statement showed that only 20% of the students who filled out the questionnaire chose strongly agreed and 45,71% agree with the statement that Edmodo can improve their spirit in learning writing. Then, 31,43% of the students chose uncertain and only 2,86% disagreed that Edmodo can

improve their spirit in learning writing. The total percentage of the agreement level was 65,71%, the total uncertain level was 31,43% and the total percentage of the disagreement level was 2,86%. It meant that most of students was agreed Edmodo can improve their spirit in learning writing.

Item 7. Edmodo can make me learn a lot with friends well.

In this statement, students who choose strongly agree were 40% and students who choose to agree were 51,43%. Then, 8,57% of the students choose uncertain. None of the students chose disagreed and strongly disagreed. So, the total percentage of the agreement level was 91,73% and the total uncertain level was 8,57%. That means, almost all students agreed that Edmodo can made they learn a lot with friends well.

Item 8. Edmodo can improve writing motivation.

The result of this statement was that 37,14% of students strongly agree and 34,28% of students agree that Edmodo can improve writing motivation. Then, 22,86% of the students chose uncertain. While those who choose disagree were 2,86% and who choosse strongly disagree 2,86% too. So, the total percentage of students who agree with this statement was 71,42%, then the total percentage uncertain level was 22,86% and the total percentage that disagrees was only 5,72%, it can be concluded that more than half of students agree with the statement.

Figure 4.2 Benefits from Edmodo Activity

Benefits from Edmodo Activity

1%
1%
24%   33%
41%

- Strongly Agree
- Agree
- Uncertain
- Disagree
- Strongly Disagree
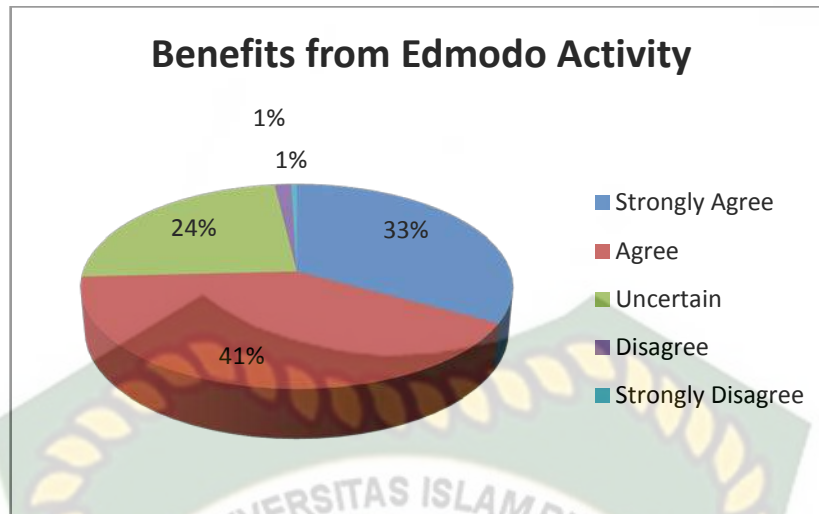
Based on the Figure 4.2, shows that the highest percentage is on Agree. Then the lowest percentage is on Agree and Strongly Disagree. So, it means that the students still having a positive perception about those statements.

4.2.3   Part C – Students' perception about using Edmodo.

In this section, the researcher will discuss about students' perception about uisng Edmodo in teaching and learning activities. The numbers assosiated with this section are number 9 to number 15. The questionnaire's data were present in Table 4.3

Table 4.3

Students' Perception about Using Edmodo

No.	Statement	Explanation				
		Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1
9	I think Edmodo is convenient to use especially in submitting assignments.	10 students (28,57%)	14 students (40%)	11 students (31,43%)	0%	0%
10	I think online activities and discussion in Edmodo can motivate me to learn more about the lesson.	14 students (40%)	15 students (42,86%)	6 students (17,14%)	0%	0%
11	I think the use of Edmodo saves effort and time.	13 students (37,14%)	13 students (37,14%)	9 students (25,72%)	0%	0%
12	I think Edmodo facilitates interaction and communication between teacher	13 students (37,14%)	10 students (28,57%)	12 students (34,29%)	0%	0%

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	and students.					
13	Edmodo procedure is difficult to follow.	6 students (17,14%)	19 students (54,29%)	6 students (17,14)	4 students (11,43%)	0%
14	I think Edmodo is useful for me.	15 students (42,85%)	14 students (40%)	5 students (14,29%)	0%	1 student (2,86%)
15	I think it is difficult to use Edmodo because of the slow-speed internet on my mobile.	10 students (28,57%)	18 students (51,43%)	7 students (20%)	0%	0%

Item 9. I think Edmodo is convenient to use especially in submitting assignments.

In this statement, the result showed that 28,57% of the students who strongly agreed and 40% who agreed with the statement. Then, 31,43% of the students chose uncertain with the statement. The total percentage of the agreement level was 68,57% and the total percentage of uncertain level was 31,43%. It could be seen that most of them think that Edmodo is conveient to use especially in submitting assignments.

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Item 10. I think online activities and discussion in Edmodo can motivate me to learn more about the lesson.

The result of the tenth presented that 40% of the students strongly agreed and 42,86% of the students agreed with the statement. Then, 17,14% of the students chose uncertain of the statement. It meant that, almost all of students agreed that activities and discussion in Edmodo can motivate them to learn more about the lesson.

Item 11. I think the use of Edmodo saves effort and time.

The results of this statement indicate that students who strongly agree were 37,14% and those who agree were 37,14%. 25,72% of students who choose uncertain. The total percentage of the agreement level was 74,28% and the rest are students who choose the uncertain level, which is 25,72%. So, we can know that the use of Edmodo saves effort and time.

Item 12. I think Edmodo facilitates interaction and communication between teacher and students.

The result of this statement presented that 37,14% of the students strongly agreed and 28,57% agreed that Edmodo facilitates interaction and communication between teacher and students. Then, 34,29% of the students chose uncertain the statement and none of the students disagreed and strongly disagreed. The total percentage of the agreement level was 65,17%, then the total percentage of uncertain level was 34,29%. So, more than half of students agreed that Edmodo facilitates interaction and communication between teacher and students.

Item 13. Edmodo procedure is difficult to follow.

The result of thirteen item show that students that choose strongly agreed was 17,14% and chooses agreed 54,29%. Then, 17,14% of the students chooses uncertain and 11,43% of the students chooses disagree. Meanwhile, no students chooses strongly disagreed the statement. The total percentage of agreement level was 71,43%, then the total percentage of the uncertainlevel was 17,14% and the total percentage of the disagree level was 11,43%. So, there are some students think that Edmodo procedure is difficult to follow.

Item 14. I think Edmodo is useful for me.

From this statement it can be seen that students who choose strongly agree are 42,85% and those who choose to agree are 40%. Students who choose uncertain 14,29%. Then, none students choose disagree and only 2,86% of the students choose strongly disagree. From the percentage that can be seen who chooses disagree level was 2,86%. That means, most students agree with the opinion that Edmodo is useful for them.

Item 15. I think it is difficult to use Edmodo because of the slow-speed internet on my mobile.

The result of this statement presented that 28,57% of the students strongly agreed and 51,43% agreed with this statement. Students who choose uncertain 20%. Meanwhile, none students who choose disagreed and strongly disagreed. Therefore, the total percentage of the agreement was 80%. So, most of students easy to use Edmodo because of the slow-speed internet on their mobile.

Figure 4.3 Students' Perception about Using Edmodo
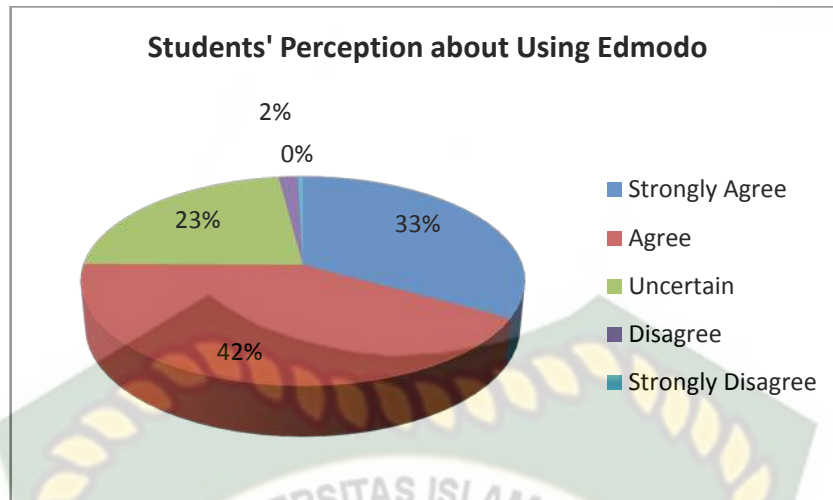
Based on the Figure 4.3, shows that the highest percentage is on Agree. Then the lowest percentage is on Strongly Disagree. So, it means that the students having a positive perception about those statements.

4.2.4   Part D – Views on students experience using Edmodo.

In this section, the researcher explains the students' viewsof experience using Edmodo. The corresponding numbers are numbers 16 to 20. In order to know the further result of the questionnaire, the researcher interpreted the findings based on the data in Table 4.4. Which can be seen in the following page.

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Table 4.4

Views on Students Experience Using Edmodo

No.	Statement	Explanation				
		Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1
16	I am satisfied with Edmodo.	8 students (22,86%)	17 students (48,57%)	8 students (22,86%)	2 students (5,71%)	0%
17	I feel connected with the teacher and other students in this subject.	15 students (42,85%)	11 students (31,43%)	7 students (20%)	1 student (2,86%)	1 student (2,86%)
18	I feel isolated in this subject.	8 students (22,86%)	12 students (34,28%)	12 students (34,28%)	3 students (8,58%)	0%
19	I am overwhelmed with information and resources in this subject.	9 students (25,71%)	17 students (48,57%)	7 students (20%)	1 student (2,86%)	1 student (2,86%)
20	Using Edmodo could enhance my learning.	14 students (40%)	11 students (31,43%)	10 students (28,57%)	0%	0%

Item 16. I am satisfied with Edmodo.

In this statement, students who choose strongly agree were 22,86% and students who choose to agree were 48,57%. Then, students who choose to uncertain were 22,86%. Meanwhile, students who choose to disagree were 5,71% and none of the students chose strongly disagreed. So, the total percentage of the agreement level was 71,43%, then the total percentage of uncertain level was 22,86%, and the total level of disagreement level was 5,71%. That means, almost all of students satisfied with Edmodo.

Item 17. I feel connected with the teacher and other students in this subject.

The result of the seventeenth statement presented that 42,85% of the students strongly agreed and 31,43% of the students agreed with the statement. Then, 20% of the students choose uncertain the statement. Meanwhile, students who choose agreed were 2,86% and students who choose strongly disagreed 2,86% too. The total percentage of the agreement level was 74,28%, then the total percentage of uncertain level 20%, and the total of percentage of disagreement level was 5,72%. Thats mean, almost all of students feel connected with the teacher and other students in this subject. Beacuse they can using Edmodo not only in the classroom, but also when they are at home.

Item 18. I feel isolated in this subject.

The result of this statement showed that 22,86% of the students who strongly agreed and 34,28% of the students who agreed with the statement. Meanwhile, there were 34,28% of the students who choose uncertain the

statement. Then, only 8,58% of the students disagree and none students strongly disagreed with the statement. Based on the result, the total percentage of the agreement level was 57,14%, then the total percentage of the uncertain level was 34,28%, and the total percentage of the disagreement level was 8,58%, and the total percentage of the disagreement level was 8,58%. It meant that most students feel isolated in English subject especially in writing.

Item 19. I am overwhelmed with information and resources in this subject.

In this statement, students who choose strongly agree were 25,71% and students who choose to agree were 48,57%. Then, students who choose uncertain were 20%. Meanwhile, students who choose to disagree were 2,86% and students who choose to strongly disagree were 2,86% too. So, the total percentage of the agreement level was 74,58%, the total percentage of uncertain level was 20%, and the total percentage of disagreement level was 5,72%. That means, most of students agree with the statement.

Item 20. Using Edmodo could enhance my learning.

The results of this study indicate that students who choose strongly agree were 40% and students who choose to agree were 31,43%. Then, who choose uncertain 28,57%. While, who choose disagree and strongly disagree was none. Of the total percentage, almost all of students who chose agree with the statement that using Edmodo could enhance their learning.

Figure 4.4 Views on Students Experience Using Edmodo
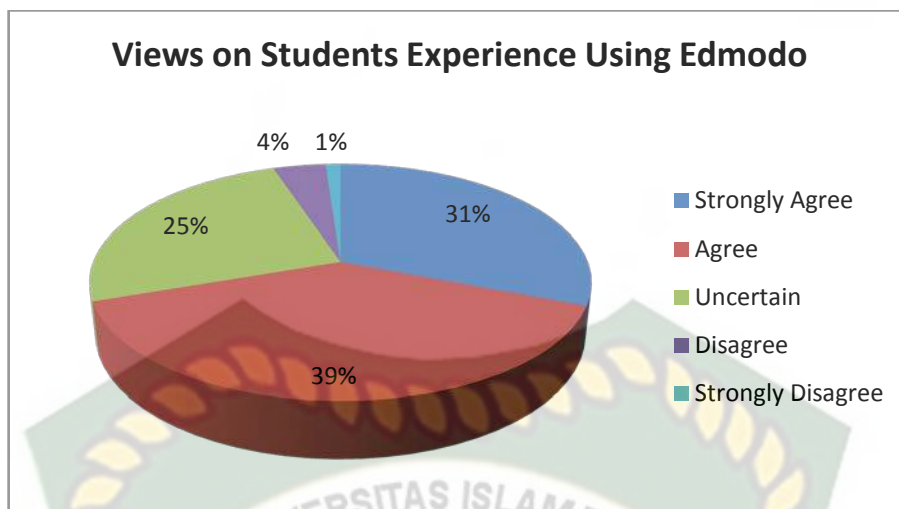
Based on the Figure 4.4, shows that the highest percentage is on Agree. Then the lowest percentage is on Strongly Disagree. So, it means that the students having a positive perception about those statements.

4.2.5 Part E - The implementation of Edmodo in leraning writing Descriptive Text.

In this section, the researcher explains the students' responses to the application of Edmodo in learning writing Descriptive Text. The corresponding numbers are number 21 to 25. The questionnaire's data were present in Table 4.5

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Table 4.5

The Implementation of Edmodo in Learning Writing Descriptive Text

No.	Statement	Explanation				
		Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1
21	I have known Edmodo from my teacher	6 students (17,14%)	20 students (57,14%)	8 students (22,86%)	1 student (2,86%)	0%
22	This is the first time for me using Edmodo.	13 students (37,14%)	11 students (31,43%)	11 students (31,43%)	0%	0%
23	This is the first time for me using Edmodo in learning process.	15 students (42,86%)	13 students (37,14%)	7 students (20%)	0%	0%
24	My teacher helps me to use Edmodo in learning process.	10 students (28,57%)	17 students (48,57%)	7 students (20%)	0%	1 student (2,86%)
25	I believe that Edmodo easy to use.	7 students (20%)	12 students (34,28%)	15 students (42,86%)	0%	1 student (2,86%)

Item 21. I have known Edmodo from my teacher.

In this statement, students who choose strongly agree were 17,14% and students who choose to agree were 57,14%. Meanwhile, there were 22,86% of the students who choose uncertain were 2,86%. Then, none of students choose disagree or choose strongly disagree. That means, almost all of students agree that they known Edmodo from their teacher.

Item 22. This is the first time for me using Edmodo.

The result of the statement 22 presented that 37,14% of the students strongly agreed and 31,43% of the students agreed with the statement. Meanwhile, there were 31,43% chose uncertain the statement. Then, no one student chose disagreed or chose strongly disagreed with the statement. The total percentage of agreement level was 68,57% and the total percentage of uncertain level was 31,43%. So, in most cases, most of the students don't know about Edmodo and have never used it.

Item 23. This is the first time for me using Edmodo in learning process.

From this statement we can see that 42,86% of students strongly agree and 37,14% agree with the statement that they were assisted by teachers using Edmodo in the learning process. Then, there were 20% of students who chose uncertain and no student chooses disagree and strongly disagree. The total percentage of agreement level was 80% and the total percentage of uncertain level was 20%. So, from the percentage we know that some students have used Edmodo in learning process before.

Item 24. My teacher helps me to use Edmodo in learning process.

In the statement 24, the researcher found that the total percentage of the agreement level was 77,14%, then the total percentage of the uncertain level was only 20%, and the total percentage of the disagreement level was only 2,86%. Students who chose strongly agreed was 28,57% and who chose agreed was 48,57%. While, students who chose uncertain was 20%. Then, students who chose disagreed was none and just 2,86% of students who chose strongly disagreed. From this percentage we can know that students have positive opinions about this statement because in the previous item it was clear that they knew Edmodo from their teacher. Then, the teacher explained and taught students how to use Edmodo so they could use Edmodo easily.

Item 25. I believe that Edmodo easy to use.

The results of the 25th statement indicate that only 20% of students voted strongly in agreement and 34,28% of students chose to agree. However, there were 42,86% of the students who chose uncertain the statement. Then, none of the students who agree with the statement and just 2,86% of the students who chose to strongly disagree. Therefore, we can see from the results of the percentage that students agree with the statement that they believe that Edmodo is very easy to use.

Figure 4.5 The Implementation of Edmodo in Learning Writing Descriptive Text
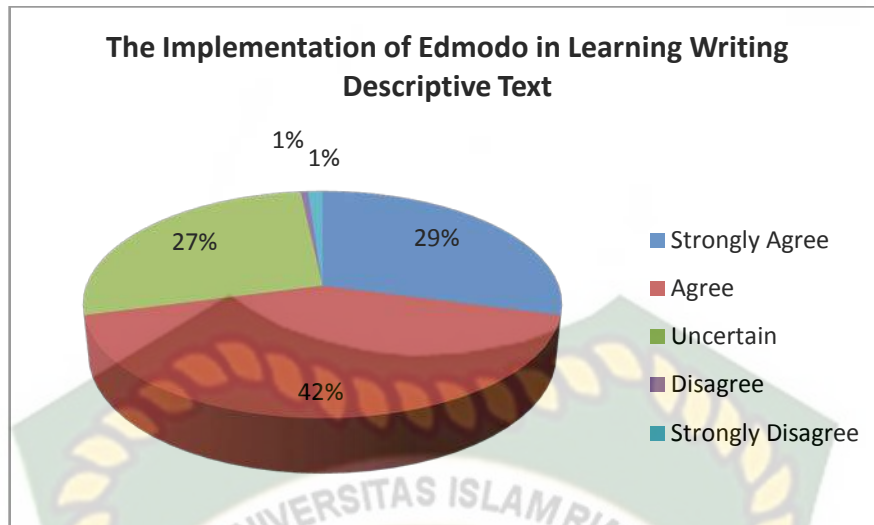
Based on the Figure 4.4, shows that the highest percentage is on Agree. Then the lowest percentage is on Disagree and Strongly Disagree. So, it means that the students still having a positive perception about those statements.

4.2.6 Part F – The students' perception on the use of Edmodo in learning writing descriptive text.

The purpose of this section is to show and discuss findings about student opinions using Edmodo in learning descriptive text. To collect data from this study, the researcher used a questionnaire consisting of 30 statements and interviewed 3 first year students in class X ATP 2.

In order to know the further result of the questionnaire related to the students' perception on the use of Edmodo in learning writing descriptive text, the researcher interpreted those results based on the data in table 4.6

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Table 4.6

The Students' Perception on the Use of Edmodo in Learning Writing

Descriptive Text

No.	Statement	Explanation				
		Strongly Agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1
26	My teacher always gives feedback for my assignment	20 students (57,14%)	8 students (22,86%)	7 students (20%)	0%	0%
27	I get more motivated to learn English by using Edmodo	11 students (31,43%)	14 students (40%)	10 students (28,57%)	0%	0%
28	I believe that Edmodo is an effective educational website to learn English especially for writing skill.	10 students (28,57%)	17 students (48,57%)	7 students (20%)	1 student (2,86%)	0%
29	I believe that using Edmodo can help me to develop my skill	12 students (34,28%)	15 students (42,86%)	8 students (22,86%)	0%	0%

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| 30 | I am not satisfied to use Edmodo in writing descriptive text. | 13 students (37,14%) | 14 students (40%) | 7 students (20%) | 0% | 1 student (2,86%) |

Item 26. My teacher always gives feedback for my assignment.

The results of this study indicate that students who strongly agree were 57,14% and students who agree were 22,86%. Then, students chose uncertain were 20%. Meanwhile, none of the students chose disagree and strongly disagree. Based on the result, the total percentage of the agreement level was 80%, then the total percentage of the uncertain level 20%. Therefore, it could be seen that most of the students agreed that their teacher always gives feedback for their assignment. The feedbacks given by the teacher were very helpful for the students.

Item 27. I get more motivated to learn English by using Edmodo.

The results of this study indicate that students who strongly agree were 31,43% and students who agree were 40%. Meanwhile, there were 28,57% of the students who chose uncertain the statement. None of the students disagreed or

strongly disagreed with the statement. So, the total percentage of agreement level was 71,43% and the total uncertain level was 28,57%. That means, most of students agree with the statement and less students disagree with the statement.

Item 28. I believe that Edmodo is an effective educational website to learn English especially for writing skill.

The result of this statement showed that 28,57% of the students strongly agreed and 48,57% of the students who agreed. That Edmodo was an effective educational website to learn English especially in writing skill. Meanwhile, there were only 20% of the students who chose uncertain the statement and just 2,86% of the students who chose disagreed, but none of the students who strongly disagreed. The total percentage of the agreement level was 77,14%, the total percentage of the uncertain level was 20%, and the total percentage of the disgreement level was only 2,86%. Based on the total percentage, it could be concluded that most of the students had positive response towards the statement. In other word, most of the students believed that Edmodo was an effective educational website to learn English especially for writing skill.

Item 29. I believe that using Edmodo can help me to develop my skill in writing descriptive text (grammar, accuracy, and spelling).

Research finding from this statement shows that students who choose strongly agree were 34,28% and students who choose to agree were 42,86%. Meanwhile, students who choose uncertain were only 22,86% and none of the students who choose disagree or strongly disagree with the statement. The results

of the total percentage of students who chose to agree were 77,14% and the total percentage of students who chose to uncertain 22,86%. Based on the total percentage, showed that students believed that using Edmodo could help them to develop their skills in writing descriptive text (grammar, accuracy, and spelling). Because, every word in Edmodo uses English, becuase of that, they can learn spelling grammar and even can add their vocabulary.

Item 30. I am not satisfied to use Edmodo in writing descriptive text.

The result of the last statement in this statement presented that there were 37,14% of the students who strongly agreed and 40% of the students agreed with this statement. There were 20% of the students who chose uncertain about this statement. While, none of the students disagreed and just 2,86% of the students who chose strongly disagreed. Bassed on the result of the data, the total percentage of the agreement level was 77,14%, the total percentage of the uncertain level was 20%, and the total percentage of the disagreement level was only 2,86%. It could be concluded that almost all of the students were not satisfied to use Edmodo in writing descriptive text.

Figure 4.6 The Students' Perception on the Use of Edmodo in Learning Writing
Descriptive Text
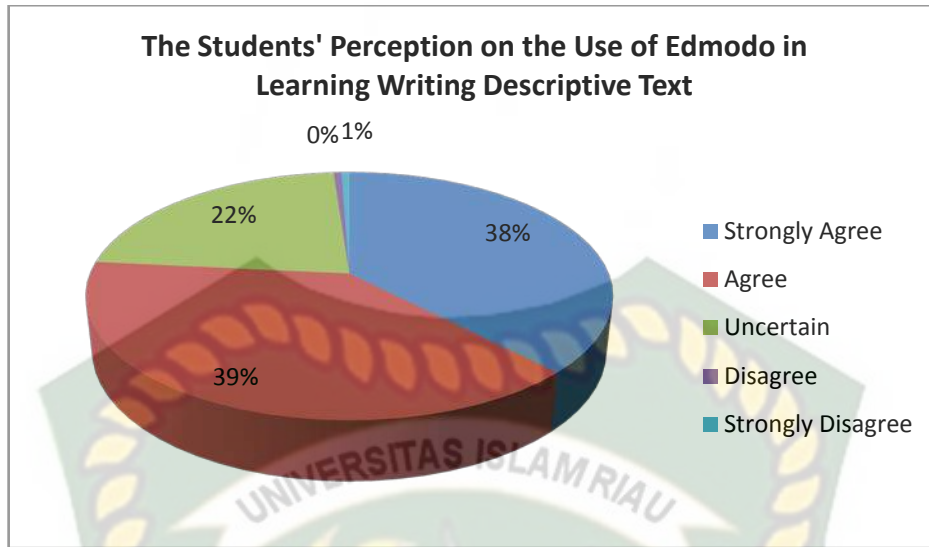
Based on the Figure 4.6, shows that the highest percentage is on Agree

also. Then the lowest percentage is on Strongly Disagree. So, it means that the

students having a positive perception about those statements.

4.2.7   The Results of Interviewing 3 Respondents of class X ATP 2 students.

Table 4.7

The Result of Interview

No.	Questions	Answer	Respondents
1	How often do you use Internet? Do you find difficulties in accessing Internet? What are they?	- Everyday, the difficulties just because the connection. - If there is time, the	1 2

		- difficulties just because there is no paket data.	
		- Everyday, the difficulties are nothing.	3
2	What do you think about Edmodo?	- Edmodo is application that can improve my self-expression.	1
		- Edmodo is learning application.	2
		- My opinion, Edmodo is application that very easy to do our learning.	3
3	Does the implementation of Edmodo easy to be followed?	- Yes, that easy to be followed.	1
		- I think is not really, because I can not understand.	2
		- Yes, it easy.	3
4	Are they any difficulties in using Edmodo to do your assignment about writing descriptive text? What are they?	- Nothing, I think there is no difficulties.	1
		- The difficulties just because I don't really understand about Edmodo.	2
		- No, because the Edmodo application resave more	3

		papper.	
5	Do you feel motivated when you are using Edmodo? Why?	- Yes, I feel. Because I got new knowledge.	1
		- Yes, I feel. Because Edmodo interested.	2
		- Yes, I am motivated. Because of adding knowledge in Edmodo application.	3
6	Do you think that Edmodo help you to learn English especially to improve your skill in Descriptive Text writing? Can you give the example?	- I think yes. Because Edmodo can helped me to work faster.	1
		- No, I think because Edmodo is difficult to use.	2
		- Yes, Edmodo can helped me in learning because Edmodo has English features.	3
7	What is your opinion on the use Edmodo in writing descriptive text?	- My opinion is simple is simple that is easy to work.	1
		- Edmodo is easy in writing descriptive text because it saves my time.	2
		- In my opinion, Edmodo is easy to do our learning.	3

8	How do you feel about using Edmodo in writing descriptive text?	- I feel Edmodo can improve my spirit in learning writing.	1
		- I feel Edmodo can make me learn a lot with friends well.	2
		- I am very happy using Edmodo.	3
9	What are the benefits that you can get by using Edmodo in teaching learning activities?	- I can get easy to understand the learning.	1
		- I can discussion with my friends by Edmodo.	2
		- It's easily motivates me in teaching and learning.	3

The interview result by 3 students showed that they can use internet almost every day. They also say that there are no serious difficulties in accessing internet, it's just difficulties in internet connection and if there is no paket data. The result if this interview support the results of a questinnaire where students agree that they have slow-speed connection in accessing internet on their mobile phone. Then, from second question of interview, almost all of students said that Edmodo was application that can improve their learning. The results of this question also related to the questionnaire statement where students also agree that Edmodo can improve their learning especially in writing. In the third question of interview, two

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of three students said that the implementation in Edmodo was very easy to follow

and this result also support the result of a questionnaire. Then, the other student

said that the implementation in Edmodo wasn't really easy, because he can not

understand about Edmodo. The next question of interview, two of three students

said there is no difficulties, but one of them said the difficulties just becuase he

didn't really understand to use Edmodo.

While in the fifth question, all of students said that their were motivated

because Edmodo is very interesting and can add new knowledge through the

Edmodo applicaton. So, the result of this question also related to the questionnaire

statement where students also agree that Edmodo can motivate them to learn more

about the lesson. Furthermore, in the next question one of three 3 respondents said

that Edmodo was hard to use, so Edmodo was not really helpful in learning

English especially in writing descriptive text beacuse it is difficult to use. Then,

the other students said that Edmodo really helps them in learning English because

Edmodo has English features and also helps them work faster.

Then, on seventh question about their opinion using Edmodo in writing

descritptive text, they mentioned that Edmodo is an application that makes it easy

for them to learn and also Edmodo can save their time in learning. In the next

question, students say that they feel helped using Edmodo, it is very happy to use

Edmodo, can improve their spirit in learning writing, and Edmodo can make learn

a lot with friends well. The last question of interview, the students mentioned the

benefits they got by using Edmodo. The first benefit is get easy to understand the

learning. The second benefit, they can disscussion with their friends by Edmodo

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especially when they are not in class. And the third benefit, the student said that Edmodo easy to be motivated in teaching and learning.

So, the conclusion from the results of this study answer the research question. From the research questions, the researcher want to know the students' perception of using Edmodo in learning writing descriptive text and the researcher want to know students' perceive of using Edmodo in learning writing descriptive text.

4.3   The Interpretation of Data

The researcher was found the results based on questinnaires and interview. Then, students' perception and students' perceive of using Edmodo in learning writing descriptive text, students enjoyed in learning writing by using Edmodo, students felt happy and they said that Edmodo easy to use and interesting application. Edmodo can also motivate students to learn especially in writing descriptive text.

So, based on the result of this research, the researcher stated that almost all students gave positive perceptions in using Edmodo.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides the conclusions related to the study and also recommendation. The conclusion of the study are drawn based on the results and the disscussion on the data gained to answer the research questions, the recommendationa are given to the students, the teachers, and also the future research.

5.1   Conclusion

Based on the data obtained and explained in the previous chapter, the conclusions from this study were taken based on the results of related research to answer the research questions in this study. In the first research question, researcher wanted to know what are the students' perception of using Edmodo in learning writing descriptive text. And, the second question of research question researcher wanted to know how do the students' perceive of using Edmodo in learning writing descriptive text. Then, from the results it was found that the response of students who were mostly positive towards using Edmodo was in learning writing descriptive text. the researcher also found that most students were happy when using Edmodo as a medium in learning English especially in writing descriptive text.

In addition, students also think that Edmodo is very easy to use even though they have not known Edmodo for a long time and how to use it. They also

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said that the procedure for uding Edmodo could be followed easily, they had been told by their teacher about the use of Edmodo. Then, Edmodo is a medium that was used to publish or submit their assignments that can be seen by teachers and their frineds, and their frineds can also provide feedbcak or suggestions.

Furthermore, the students' perceive of using Edmodo which are related to the second research question are who are more motivated to improve their skills in writing a text descriptive. Students can also communicate or discussion with their teachers and friends easily. In addition, using Edmodo could enhance their learning, Edmodo can saving their time in learning writing descriptive text, and then the students can resave more papper by using Edmodo. Based on the responses given by students, they also said that they felt happy, interested, motivated and satisfied to use Edmodo in learning writing descriptive text.

There are some difficulties faced by students in using Edmodo, the related problem was about internet connection and if they don't have paket data and there are some students not really understand in using Edmodo.

5.2   Suggestions

In this part, the researcher gives some recommendation which can be drawn from the findings. The recommendations are given to the students, English teachers, and future researcher.

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5.2.1 Suggestions for Students

In this section, researcher want to give a few things to recommend to students about using Edmodo. Considering that Edmodo is one of the interestng and easy learning media to use, students must maximize the use of Edmodo becuase there were many benefits that can be obtained in using Edmodo. By maximizing the use of Edmodo, students can get better learning English, especially in writing descriptive text. In addition, Edmodo really helps students when studying outside the classroom. For example, when students are at home, they still get new material from the teacher, assignments, and can directly collect their assignments through Edmodo.

5.2.2 Suggestions for Teachers

The researcher recommends that the teacher be more active in using Edmodo. Because of that, the teacher can see the development of students. The teacher was the initial medium for students to know Edmodo, so the teacher should provide detailed instructions on using Edmodo, then there were no students do not understand how to use Edmodo. The researcher also suggested that the teacher always giving feedback on student assignments collected through Edmodo. So, students more motivated and enthusiastic to do and collect their assignments because they get feedback from the teacher.

5.2.3 Suggestions for the future Researcher

For other researcher, it is better to make improvements and add innovation to existing research, becuase this research is still far from perfect. In addition, this

study only focuses on students' perception, so, the next researcher can add topics that are more beneficial for the future.

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