
Edmodo Engaging and Students' Motivation Toward Students' Writing Ability

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Abstract: This study aimed to investigate the influence of Edmodo Engaging and Students' Motivation Toward Students' Writing Ability at English Department of STAI Hubbulwathan Duri. It was a correlational research design. Then, it also involved 13 students as a sample. Three hypotheses were posed in this study firstly to find out the influence of Edmodo toward students' writing ability. Secondly, students' motivation toward students' writing ability. The last Edmodo engaging and students' motivation toward students' writing ability. The research findings showed that there was an influence of Edmodo engaging and students' motivation toward students' writing ability of English Department of STAI Hubbulwathan Duri in academic year 2017/2018. This study used SPSS to analyze the data. The data were correlated by using Pearson Product Moment Correlation (SPSS). Then, the level significance $5\% = 0.05$ because this study used oral test and Significant F change = 0.024. The degree of correlation between Edmodo and students' motivation toward students' writing ability is 0.726. Category between $0.5 \leq r < 0.726$ is strong. So, based on coefficient correlation (r) value from the formula, 0.726 is strong. It showed that the hypothesis alternative (Ha3) was accepted. In conclusion, Edmodo Engaging and students' motivation had a strong contribution to students' writing ability.

Keywords: Edmodo; motivation; writing ability.

1. Introduction

Technological development regards as the important requirement in education for preparing 21st century. Edmodo is each of technological development in education. Edmodo was owned and created by Nicolas Borg and Jeff O'Hara in San Mateo, California in 2008. The website of Edmodo is <http://www.edmodo.com> They saw that there were problems in teaching-learning process. Teachers' difficulty in utilizing to connect with students. Hence, Edmodo was created. Today, Edmodo is a popular medium of learning that be used in a learning process. Edmodo is a free learning management tool that merges classroom content, safe communication, and assessment with students' social savvy. The Edmodo network enables the teacher to share content, distribute quizzes, assignment, and manage communication with students, colleagues, and parents. Edmodo provides facilities for teachers, students, and parents can be connected to their children in learning process. It looks like Facebook that has the purpose of learning through media and comfortable to use (Kongchan, 2013). Edmodo is used by approximately 32 million people including teachers, educators and students around the world in various fields of subject and learners' grades (Edmodo website, 2004). There is the number of advantages of using Edmodo in the teaching and learning process. Among students can upload homework assignments, take quizzes, polls and receive grades and feedback and suggestions from teachers in real time. It is supported by Ulmer (2013) cited in Janpho (2014). Both students and teachers

can share documents and digital media online and further make connections with those not just in the same classroom but also with others from different schools, states, or cultures.

The most important role teacher is to both help students to learn new concepts and principle and to educate students to become productive individuals in society. Available of technology are very diverse depend on the way using it in the classroom. Technology Edmodo in writing classes provides opportunities for students to hand their written work to the teacher without the need face to face interaction, an easy collaborative work by the teacher and other learners at any time and help decrease their anxiety in the process of writing. Hyland, K & Hyland, F (2006) said that some teachers have welcomed these developments enthusiastically, seeing the integration of new technology-based pedagogies as means of enlivening instructions, improving students' writing skills, and facilitating collaborative and interaction both within and beyond the classroom.

Technology Edmodo in writing class as media of teaching applied that can give an effect on the class atmosphere and writing result. The situation of classroom takes an effect on the students in following the teaching- learning process. Media is a tool used by the teacher in explaining, delivering, and transferring material in teaching- learning process. Media is expected to help the teacher in transferring the material and the students will be easier to understand the knowledge. The right choice the media will motivate the students in learning process. The effectiveness media will be seen from students' motivation in joining the learning activities in the classroom. Fernandes (2013) says students are more used to these tools, and they participate more than in the learning platform. Students also relax in these social rooms and tend to use the language in a real way. They able to communicate in real time when they are working on a project.

Based on the preliminary research, the researcher noted some problems that deal with their writing ability. Some students had been difficult to get started to write in English and to develop their thoughts and ideas into a good paragraph of hortatory exposition text. They spend much time to think about content and how to organize their writing. They also have some problems with writing aspect, especially grammar. The students were also seen to be passive in the classroom. Based on this situation, the researcher presents this study about Edmodo Engaging and students' motivation toward students' writing ability.

Writing involves the process of starting to express some arguments. The students are also providing data to support the arguments. In additional, Khoshima and Rabani (2014) state that writing demands more practice and students should be encouraged to analyze and evaluate them in order to have an effective and coherent writing. In writing hortatory exposition text, the students write some arguments that develop to be a good paragraph. Here, the students will be invited to write by using correct grammar, punctuations, and word choice. They must focus on a generic structure of hortatory exposition text to get the good result in the learning process of writing. Nunan (1999) Support writing ability is defined as the ability to respond to a given stimulus according to some authority's definition of the correct response. Put another way, it is "the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation"(Nunan, 1999), regardless of audience, purpose or context, working on the assumption that a text can mean the same thing to all people only if it is written explicitly following the given prescriptions (Hyland, 2002).

Furthermore, writing is the most important process in learning English. According to Grenville (2001) that No one's born knowing how to write but it is a skill that most people can learn, and the more you do it, the easier it becomes. It is also stressed by Simon (2003), good writing does

not happen overnight. It involves a process. As one of the important skills process, writing allows the students to master every category that can give good influence to their writing ability in each level of Educations. Besides that, Grenville (2001) also states that any piece of writing will be trying to do at least one of the following things:

- a. Writing to entertain, it does not necessarily make the readers laugh, but at least it engages their feelings in some ways.
- b. Writing to inform, it tells the reader about something. These kinds of writing can also be entertaining in the sense that they are good readers, but entertaining the reader is not their main purpose, that just a bonus. The examples of writing to inform are newspaper articles, scientific reports, and procedures.
- c. Writing to persuade, it tries to convince the reader of something. This includes advertisements, some newspaper, and magazine, articles. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

Grenville's statement writing to persuade that the students will do to persuade the reader of writing hortatory text. In writing hortatory exposition text has the social function to persuade the reader. According to Rijlaarsdam and Bergh (2005), there are two principles for maximizing the acquirement of writing ability. First, practices make perfect. The aim of learning is fluency obtained from the basic skills and strategies are acquired. Practicing helps the learners to get fluency by integrating the components into the execution of the task. Second, the similarity of a task, it means when the students learn to write a hortatory exposition text, they must write a hortatory exposition text. It should be similar

Writing is a mental work of inventing ideas. It means writing is process combination cognitive factors like ability in using correct grammar or appropriate vocabulary and the psychological factor as motivation. It is important to make the situation of the learning process in writing the class to be fun. The teacher uses an attractive media in order to motivate the students in the learning process. It is important to build the students' motivation through media in order for the goal of learning hortatory exposition text is achieved. Edmodo media is one of educational technology that is used in the learning process.

Technology is also trusted to provide language learners with the great number of possibilities to enhance language teaching (Dudeny & Hockey, 2007). They Specially argue that technology, with its perpetual development, can give learners exposures, allow them to practice the knowledge, and bridge teachers to assess the learners' language ability. Applying technology in writing, which has been taught on paper especially in past, becomes increasingly improved by the rapid development of technology. Westwood (2008) claims that in this information era, writing not paper-based only but it also uses richer media such as multimedia platform. Edmodo is one of the multimedia platform.

1.1 Purpose and Objective the Problem

The main aim of this study is to investigate the influence of Edmodo engaging and students' motivation toward students' writing ability specifically, the study is conducted to fulfill the following objectives:

1. To investigate the influence of Edmodo toward increasing students' writing ability.
 2. To investigate the influence of students' motivation toward increasing students' writing ability
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3. To investigate the influence of Edmodo engaging and students' motivation toward students' writing ability.

1.2 Research Questions

Based on the explanation above, there are three objectives of the research that might be investigated in this research. The formulation of the problem is specified in the form of questions as stated below:

1. Is there any significant influence of Edmodo toward increasing students' writing ability?
2. Is there any significant influence on students' motivation toward increasing students' writing ability?
3. Is there any significant influence of Edmodo engaging and students' motivation toward increasing students' writing ability?

1.3 The Significance of the Research

This research may provide benefits, especially in teaching writing practically and theoretically. Theoretically, the results of this research are expected to verify the theories which indicate that there is the significant influence of Edmodo engaging and students' motivation toward students' writing ability. Practically, for students of STAI Hubbulwathan Duri, for students by conducting this research is able to give positive contribution whether Edmodo engaging and students' motivation have the correlation to their writing ability. Thus, they can improve their capabilities in writing. In addition, this research is able to find the outcomes of the problems that students face in writing. Besides that, the result of this study can be used as a reference for the future researchers whether they want to conduct the similar study like this research.

Especially in teaching and learning process, the results of this research hopefully can be used as a contribution for an English lecturer to be aware whether there is the significant influence of Edmodo engaging and students' motivation at STAI Hubbulwathan Duri. So, lecturers are able to use the result of the research as a feedback on teaching writing activities so that the objectives of the English teaching program (especially writing goals) can be achieved.

Finally, for the institution, STAI Hubbulwathan Duri, it can be the benefit to find out that may influence Edmodo engaging and students' motivation in order to improve the students' writing ability. Besides, this institution will be more aware of how to improve students in teaching learning process by giving training for lecturers or lecturers' sharing at STAI Hubbulwathan Duri.

1.4 Hypotheses

Ha1: there is a significant influence on Edmodo and students' writing ability.

Ha2: there is a significant influence students' motivation and students' writing ability.

Ha3: there is a significant influence on Edmodo and students' motivation toward students' writing ability

2. Methodology

2.1. Research Design

The design of the research was correlational research. According to Gay (2000:321), the correlational research involved collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. This research consists of three variables; Edmodo (X1), students’ motivation (X2), and writing ability (Y).

In this research investigates Edmodo and students’ motivation toward students’ writing ability of STAI Hubbulwathan Duri. This research consists of three variables. The first variable is Edmodo as the independent variable. The second variable is students’ motivation as the second independent variable. The last variable is writing ability as the dependent variable. Independent variable is as a variable which influences the dependent variable, and the dependent variable is as a variable which is influenced by the independent variable. In this research, there are variables such as independent (X) and dependent variables (Y). The diagrams below are the design of this research:

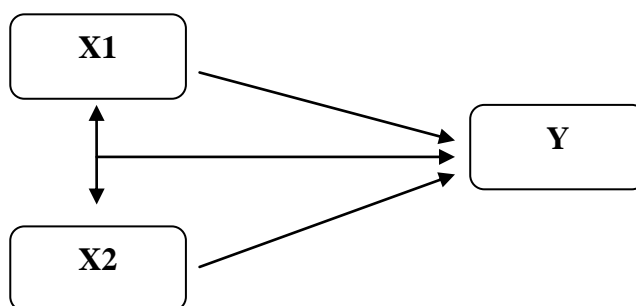


Figure 1. Research Design Diagram

Where : X1 = Edmodo

X2 = students’ motivation

Y = writing ability

2.2. Time and Location of the Research

The place of this research is STAI Hubbulwathan Duri which is located on Karya street KM.7 Duri. The duration of this study is Mei, 2018.

3.3 Population and Sample

3.3.1 Population

The population of this research is students of English Department of STAI Hubbulwathan Duri in academic years of 2017/2018. There are 4 classes whole class consist of students.

Table 1. The Population of English Department of STAI Hubbulwathan Duri

Class	Total of Students
Second Semester	10
Fourth Semester	13
Sixth Semester	18
Eighth Semester	22
Total population	63

Source: BAKK STAI Hubbulwathan

3.3.2 Sample

Cluster sampling is used in this research because it conducted at the English Language Development STAI Hubbulwathan Duri. Thus, to avoid large sample size in this study, this technique could also become the least representative of the large population and the tendency of individuals within a cluster had similar characteristics and the students of this study had been directly randomised by academic staff of STAI Hubbulwathan Duri. Moreover, Gay (2000:12) states cluster sampling randomly selects groups, not the individual. All the members of selected groups have similar characteristics. Three classes were taken as the sample of this research as follows:

Table 2. The Sample of the Research

No	Class	Male	Female	Total Sample
1	4 th semester	2	11	13

Based on the sample of the research table 2, the sample of this research took one class of the fourth semester. Therefore, the total sample of this research is 13 students.

3.4 Instrumentation

In this research there is a writing test as an instrument which is used as follow; **writing test**. To investigate the students' writing ability, this study uses an essay test. The participants write a hortatory exposition text. To avoid misunderstandings, the indicators of writing ability is shown in the following table:

Table 3. Indicators of writing ability

No	Aspects are assessed	Scores
1.	Content	25

2.	Organization	20
3.	Vocabulary	25
4.	Grammar	25
5.	Mechanic	5

(Brown, 2004)

3.5 The Technique of Collecting Data

The data of the research is collected by using a writing test which consists of some indicators. The sample of this research determined through cluster random sampling. For this research, there is a class in the fourth semester of the English Language Department of STAI Hubbulwathan Duri as a sample. The researcher will find the influence of Edmodo and students' motivation toward students' writing ability.

3.6 Data Analysis

After conducting the test, the data is analyzed and identified whether there is a positive significant influence on Edmodo and students' motivation toward students' writing ability. The research uses SPSS to analyze the data.

In this research, this study used a level of significance of 0.05. The data were correlated by using *Pearson Product Moment Correlation* (SPSS) in order to investigate whether there was any correlation or not.

Sarwono (2006) states that coefficient correlation is always between -1 up to +1:

Coefficient r product moment	Interpretation
$r = 0$	No correlation
$0 < r < 0.25$	Very weak
$0.25 \leq r < 0.5$	Quite strong
$0.5 \leq r < 0.75$	Strong
$0.75 \leq r < 0.99$	Very strong
$r = 1$	Perfect correlation

3. Result And Discussion

The main purpose of this study was to investigate the influence of Edmodo engaging and students' motivation toward students' writing ability at English Department of STAI Hubbulwathan Duri. The design of this study was categorized into correlational research. This study collected the data and shown the relationship among Edmodo, students' motivation, and writing ability.

Answering the first hypothesis was to determine that there was influence Edmodo engaging towards students' writing ability. The data were correlated by using Pearson product moment correlation (SPSS).

Table 4. Correlation Edmodo toward writing ability

Correlations			
Variable		EDMODO	WRITING ABILITY
EDMODO	Pearson Correlation	1	.600*
	Sig. (2-tailed)		.030
	N	13	13
WRITING ABILITY	Pearson Correlation	.600*	1
	Sig. (2-tailed)	.030	
	N	13	13

*. Correlation is significant at the 0.05 level (2-tailed).

Firstly, interpreting the result of correlation by seeing the table of correlation coefficient by Sarwono (2006) and the second was by comparing the value of significant. The value of the Pearson correlation of this hypothesis is 0.600. According to Sarwono $r = 0.600$ was between $0.5 \leq r < 0.75$, that means influencing Edmodo and students' writing ability was strong. Moreover, by comparing the value of significant, the value of significant was 0.030 at 5% (0,05) significant level. It can be written as $0.030 < 0.05$ (H_a was accepted). In another word, there was a significant influence of Edmodo toward students' writing ability.

Answering the second hypothesis was to determine that there was influence students' motivation toward students' writing ability.

Table 5. Correlation students' motivation toward students' writing ability

		Correlations	
Variable		STUDENTS' MOTIVATION	WRITING ABILITY
STUDENTS' MOTIVATION	Pearson Correlation	1	.589*
	Sig. (2-tailed)		.034
	N	13	13
WRITING ABILITY	Pearson Correlation	.589*	1
	Sig. (2-tailed)	.034	
	N	13	13

*. Correlation is significant at the 0.05 level (2-tailed).

The value of the Pearson correlation of this hypothesis is 0.589. According to Sarwono $r = 0.589$ was between $0.5 \leq r < 0.75$, that means influencing students' motivation and students' writing ability was strong. Moreover, by comparing the value of significant was 0.034 at 5% (0.05) significant level. It can be written as $0.034 < 0.05$ (H_a was accepted). In another word, there was a significant influence of students' motivation toward students' writing ability.

The third hypothesis can be proved by statistical analysis using correlation. It is explained in table 6 below:

Table 6. Correlation Edmodo and students' motivation toward students' writing ability

Correlation Edmodo And Students' Motivation Toward Students' Writing Ability

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.726 ^a	.528	.433	4.252	.528	5.584	2	10	.024

a. Predictors: (Constant), Students' Motivation, Edmodo

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	201.943	2	100.971	5.584	.024 ^a
Residual	180.826	10	18.083		
Total	382.769	12			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.286	18.396		.777	.455
EDMODO	3.865	1.977	.452	1.955	.079
STUDENTS' MOTIVATION	4.104	2.179	.435	1.884	.089

The result of the research shows that there was an influence of Edmodo and audio students' motivation toward students' writing ability of English Department of STAI Hubbulwathan Duri in academic year 2017/2018. This study used SPSS to analyze the data. The data were correlated by using Pearson Product Moment Correlation (SPSS). Then, the level significance 5% = 0.05 because this study used written test and Significant F change = 0.024. The degree of correlation between Edmodo and students' motivation toward students' writing ability is 0.726. Category between $0.5 \leq r < 0.726$ is strong. So, based on coefficient correlation (r) value from the formula, 0.726 is strong. It showed that the hypothesis alternative (Ha3) was accepted. In conclusion, Edmodo and students' motivation had a strong contribution to students' writing ability.

Furthermore, by the same token, previous studies by Purnawarman, Susilawati, Sudayana (2016) and Noviana, Rufinus, and Bunau (2015) found Edmodo do active students to be better, working well in groups, and improve their work. Learning Hortatory exposition text is viewed to give the students a new insight and experience in the learning process. They are more to be active in asking and responding to face problems through the discussion forum in Edmodo. They enjoy asking questions in their class group. Their friends and teacher provide responses that solution for every problem posed in the group can be resolved. They can continue the discussion during the next classroom meeting. It is supported by Janpho, chaeturat, Multa, Harnburut, and Kwangsawad (2014), studying by using Edmodo is found more motivated, interesting, fun, and a new way of learning.

4. Conclusion

The use of Edmodo as media in learning activities give the positive impact on students. The students had difficulty in writing hortatory exposition text in some aspect of writing such as organization, content, grammar, vocabulary, and mechanic. This research showed Edmodo and students' motivation toward students' writing ability is 0.726. Category between $0.5 \leq r < 0.726$

is strong. It means Edmodo is more effective in the learning process of writing. The students with high motivation have better writing than having low motivation. There is an interaction between teaching media and students' motivation in learning writing. The result of using Edmodo could improve the students' writing of hortatory exposition text in this research.

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