THE INFLUENCE OF EDMODO AS A COMPLEMENTARY TOOL IN LEARNING ENGLISH TO THE STUDENTS' PERCEPTION OF NURSING SCIENCE PROGRAM AT STIK BINA HUSADA PALEMBANG

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Abstract: Rapid advances in science and technology bring radical changes in how to live, especially how we communicate. One of the most vital ICT contributions in education is the ease of access to teaching and learning. Edmodo is an educational site that takes the idea of a social network and refines and makes it appropriate for the class. The research method used in this research was an experimental method. The design used is one group pretest-posttest design. The population of this study was students of Nursing Science Program, STIK Bina Husada Palembang, the third semester in 2017/2018 academic year, the sample of this study was 48 students. The instrument of this study was a questionnaire adapted from Enriquez (2014) by using the Likert scale. After students fill out the questionnaire, univariate and bivariate analyzes were run. The collected data was analyzed by using t-test to find out whether the mean value differed significantly. The pretest result showed that there were 19 students or 40% in the negative category and 29 students or 60% in the positive category. The posttest result showed that 2 students or 4% were in the negative category and 46 students or 96% were in a positive category. The mean value of the pretest was 37.40, the standard of deviation was 3.972, while the mean of the posttest was 48.44, and the standard deviation was 4.522. The statistical value showed 0.000, hence it can be concluded that there was a significant difference between before and after given treatment.

Keywords: edmodo, English, perception

INTRODUCTION

The main purpose of English in Nursing Science Program STIK Bina Husada Palembang is to improve students' English proficiency in four abilities, namely; speaking, reading, writing and listening. To be able to communicate orally and verbally, the student must master the components of English; grammar, vocabulary, pronunciation, and so on. Therefore, English lecturers must be active in creating communicative learning.

Rapid advances in science and technology bring radical changes in how to live, especially in the way we communicate. The 21st century education requires educational

administrators, faculty, and students to use technology to improve the quality of learning. However, the research shows that most lecturers do not utilize the potential of ICT to contribute to the quality of the learning environment, although they assess this potential quite significantly (Smeets, 2005). ICT is a valuable tool for improving English teaching and learning. For lecturers, ICT is a professional source, class delivery method, a valid and valuable source of text types. For students, ICT provides an opportunity to communicate more effectively and to develop literacy skills, including skills in critical literacy.

One of the most important contributions of ICT in education is the ease of access in learning. With the help of ICT, students can now learn through e-books, view test papers, research results, and others, further they can have easy access to mentors, experts,

researchers, professionals, and peers-around the world

A research conducted by British Council in Dalton 2007 shows that 69% of learners around the world said they learn effectively while socializing informally, and students with strong social networks perform well academically.

In addition, online social networking is an excellent communication tool for the construction of knowledge based on social relationships, conversations, collaboration, and teamwork. Miller (2011) explains that one of the benefits of a virtual community is, it can compensate for the lack of real-world community. Therefore, shy and non-participating students in the classroom can communicate with their faculty and classmates in the internet-based community. Thus, an effective lecturer should be a network administrator to

know what social networking sites the student likes and introduce them to free learning opportunities through useful sites.

One of these models is Edmodo. It is an educational site that takes the idea of a social network and refines and makes it appropriate for the class. This site looks similar to Facebook, but it's much more private and secure because it only allows lecturer to create and manage the accounts, and only for his/her students, who receive group code and register in groups, can access and join the group. Using Edmodo, students and lecturers can know each other and connect with the sharing of useful ideas, problems, and tips. A lecturer can establish and assess Edmodo's work; students can get help from all classes in Edmodo. Based on survey conducted by Hart (2013), Edmodo was ranked as one of the best learning tools on the internet by five

hundred professionals plus from 45 countries around the world. See Figure 1.

Figure 1. Edmodo Account

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. It is a safe environment. There is no bullying or inappropriate content because the teacher can see everything that is posted on Edmodo. Parents also can join the class to bring a level of transparency that is difficult to achieve without technology. In other word, Edmodo is a great companion to just about any class.

The implementation of online collaborative learning can be done by utilizing Edmodo program, where one study group can provide any

information to other groups in concrete, verbal and current. Utilization of Edmodo in the learning process that can be done continuously will foster a competitive education, where each study group will display the various advantages in each group, so as to create a quality education. Therefore, the purposes of this research were (1) to find out the students' perception before and after learning English by using Edmodo as a learning tool, and (2) to find out whether there was a significant difference before and after the treatment in learning English.

METHODOLOGY

The research method used in this research was an experimental method. The design used was one group pretest-posttest design. The design is described in the formula below

$$O_1 \ X \ O_2$$

Where:

O_1 pretest score

X treatment

O_2 posttest score

This research located in Graha Room STIK Bina Husada Palembang, Kapt Syech Abdul Somad street No. 28, 22 Ilir Palembang. The population of this study was Nursing Science Program students, STIK Bina Husada Palembang, the third semester in 2017/2018 academic year. The sample was taken by using convenient sampling technique. This research was conducted in December 2017 to February 1, 2018. A total of 48 students participated fully in the study.

The instrument of this study was a questionnaire adapted from Enriquez (2014) by using the Likert scale. To answer this questionnaire, students were asked to fill their opinion using a Likert scale. Likert scale is the scale used to measure perceptions, attitudes or

opinions of a person or group about a social event or phenomenon, based on the operational definition set by the researcher. In Likert-scale usage, there are two types of questions: positive question form for measuring positive scale, and negative question form to measure negative scale. Positive questions were scored 5, 4, 3, 2, and 1; while the form of negative questions is scored 1, 2, 3, 4, and 5. The form of Likert scale answers includes: strongly agree, agree, hesitate / neutral, disagree, and disagree.

After students fill out the questionnaire, univariate and bivariate analyzes are run. The purpose of this analysis is to explain or describe the characteristics of each variable studied, namely students' perceptions of Edmodo as a complementary tool in learning English before and after treatment is given. The collected data were analyzed by using T-test to determine whether the mean value differed significantly. To run the analysis, researchers used Statistical Program for Social Science (SPSS) version 16.

RESULTS AND DISCUSSION

The result of the pretest showed that there were 19 students or 40% in the negative category and 29 students or 60% in the positive category. After the treatment given, the questionnaire was distributed to the students again, and the result showed that there were 2 students or 4% in the negative category and 46 students or 96% in the positive category. The distribution of pretest and posttest result of student perception toward Edmodo as a complementary tool in learning English can be seen below.

Table 1
The pretest and Posttest Result of Students' Perception toward Edmodo

No	Students' Perception	∑ Pretest	∑ Posttest
1	Negative	19	2
2	Positive	29	46
	Total	48	48

As Table 2 shows, students' perceptions of Edmodo as a complementary tool in the pretest, the mean value obtained was 37.40, the median value was 38.00, the std deviation value was 3,972 with the lowest value 28 and the highest value was 45. After treatment given, the mean posttest value was 48.44, median 49.50, standard deviation 4,552 with the lowest value 35 and the highest value was 55. The result of the statistical test showed 0.000, hence it can be concluded that there was a significant difference between before and after treatment. The results of the analysis are presented in the table below.

Table 2
Univariate Analysis and Paired Samples t-test

	Pretest	Posttest
Mean	37.40	48.44
Median	38.00	49.50
Minimum	28	35
Maximum	45	55
Std. Deviation	3.972	4.552
Std. Error Mean	.573	.667
p-value	.000	
N	48	

CONCLUSION

Based on the results of the research, before the treatment given 40% of students still have a negative view toward Edmodo as a complementary tool in learning, but after the treatment was given students who had negative perceptions became 4%. The mean score of the students before the treatment was given 37.40 while after the treatment became 48.44. The statistical test results also showed significant differences between before and after treatment.

Based on the above results, it can be concluded that there was a significant perception's change to

Edmodo as a complementary tool in learning English. Technology education is a great theme that explains the electronic or digital tools that educators use together with students to enhance learning. This tool starts from computer to internet. Trends in social media lately indicate that people are beginning to interact through social media. 75% of internet users use social media in the second quarter of 2008 by joining social networks, reading blogs, posting comments on shopping sites, and this shows a significant increase of 56% in 2007 (Kaplan & Haenlein, 2010, p 59)

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