IMPROVING WRITING RECOUNT TEXT BY USING EDMODO APPLICATION

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Abstract: This paper's research purpose was to determine whether or not students who were taught using the Edmodo application and those who were not showed significantly different writing achievement. This study employed a quasi-experimental method. The samples were selected by using the purposive sampling method. Flipping a coin was used to decide which groups would be experimental and which would be control. Consequently, class IPS 1 was the experimental group while class IPS 2 was be control groups and each of them consisted of 30 students. The written test was conducted in order to gather the data. T-test was performed to assess the data. Based on the calculation of the independent sample test, it was found that t-obtained (14.511) was higher than t-table (2.001) and pvalue (0.000) was less than αvalue (0.05). In conclusion, the students who were taught using the Edmodo application indicated a significant difference from those who were not.

Keywords: Edmodo application, recount text

INTRODUCTION

Writing should be taught to seniors in high school as one of their skills. Writing is an activity that involves thinking about how to write and use those skills. Writing is a form of communication that is used to convey thoughts, feelings, and opinions on paper.

Moreover, writing is a powerful communication skill that requires thought to prepare the phrases and the connections between them in order to be relevant and communicative. It cannot be studied separately from other linguistic abilities. It is a method for making one's emotions, thoughts, and experiences visible and concrete through expression (Alsmari, 2019). Students must be aware of some written composition in order to create high-quality writing. Among them is the use of proper grammar, spelling, and vocabulary. It means that in order to master writing techniques, a student must master grammatical structures, grammar, spelling, and punctuation (Widyawati, 2018).

When given writing assignments, almost all students claimed that they did not know how to generate ideas, organize those thoughts into a written message, or apply the right vocabulary and grammar. Sartika & Nery (2018, p.96) reported that writing in English can be complicated for beginners because it is a foreign language with norms that differ from those taught in the mother tongue. Besides that, students need to write mechanics rules correctly in their composition.

Unfortunately, some students have problem when they write a paragraph. Many EFL students struggle to be good writers because students lack of the appropriate vocabulary and writing techniques (Salem, 2020). Sairo et al., (2021) stated that the learners did not know how to start a conversation or choose what to write about. Additionally, some students feel they have few thoughts to share because of their limited vocabulary, and others feel insulted about their poor English skills. It was in line with Mardiana et al., (2020, p.50), some of the obstacles students were having because of a lack of vocabulary, which made it difficult for them to choose the right words, put sentences together, and express their ideas or thoughts in clear sentences or text.

The curriculum for 2013 includes some text types. Students learn a variety of materials, including the recount text. A text that tells a story about something that happened in the past is known as a recount text. The author usually talks about things that happened in the past. However, many students struggle to develop their imagination and make mistakes. Writing recount text is poor (Hasanah, 2022). They still have poor writing abilities, especially when it comes to recount texts. This indicates that although students are able to compose recount texts, they are not usually good at it. Many students still difficulty with the past tense and have limited vocabulary, therefore relates to this challenge (Hasibuan et al., 2022).

The teacher can apply the Edmodo application to help students write better recount texts. Altunkaya & Ayranci (2020, p. 90-91) explored Edmodo is a tool that facilitates collaboration between teachers, students, and families during the learning process. It provides the opportunity to post, save, and share different files and videos that are linked to the course content through a library system. Students appreciate learning writing when it is taught via the

Edmodo app, and they are excited about learning English (Safik & Aditya, 2022).

The interaction amongst students on Edmodo has given them a good foundation on which to enhance their writing and sentence-construction skills (Al-naibi, 2018). In order to increase their ability to construct and arrange thoughts in the form of recognized recount text, Edmodo can allow students to interact with learning activities and receive guidance or comments at any time beyond the classroom (Abbas & Yusuf, 2020). The goal of this study was to determine whether or not Edmodo application helped students write better recount texts.

METHODOLOGY

This study employed a quasi-experimental design. Purposive sampling was used to obtain the sample for this investigation. Students that attended the same teacher were the sample's requirement. In addition, the flip of a coin was employed to select the experimental and control groups. Consequently, XI IPS 1 was provided as the experimental group then XI IPS 2 was provided as the control group. The data was obtained through the written test. Written tests were the type of assessment given. Consequently, the test was an essay with five subjects related to the recount text. Processing of the data involved the t-test.

RESULT AND DISCUSSION

The experimental group's pre-test results revealed that the mean pre-test score

was 74.40 and that the lowest pre-test score was 72. The highest pre-test score was 77. The lowest score on the post-test was 76, the highest was 83, and the mean score was 80.27. From the result of paired sample t-test in the experimental group, it was found t-obtained (17.528) was higher than t-table (2.045) and p_{value} (0.000) was less than α_{value} (0.05). After being taught using the Edmodo application, it revealed a development in the writing competence of the students. Students increased their achievement in writing recount text by using Edmodo application. Students' achievement was improved after the treatment.

Pre-test results for the control group, meanwhile, revealed that the mean score was 74.40 and that the mean score ranged from 72 to 77. The mean score was 80.27, with the lowest score was 76 and the highest was 83 on the post-test. From the result of paired sample t-test in the control group, it was found that t-obtained (16.029) was higher than t-table (2.045) and p_{value} (0.000) was less than α_{value} (0.05). It found that students in the control group had made progress in their ability to write recount texts. It occurred because the students were engaged and adhered to the teachers' instructions to create recount text.

When the data of the post-test between the experimental and control groups were examined using an independent sample t-test, it was discovered that the p_{value} (0.000) was less than (0.05), and the t-obtained (14.511) was greater than the t-table (2.001). It shown that the null hypothesis (H_0) was rejected while the alternative hypotheses (H_a) were accepted. The learners who were taught by Edmodo application as opposed to those who were

not showed a significant difference as a result.

It was discovered that by using the Edmodo application to write recount texts, the student's writing skills had improved. Edmodo was good and increased students' interest and attention in English writing skills. The teaching and learning process could be aided by Edmodo, an online tool, both within and outside the classroom. According to Adin (2017, p.79), teachers were able to easily create an online classroom and give their students a simple means of communicating with them whenever and wherever they decided by involving Edmodo. By using Edmodo application, students could focus more on writing, and express their ideas. The students seemed excited when they used Edmodo. They were very enthusiastic to write recount text. In conclusion, Edmodo application was application in teaching writing recount text.

CONCLUSION

Based on the results of an independent sample t-test, the experimental group's mean post-test score was 78.97, with a standard deviation of 1.066, the value of t-obtained was 14.51 at the significant level $p \geq 0.05$ in two tailed testing with df was 58, the critical value of t-table 2.001. This indicated that students who were taught using the Edmodo program as opposed to those who were not showed significantly different levels of success in creating recount texts. Thus, students at SMAN 3 Tanjung Raja might develop their writing skills with the support of the Edmodo application.

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