

FACILITATING A WEB-BASED EXTENSIVE READING COURSE WITH “EDMODO” TO PROMOTE STUDENTS’ PROFICIENCY IN READING

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Article Info	Abstract
Article History Received: January 2021 Revised: February 2021 Published: April 2021	<i>Reading is a language skill that demands understanding. This understanding is determined by knowledge, experience, interest, and interest in a text. Based on the researcher's experience, most PGRI Wiranegara University students are less enthusiastic and have difficulty learning reading skills in English. The application of Edmodo as an E-Learning media is a personal microblogging-based learning medium that can be used to improve reading skills. This research's data source is the fifth-semester students of the English Education study program at PGRI Wiranegara University. The research data were obtained from observations, tests, documentation, and student questionnaires. The results showed that the application of Edmodo as an E-Learning media could be applied to independent learning of reading skills. Besides that, it is also a medium that can connect lecturers and students to communicate outside the campus. Analysis of student test results shows that students have reached an average score of 87, which means they have met the minimum completeness standards. Based on the results of the questionnaire, learning through Edmodo can motivate students to practice reading skills. Based on the results of this study, it can be concluded that the application of Edmodo as an E-Learning media has been successfully applied in the teaching of reading skills. Therefore, Edmodo can also be applied to other language skills besides reading skills.</i>
Keywords Edmodo Application; Extensive Reading; Reading Skill;	
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INTRODUCTION

Learning is a process of interaction between learners and teachers. This process focuses on the efforts to teach learners to relate the cognitive elements they already have as their prior knowledge (Dedeng, 1998). This learning involves three important components: the process of activities, the teacher as the object, and the learner as the subject. In its implementation, learners often position themselves as central figures who are always considered to be versatile. Thus, the implementation of this activity will have an impact on the process of activities that are considered less than optimal because the learning process will be informative, not yet directed to the active process of learners to build their own knowledge (Ardhana, 1997 in (Rayanto, 2017)).

In learning, learners often think that if the learner has not provided lecture material, it means that learners are considered to have not mastered and understood anything. This is said so because so many students come to campus, but if the learners are not present, the students tend to be lazy to do activities that lead to scientific thinking processes. They tend to relax, chat or just chat without clear directions on the topic of conversation. Even if students are in the classroom and learning is taking place, they are just sitting and listening. They are passive in doing critical thinking and scientific action. Students prefer to chat with friends beside them

rather than listen to the lecturer in giving lecture material. Hassoubah (2004) states that learners are said to be "thinking less" because students in carrying out their activities tend not to encourage the process of thinking. Therefore, in providing lecture material, students are expected to provide and organize attractive and joyful teaching and learning processes. According to Ardhana (1997) and Dedeng (1998), learning activities have not been optimal because: (1) learners are less able to carry out the learning process in accordance with the demands of learning development, (2) learners are mistaken in seeing the learning process, (3) learners use learning concepts that are not relevant to the development of learning. Therefore, learners are advised to be even more creative in developing learning media, strategies or techniques in their teaching and learning activities.

The teaching and learning process that used the internet provides more benefits and fun. Primadiansari (2014) examined the application of Edmodo as an E-Learning media for Reading Skills in Language Learning. The results showed that the application of Edmodo as an E-Learning medium can be applied to independent learning of reading skills. In addition, it is also a medium that can connect teacher and student communication outside of school. Based on the results of the questionnaire, learning through Edmodo can motivate students to practice reading skills. The internet that has become an inseparable part of life is media is very potential for developing English learning media. With its flexibility and interactive and multimedia nature, Edmodo is very appropriate to be used as a medium for language learning that is very interactive and effective. Edmodo can be accessed via a computer or smartphone in the context of coverage, which means that it is no longer limited by the dimensions of space and time. The internet is not only a student lifestyle but also a daily necessity. The internet should be utilized in an educational context. With the background of internet-based learning which is currently a trend, this research is very "urgent" to be carried out to utilize better online-based learning which has great potential as a medium for extensive reading learning. This research is very potential as a trigger for other research activities to study and explore learning media that are trending and provide more pleasure to learners.

The convenience of having gadget facilities such as smartphones today has a big influence on students' learning process. Gadgets are a need for students because of the functions of the various features contained therein, especially social media. This social media surge phenomenon often causes students to ignore the learning process, both at home and at school. As stated by Nugraha and Ameliola (2013), "a lot of time is spent facing screens and ultimately not enough to carry out other activities such as reading or socializing".

The development of information and communication technology in the field of education has indeed progressed very rapidly. This situation demands a change in the student-oriented education system. The large selection of learning resources makes students able to study whenever and wherever they are. Improving the quality of education can be done by utilizing the widest possible access to knowledge and information technology for quality and fun education (Andriani, 2015).

Lectures in extensive reading courses have used several learning models, including cooperative learning. The conventional methods used are also quite varied, such as lectures, discussions, assignments, and presentations. The use of the internet in learning is still limited to material given by lecturers face-to-face and when asking students to do assignments. Even though various methods have been used, variations in learning still have to be developed. Therefore, students' enjoyment of gadgets and the internet can be channeled and integrated properly through learning.

Based on these problems, it is important to provide solutions so that learning can take place well. Learning outcomes are achieved according to the criteria and students and lecturers can still use gadgets and the internet for learning. This is in accordance with the statement of (Hoesny et al., 2020; jefri marzal, 2014; Muhajir et al., 2019; Ompusunggu & Sari, 2019;

Rohatillah & Achadiyah, 2019; Shofiyani & Rahmawati, 2019; Yuniarti & Ifadah, 2018) that presenting technology (Edmodo) in the classroom by utilizing the internet and one's habits in social networking can be used as a supporting learning facility.

The application used in this study is Edmodo. Edmodo is a social networking application specifically for school-based environments. This application was developed by Nicolas Borg and Jeff O'Hara at the end of 2008, with features that support the learning process (Wijayanta, 2015). Teachers, students, and parents can download Edmodo for free at www.edmodo.com. Educational practitioners in the United States, such as Lia Nielsen and Marianthe Williams have used Edmodo as professional development tools (Dwiharja, 2015).

Some of the advantages of Edmodo are: (1) its Facebook-like account makes it easy to use, (2) there is close group collaboration, meaning that students who have my group code can join certain classes, (3) it's free to access online on an Android-based smartphone or iOS, (4) Edmodo does not need a server from schools, (5) can be accessed anytime and anywhere, (6) Edmodo developers are always updating, (7) Edmodo can collaborate on many networks, such as one class, one school, between schools in one city, (8) students, teachers, and even parents can use Edmodo, (9) social media, learning, and evaluation materials in Edmodo can be used as a communication tool, (10) Edmodo can be used as team teaching, co-teacher, and teacher, (11) there is a notification, (12) there is a badge which is useful for increasing student motivation in learning.

It is in line with research conducted by (Balasubramanian et al., 2014) that incorporating Edmodo into learning encourages student involvement in learning to be responsible for their duties. Students also find the Edmodo platform good and easy to use in social learning, allowing them to enjoy learning while in online classes. Therefore, researchers conducted research to formulate the problem of applying the blended learning model with Edmodo media in extensive reading courses.

Students also appreciated various activities conducted via Edmodo. Students had positive perceptions towards the use of Edmodo since it accommodated their need to apply technology in their learning. In addition, it could also encourage shy students who tended to be discouraged when interacted and participated without the aid of an online tool in the classroom. It can be added that Edmodo as a learning platform is not only used to replace the lecturer's absence, but it can accommodate various learning activities that can increase communication skills in English (Hoesny et al., 2020).

Edmodo as Learning Media

Along with the development of learning technology that has shifted towards virtual and prioritizes the use of the internet because of its practicality and effectiveness, learning English should also optimize the media that is trending and booming among its learners. The shift in learning English from tape recorders, playing VCDs or DVDs to online media or web-based learning has changed the paradigm of using learning media itself.

The learning concept that uses e-learning and can be accessed free of charge via <http://edmodo.com> is web-based learning. Edmodo is a site for educators to create virtual classes. The site is free and easy to use as long as a teacher and student can connect to the internet, Edmodo (2012). According to research conducted by (Looi & Yusop, 2011) at the University of Malaya Malaysia, Edmodo is an answer to a comfortable and safe virtual classroom because: (1) Students can interact with their teachers' monitoring (free of cyber-crime and cyberbullying); (2) The teacher can "lock" the student so that he can only read and cannot comment on the "class", but still, the teacher can communicate directly with the teacher; (3) No outsiders can enter and view a virtual classroom created by a teacher without receiving a special code from the teacher concerned; (4) The teacher can initiate questions, post photos or videos, put presentations on teaching materials, all of which are free for students to download

and comment on; (5) Students can come back at any time to repeat the material given by the teacher, even homework can be given through edmodo. Students can also collect their homework through edmodo, just upload it; (6) Edmodo can be combined with other sites such as wall wisher, glogster and so on; (7) The teacher can put the value of the student's work as a reference for the student; (8) There are unlimited virtual classes made by a teacher, the teacher can put teaching materials for use in the next batch or school year; (9) Students can work together with other students in small groups formed by the teacher. When working on a project together, they can put all the necessary documents in the process; (10) Edmodo allows teachers to put teaching materials that are very useful for students who do not enter or are unable to face-to-face; (11) The quiet student can freely speak and argue without worrying about being embarrassed, while the active type child can post questions anytime as long as he is connected to the internet; (12) Teachers can teach procedures that apply in cyberspace such as commenting and a series of online manners that students need to know (Looi & Yusop, 2011). According to Chen (2011), it is proven that edmodo is very effective for learning to read, edmodo has a significant effect on improving the reading ability of both lower and upper proficiency students, which has a good impact on the use of edmodo.

According to Rayanto (2017), extensive reading means reading widely in which the reading material includes as many texts as possible in a relatively short or not too long period of time. Tarigan also explained that in extensive reading, the reader takes as many varied readings as possible, chooses the readings by himself, and reads with pleasure and at a fairly fluid pace. Thus, it can be concluded that extensive reading is more appropriate for relatively light reading topics so that the reader can read a lot of text in a relatively short time. Extensive reading is very useful for improving language skills, as well as supporting understanding. Research conducted by Hayashi on the effects of extended reading for University of Japanese students learning English showed that students who read more English books had significantly improved reading skills and vocabulary knowledge than students who read less, as measured by their pretest and posttest

RESEARCH METHOD

This study uses Action Research. Action research as a research that is oriented in implementing action, quality improvement or problem solving to observe the level of success or action taken on a group of subjects under study. After that, further action is taken to improve or adapt to the conditions and situation. Action research in this case is the action taken by the lecturer towards students and assisted by two observers to observe the learning implementation process. To carry out learning activities in this research action learning will be applied for the sake of the implementation of the objectives. The concept of action learning is one of the structural structures of action research (Handoyo, 2016).

Research Design

Kemmis and Taggart's (1988) model is used as a reference in this study's design. The four components in this model are planning, action, observation, and reflection. In this study, action learning is used as an instructional approach to the implementation of learning in the classroom. This approach emphasizes the learning process to capture how students and lecturers have different experiences in learning extensive reading skills. Action learning is focused on basic learning, contextual and experiential learning. With contextual and experimental learning principles, students will learn to read extensively with extensive reading activities. This research was conducted at the PGRI Wiranegara University in the English Education Study Program with 30 students taking extensive reading courses.

Instruments

The data collection instrument used the observation method and the assessment method. Researchers do this to strengthen data/information about the learning process being carried out

by using observations and checklists. Assessment is carried out to obtain data about student learning outcomes. Tests are given before and after students get learning using edmodo using extensive reading strategies. The data analysis technique used quantitative descriptive techniques.

Data Analysis

In doing so, the researchers are carried out in the following stages:

1. Modeling

Before the participants worked on the "Extensive Reading" task which was assisted by the edmodo application, the researcher, who served as a lecturer in the Extensive Reading course, showed how to install Edmodo on their Gadgets, create an Edmodo account, and log in to the Virtual Class for the Extensive Reading course (ER) in Edmodo.

2. Selection of English e-books

Participants are given the opportunity to choose the e-book they are interested in. By choosing the material/text by themselves, they can apply ER as a personal activity. They are encouraged to read various variations of text or various book themes that they find easily in Edmodo. This is to build the autonomy of lecturers and students to choose texts according to their own preferences or based on their reading needs. Of course, they can use the available resources—this self-selection from the texts or books that are already available on Edmodo.

3. Reading Process

Students determine their own reading books that they are interested in, then are given 1 hour to complete the reading. During that one-hour interval, students work on the quizzes provided in the application.

4. Presentation of reading results

When they finish reading the selected book, they discuss with their classmates what they read and tell about the obstacles, challenges, and information findings from the books they have read. This peer discussion was carried out in order to involve lecturers and students involved in the work on quizzes and available practice questions. This process is carried out 2 times in-class meetings.

5. Online discussion (done at home)

After students discuss their reading results in class, they are asked to post, giving a comment, and discuss (post) what has been read and respond to comments from other friends through Edmodo. Throughout this online discussion, the lecturer monitors how the participants respond to one another regarding their work. This sometimes encourages participants to be active in the discussion. This online discussion is scheduled for three times a week, and discussion material is taken from reading the e-book that is already available on Edmodo. In this online discussion, participants focus on different reading goals, such as Reading for pleasure or Reading for Getting information.

6. Self-monitoring and reflection:

During the project, students were asked to self-monitor their own reading comprehension progress at least weekly. This monitoring and self-reflection are part of action learning where the participants understand their experiences in ER activities mediated by Edmodo. After the completion of this project, participants are asked to write a 300-500 word reflective report about their experiences with ERs.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The improvement of students' reading skills through the Edmodo learning model was carried out in 2 cycles. Each cycle consists of 2 meetings, with the time allocation for each meeting is 2 x 50 minutes. The learning steps in each cycle are adjusted to the learning plan that has been designed at the planning stage. Observations of students' reading abilities were

carried out by the researcher and 2 observers during the learning process. The students' proficiency data were obtained through observation sheets with predefined indicators for each cycle. At the end of each cycle, reflection is carried out in order to improve and improve students' proficiency in the next cycle.

In cycle one, the results of observations of student learning activities in extensive reading, there were still many students who had not mastered Edmodo. This is because there are still many students who are not enthusiastic about extensive reading courses. Only creative students can give ideas/suggestions, responses, questions, submit answers, be able to make analyzes, and do assignments well. During the teaching and learning process, an average value of 52% was obtained. After that continued with the second meeting, the lecturer had used the blended learning model in teaching, which was combining face to face learning with online learning. Students are given the freedom to dig up information via the internet, discuss with lecturers and friends and even share new information through online media. During the learning process, the researcher observed student activities and obtained an average score of 57.7%. Based on the results obtained, students are in the sufficient category so that it is continued in the second cycle.

The results of observations on the reading proficiency of a university student in the second cycle have increased. The average score of each indicator obtained in the second cycle, both from the first and second meetings, has entered into good criteria. Indicators in providing ideas, asking questions and alternatives to solve problems in the first cycle, which were initially still low, then improved well in the second cycle. This situation can be obtained by students if learning is delivered easily and pleasantly. This statement is emphasized by Shofiyani and Rahmawati (2019) where blended learning offers the possibility for educators to rediscover appropriate teaching and learning methods, by combining various delivery models, teaching models and learning styles. Please see Table 1 and Figure 1.

Table 1
Average score of Reading Proficiency

Meeting	Cycle 1	Cycle 2
Meeting 1	52%	69,9%
Meeting 2	57,7%	82%
Average	54,85%	75,95%
Criteria	Enough	Good

Discussion

Based on the table, it is known that there is a significant increase between cycle one and cycle two, which is equal to 21.1%. The results of observations in cycle one still found that there were students who were less attentive and lazy to take notes. Likewise, the procedures for submitting questions and opinions are still not good. This has gotten better in the next cycle, although not completely. The things that need to be considered as a result of analysis and reflection in cycle I and carried out in cycle II are: (1) lecturers motivate students to further increase student attention to the explanation that has been given, (2) provide good directions how to express an opinion and how to make a resume after reading activity.

Based on the research results, it can be concluded that learning using the blended learning model via Edmodo can improve students' reading proficiency. This can be seen from the average score in cycle I was 54.85% and increased in cycle II with an average score of 75.95%. The learning success criteria fall into the good category. The increase in learning outcomes and student activities in the implementation of learning is due to the ability of students to integrate face to face and online learning, namely the ease of finding reading materials online that match

their interests, the ease of interacting in online discussion forums and the material that students can understand and learn first before face-to-face held.

Edmodo in this activity is used as an electronic module that aims to facilitate students' independent learning without a lecturer's presence. According to Graziano et al., (2017), the overall objective of the module is to facilitate learning without regular supervision. All elements of the teacher's subject matter usually have to be formed into a collection of printed, audio-visual or computer-based material. Bonk et al. (2005) stated that while online learning students generally perceive interaction as an effective means of learning, they vary with regard to having more interaction in online courses.

Besides, the role of the electronic module can make students go through learning events. As stated by Gagne et al (1992), stating that learning events are a learning phase consisting of getting attention, informing students about goals, stimulating recall of prerequisite learning, presenting stimulus material, providing learning guidance, bringing up performance, providing feedback. about the accuracy of performance, assessing performance, increasing retention, and transfer are called nine instructional events. Apart from being a learning medium, the electronic module is also used as a learning resource to stimulate students' learning process to read and learn independently. Then, students are given an abstract understanding that can be directly observed by learning to use electronic modules.

This is following Dwiyoogo (2013) opinion, which states that with the explanation of the abstract in question, students will find it easier to learn things that are concrete rather than abstract. Because according to Dale (1969) states that learning outcomes are obtained through 10% of what is read, 20% of what is heard, 30% of what is seen, 50% of what is seen and heard, 70% of what is seen and written, 90% of what is done (direct experience).

For online learning with Edmodo, Balasubramain (2014) states that student preferences in using Edmodo are very supportive, especially for information sources, motivation, and communication in online forums and discussions. Students use the Edmodo platform as a user-friendly social learning platform that makes it easier for them to learn in online classes.

Furthermore, based on the results of research by Said (2015), it is reported that most students have a positive perception of learning using Edmodo because it can facilitate and increase the effectiveness of communication in learning and is considered to save time. Edmodo's obstacles for learning using a mobile phone that students face are that it requires a large file capacity and difficulty in reading text if the mobile phone screen is small.

CONCLUSION

Based on the results of data analysis and discussion, it can be suggested that before implementing online media learning so that the lecturers know the readiness of students for the applications to be used. Students must be given explanations or techniques in the use of media so that learning takes place smoothly. In addition, lecturers and students need to pay attention to internet connections so that they are not cut off, especially when working on practice questions or online quizzes.

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