

Edmodo: An Instructional Media to Teach English Grammar

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ABSTRACT

This report aimed at measuring the effectiveness of Edmodo to teach English grammar. Edmodo as an online instructional media was used to teach English grammar. This research used quantitative approach with a pre experimental research design. The second semester students of English Department STKIP PGRI Tulungagung were taken as the sample of this study. Since there is no control group, the second semester students were assigned as the experimental group. One group pretest-posttest research design was used. From the analysis, it was found that the mean of the pretest was 59.47 and the mean of the posttest was 73.48. Based the test of assumptions, the data was found to be not parametric. So, the analysis using Wilcoxon test was used to test the hypothesis. The result the significant value (.027) was lower than level of significant .05. Therefore, it can be concluded that the students have significantly better grammatical mastery after being taught using Edmodo.

Keywords: edmodo, teaching grammar, one group pretest-posttest design

INTRODUCTION

Learning grammar in a language study is essential and principal. Especially in second or third language acquisition, learner needs to study about grammar since it is foundation of language ability. As Crystal (2004) stated that grammar is basis of one's ability to use the language. In the line with this statement relating to teaching grammar to adult learners, Brown (2001:363) states in relation to teaching grammar is that reason, balance, and the experience of teachers in recent Communicative Language Teaching (CTL) tradition tells that judicious attention to grammatical form in adult classroom is not only helpful but essential to speedy learning process if appropriate techniques are used. Based on this statement the researcher will teach the grammar to adult students, they are the students of 2nd semester of English department using an online media.

Learning is a process of communication between teacher and the learner. The teachers convey the information and knowledge to the students through activities called teaching and learning activities. To facilitate them in getting the information, the teachers use the

instructional media by which the information can be easily transformed.

The development of information and technology almost influence all aspect of human life. It makes all human activities easier. Thus education field cannot be separated from its influence. Technology has changed and given a lot positive contribution to education. Gradually it also influenced the process of teaching and learning. There are several online media which is free easily accessed by students, and one of them is Edmodo. According to Edmodo (2018) Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential. Edmodo is free used by the teacher, students and also the parents. Some advantages of it are that Edmodo is easy, secure, interactive, supportive, connected, and versatile.

The goal of this research is to find out the effectiveness of edmodo as instructional media to teach grammar in 2nd semester students of STKIP PGRI Tulungagung. Then it is expected to have contribution in two aspect; theoretically and practically. Theoretically, this research is intended to add literature on the effect of using E_learning toward language learning especially grammatical mastery. Then practically, it will give real experiences to the teacher to use E_learning as media of teaching grammar.

REVIEW OF RELATED LITERATURE

Brown (2001:362) states that grammar is the system of rule governing the conventional arrangement and relation of words in a sentence. Technically, it refers to sentence-level rules only, and not to rules governing the relationship among sentences, which is referred to as discourse rules. In the term of learning language, Hughes (1989:141) states the grammatical mastery is considered to be basis of one's ability in language itself. Since language is tool of communication, if it is not used in acceptable structure, it will cause misunderstanding between communicator and the communicant. Further in writing aspect, low mastery of the grammar will cause fatal result of one's writing product. In the line with this description, Hyland (2003) found out that most of second language learners (L2) have difficulty in using acceptable grammar in writing. In the other hand, L2 learners often deal with the judgment of grammatical correctness. Dulay, et al. (1982:105).

Therefore, the researcher could draw the conclusion that grammar mastery is one of important aspect in second language acquisition. There are several opinions on to teach or not

to teach grammar. However according to Brown (2001:363) Communicative Language Learning (CTL) teachers in recent tradition states that the judicious attention to grammatical form in adult classroom is not only helpful but also very essential to speedy learning process if appropriate technique is used. How to teach grammar effectively will be described below.

According Thornbury (1991:29) in the line with how to teach grammar rules, he proposes several approaches that the teachers can use; deductive approach, rules and explanation. Inductive approach starts with some examples from which a rule is inferred while deductive one starts with the presentation of the rule and followed by examples in which the rule is applied. There are some advantages of using this deductive approach; it gets straight to the point, it respect the intelligence and maturity of many – especially adult – students, acknowledge the role of cognitive processes in language acquisition, it confirms many students' expectation about classroom learning, and it allows the teacher to deal with the point as they come up, rather than having to anticipate them to prepare for them in advance.

Talking about learning process, Heinichet. all (2002:22) state that learning is the development of new knowledge, skills, or attitudes as an individual interact with the information. While medium is a channel of communication between a source and a receiver. Relating to the development of information and technology, media and technology have influenced education. Nowadays for example, computer and internet have invaded instructional setting. Such tools offer powerful possibilities for improving learning. The teacher, however, makes the difference in the integration of media and technology into this process. One of powerful tool/learning application is edmodo. At glance about Edmodo (2018), it is a global education network that helps connect all learners with the people and resources needed to reach their full potential. Edmodo is free used by the teacher, students and also the parents. Some advantages of it are that Edmodo is easy, secure, interactive, supportive, connected, and versatile. E dmodo has been used by over 50 million educators, students and parents in the world.

Edmodo has features as online class organizer; creating class, setting group, posting materials, creating assignments and quizzes. Moreover, using Edmodo, teacher can communicate easily with students as well as parents, if it is needed. One of the powerful

reasons of using Edmodo is the free access (Purnawarman, et al., 2016). Besides, edmodo also offers attracting features, user-friendliness, secure online environment, literacy learning and communicating facility. Therefore, there is no doubt in choosing edmodo to teach English grammar.

RESEARCH METHOD

This research is intended to find out the effectiveness of Edmodo as instructional media to teach grammar. Due to the objective is to find out the effectiveness of Edmodo, a pre experimental research is carried out. This design involves three steps; pretest, giving treatment and posttest. Since this study is one group pretest-posttest pre experimental research, the instruments to collect data are pretest and posttest.

This research was conducted in English Department STKIP PGRI Tulungagung. The population is the students of English Department while the sample of this research is the second semester students of English Department who are officially registered in the Intermediate English Grammar class. There are 20 students who will be the sample of this study and they are assigned as the experimental group. Here, the researcher does not use random sampling technique since the class has been established in the beginning of the semester. Instead, the researcher directly takes whole class as the sample of this study.

This research starts from choosing the sample of this study who then become the experimental group. After the experimental group has been established, the next thing to be done is preparing the research instrument as well as the procedure in giving treatment. Further, the research begins by administering pretest to know students grammatical mastery before they are given the treatment. After a pretest is administered, the treatment will begin. In this study, the researcher become a complete participant who teaches and conducts a research in the same time. Therefore, it is possible for the researcher to conduct a research for almost one semester or it depends on the need of this research. After given treatment, later, the research will administer a posttest. Posttest is done to know the effect of the treatment of Edmodo as the instructional media to teach grammar. To know the effectiveness of Edmodo, the mean score of the pretest will be compared to the mean score of the posttest.

Since this study is one group pretest-posttest pre experimental research, the instruments to collect data are pretest and posttest. Moreover, this study is conducted in

grammar. Therefore, the instruments in this study are the pretest and posttest of grammar.

After the pretest as well as posttest administered, the next to do is analyzed the data. Here, the result of the grammar were scored for further being analyzed using statistical analysis with SPSS 16.0. After being analyzed using descriptive statistical analysis, the primary will be analyzed using inferential statistical analysis. However, test of assumptions should be done first to choose what statistical analysis that can be used. Test of homogeneity, linearity, and normality should be conducted to determine whether parametric or non parametric statistical analysis that can be used. The fulfillment of the three test means that the researcher can use parametric statistics. Unless, non-parametric statistics should be used if the tests of assumption are not fulfilled (Peers, 1996).

FINDINGS AND DISCUSSION

The pretest was conducted in the first meeting of Intermediate English Grammar course. Therefore, it was conducted before the students got any treatment using Edmodo. The students were asked to do the grammar test on passive voice. There were 16 questions to be done by the students. Table 1 shows the summary of the pretest result.

Table 1. Pretest Result

Descriptive Statistics

	N	Minimum	Maximum	Mean
PRE	19	31	81	59.47
Valid N (listwise)	19			

From the table 1 above, it can be seen that the minimum score on the pretest was 31 and the maximum score was 81. The average score for 19 students was 59.47.

The posttest was conducted after the students got the treatment using Edmodo. The material for the posttest was also passive voice. However, there were 20 questions to be answered by the students. Table 2 shows the summary of the pretest result.

Table 2. Posttest Result

Descriptive Statistics

	N	Minimum	Maximum	Mean
POST	19	25	100	73.84
Valid N (listwise)	19			

Table 2 shows that the minimum score in the posttest was 25 while the maximum score was 100. The average score of 19 students was 73.84.

There were some differences on the result of the pretest and posttest although both test were followed by 19 students. Table 3 shows the differences between those two tests.

Table 3. Score Differences between Pretest and Posttest

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
PRE	19	59.47	13.376	31	81
POST	19	73.84	23.391	25	100

From the table 3 above, it can be seen that the mean on the posttest increased 14.37 points if it was compared to the mean of the pretest. However, the minimum score in the posttest was lower than the minimum score in the pretest. While the maximum score, in the posttest some students got the perfect score of 100. Therefore, the maximum score in the posttest was higher than the pretest.

Test of assumptions needed to be fulfilled before deciding the statistical analysis to analyze the data. Test of homogeneity, linearity and normality were conducted to fulfill these assumptions. If the assumptions were fulfilled, the parametric statistics was used to test the hypothesis. If the assumptions were not fulfilled, the non-parametric statistics was used to test the hypothesis.

a. Homogeneity Test

The data were homogenous if the significant value or *p*-value was greater than

the level of significant $\alpha = .05$. Table 4 showed the result of the computation of Levene's test for the pretest by using SPSS 16.0

Table 4. Homogeneity Test

Test of Homogeneity of Variances

SCORE

Levene Statistic	df1	df2	Sig.
6.084	1	36	.019

The Levene test of the homogeneity shows that the sig. value was .019. It was lower than the level of significant of .05. Therefore, there was enough evidence to show that the data were not homogenous.

b. Linearity Test

The data were linear if the significant value was greater than the level of significant $\alpha = .05$. Table 5 shows the result of the linearity test.

Table 5. Linearity Test

ANOVA Table^a

	Sum of Squares	df	Mean Square	F	Sig.
SCORE * Between Groups (Combine d)	1961.289	1	1961.289	5.402	.026
Within Groups	13069.263	36	363.035		
Total	15030.553	37			

a. With fewer than three groups, linearity measures for SCORE * GROUP cannot be computed.

The significant value of linearity test was 0.26. It was lower than the level of significant .05. Therefore, it can be concluded that the data was not linear.

c. Normality Test

The data were normally distributed if the significant value is greater than the level of significant .05. Table 6 demonstrates the result of Kolmogorov-Smirnov and Shapiro-Wilk tests by using SPSS 16.0

Table 6. Normality Test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
GROUP		Statistic	df	Sig.	Statistic	df	Sig.
SCORE	PRE	.240	19	.005	.908	19	.069
	POST	.183	19	.095	.871	19	.015

a. Lilliefors Significance Correction

The result of the normality test was lower than the significant value of .05. Therefore, it can be concluded that the data did not follow normal dispersion.

The statistical analysis in this research was based on the fulfillment of the assumption tests of homogeneity, linearity and normality. Since all of the assumptions was not fulfilled, it can be concluded that the data should be analyzed using parametric statistics.

This research was aimed to find out whether the students have a better grammatical mastery after being taught using Edmodo. Therefore, the hypothesis testing was done by comparing the pretest and posttest score. Since the data in this research did not fulfil all of the assumption test, the non-parametric test of Wilcoxon. Cronk (2008) stated Wilcoxon test is the equivalent of parametric test of paired sample t-test which is usually used to compare the before and after tests. The result of the hypothesis testing using Wilcoxon test can be seen in Table 7.

Table 7. The Result of Hypothesis Testing

Test Statistics ^b	
	POST - PRE
Z	-2.214 ^a
Asymp. Sig. (2-tailed)	.027

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The result of the hypothesis testing shows that the significant value .027 was

lower than the level of significant .05. While the Z value -2.214 was greater than the Z table -1.64 in the level of significant .05. The negative value was inconsiderable since it is an absolute value. Based on the result of the hypothesis testing above, it can be concluded that the students have significantly better grammatical mastery after being taught using Edmodo. In the other words, Edmodo as learning media is effective to increase the second semester students of English Department's grammatical mastery.

This research tried to investigate the effectiveness of Edmodo as learning media to improve the students' grammatical mastery. There are two variables involves in this research, independent and dependent variables. The independent variable is Edmodo as learning media while the dependent variable is students' grammatical mastery. This research employed pre experimental research as its design.

Before conducting the treatment which is taught the students using Edmodo as the learning media, a pretest was administered. The mean score of the pretest was 59.47. After conducting the treatment, a posttest was administered and the mean score in the pretest was 73.84. The mean score in the posttest increased 14.37 points better than the pretest.

Based on the result of the hypothesis testing, the comparison of posttest and pretest score shows that the students have significantly better grammatical mastery after being taught using Edmodo as learning media. The result of this research therefore shows that Edmodo can be used as the media in teaching learning. It also adds new finding that Edmodo can also be used to teach grammar as an addition to the findings that Edmodo can be used to teach writing and vocabulary like the research result conducted by Evenddy (2016), Hastomo (2016).

CONCLUSION AND SUGGESTION

This research was an attempt to investigate the effectiveness of Edmodo as learning media to teach grammar. This research tried to answer whether the second semester students of English Department STKIP PGRI Tulungagung have better

grammatical mastery after being taught using Edmodo. It was conducted using pre experimental research design.

The result of the research shows that the students have better score in posttest than in pretest. Moreover, the result of the hypothesis testing shows that the students have significantly better grammatical mastery after being taught using Edmodo. In the other words, Edmodo is an effective learning media to teach grammar. It adds new findings on the usage of Edmodo as learning media to teach English.

However, this result of this research can be caused by the length of the treatment time. Since the treatment is conducted in almost whole semester, the students may have a very enough time to learn grammar. So, the result is not merely because of the use of Edmodo as learning media.

Further, based on the data analysis and the discussion in the previous chapter, the result of the research gives contribution both practical and theoretical. For the theoretical contribution, the result of this research brings new insight on the implementation of Edmodo as learning media to teach grammar. So, it is not only vocabulary and writing which can be taught using Edmodo but also grammar. For the practical contribution, the result of the research shows Edmodo can be used by the teacher to teach the students and facilitate them with learning media which can be accessed anywhere and anytime. While for the further research, the result of this research can be used as the reference in conducting the other research about Edmodo especially on grammar. However, it is suggested for the further researcher to use other material of the passive voice.

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