IMPROVING THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT USING EDMODO DURING COVID 19 PANDEMIC (A CLASSROOM ACTION RESEARCH ON THE TENTH GRADE STUDENTS OF SMKS KERABAT KITA BUMIAYU IN THE ACADEMIC YEAR 2021/2022)

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Abstract

This research is carried out to improve the students' writing ability in narrative text using Edmodo during the Covid 19 pandemic on tenth-grade students of SMKS Kerabat Kita Bumiayu in the academic year 2021/2022. The subject of this research is 32 students of the class X AKL3 (Accounting and Finance). The method used in this research is Classroom Action Research (CAR). The

writers act as the teachers and Mrs. Laeli Rahma F, S.Pd is a collaborator in the teaching and learning activities. The writers use two cycles. Each cycle consists of planning, action, observation, and reflection. Each cycle also consists of two meetings. The writers use two methods to collect data. They are tests and questionnaires. The writers measure the students' writing ability in the narrative text by giving a pre-test before treatment. After being given a pre-test, the writers use Edmodo in cycles I and II. Based on the results, the writers find an increase in students' writing ability in narrative text after using Edmodo. The end of the second cycle shows that 81.25% of the students reach the *KKM* (70). In the first cycle, the mean of post-test 1 (71.79) is higher than pre-test (64.57). The t-test calculation shows that the t-table is 2.04 while the t-test is 6.5. In the second cycle, the mean of post-test 2 (78.94) is also higher than post-test 1 (71.79). The result of the t-test is higher than the t-table that is 6.94 from t-table 2.04. It means that there is a difference between post-test 1 and post-test 2. In conclusion, Edmodo can improve the students' writing ability in narrative during Covid-19 pandemic.

Keywords: Improving, Edmodo, the Students' Writing Ability, Narrative Text, Covid 19 Pandemic

A. Introduction

The Covid 19 pandemic is a worldwide phenomenon of the spread of coronavirus disease in all countries. Many countries whose citizens have been affected by the virus. Indonesia is one of the big countries affected by the Covid 19 pandemic. It impacts most aspects of life, such as the economy, society, tourism, health, education, and others. In the education sector, students should study from home (SFH) and would be virtual. Teachers and students are

obliged to do a teaching-learning process using online/ digital platform known as online learning or E-learning (Electronic Learning).

The term of E-learning means an effort to transform the learning process in schools or colleges into a digital form through internet technology (Munir, 2009: 169). E-learning is a model that can apply to almost all subjects, including English. One of the productive skills which are very important to be mastered by students is writing skill. Richard and Renandya (2002: 303) state that writing is the most difficult skill for second language and foreign-language learners. Furthermore, they claim that writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. Therefore, some efforts need to be done in order to maintain or improve the students' writing ability.

The writers choose to conduct the research in SMKS Kerabat Kita Bumiayu because there is a problem with the students' writing ability. The students of class X AKL3 (Accounting and Finance) in SMKS Kerabat Kita Bumiayu have difficulties writing narrative texts. From the test result conducted by the writers, the data show that 12 students pass the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (*KKM*) 70. Meanwhile, 20 students do not pass the *KKM*.

One strategy that can involve teachers and students in teaching-learning activities is the use of the Edmodo. Edmodo is social learning platform to make easier for teacher and students in teaching-learning process that would be virtual. It was created by Nicolas Borg and Jeff O'Hara in San Mateo, California, in 2008. Edmodo is a social networking site with a layout and design very similar to

Facebook, where the member has a profile page that displays groups, communities, and the latest posts. Members can also upload profile pictures and share links and videos. Each member has a personal library and can add resources shared with other members. Members can view their libraries from anywhere.

B. Literature Review

The theories reviewed here covers the general concept of Edmodo, writing, and narrative text.

1. The General Concept of Edmodo

According to Cauley (2012: 33), Edmodo is an educational application that takes ideas from social networks and makes them suitable for the classroom. Edmodo is a social learning network and discussion application where teachers and students can interact and collaborate online. Edmodo was found in 2008 by Nicolas Borg and Jeff O'Hara, who wanted to compensate for the lack of IT workflow between teachers, students, and administration (Berkowicz, 2016).

A teacher can assign and rate work on Edmodo. It is a safe environment. There is no bullying or inappropriate content because teachers can see everything posted on Edmodo even parents can join the class to learn about teaching and learning activities with technology. Overall, Edmodo is a good media alternative for almost all classrooms.

One of the beneficial features of Edmodo is allowing teachers to create groups for their classes. After teachers make a group page, they receive a unique code that they share with their students. The students use this code to join the group. Teachers can post notes, alerts,

assignments, quizzes, polls, and grades on the group page.

2. The General Concept of Writing

According to Harmer (2004: 31), writing is the way to produce language and express ideas, feelings, and opinions. In another definition, Linse (2000: 142) says that writing is a combination of process and product. The process is an activity of collecting ideas to become a product and be understood by the reader.

Brown (2004: 335) points out that the result of the writing process will focus the students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise the text to clearer meaning, how to edit text for appropriate grammar, and how to produce the final product.

a. The Function of Writing

According to Braine and May, as quoted by Fajriyani (2011: 8), there are four common purposes in writing. They are writing to inform, writing to explain, writing to persuade, and writing to amuse others.

b. The Process of Writing

According to Harmer (2001: 113), the process of writing has four main elements. They are planning, drafting, editing and revising, and final version.

c. The Types of Writing

Based on Troyka (1987: 3), writing divides into four types based on the form. They are exposition, argumentation, descriptive, and narrative.

d. Writing Assessment

In this study, the writers take the test in writing, then the criteria of assessment writing are adopted from Brown. According to Brown (2004: 2004), there are five characters in assessing writing. They are content, organization, grammar, vocabulary, and mechanic.

3. The General Concept of Narrative Text

The concept covers the definition, the components, and the language features of Narrative Text.

a. The Definition of Narrative Text

Based on Anderson and Anderson (1997: 1), narrative text is a piece of text which tells a story and in doing, so entertains and informs the reader or listener. In addition, Gerot and Wignell (1994: 204) state that the social function of narrative text is to entertain readers with fiction stories like fable, legend, myth, and folktale. Thus, narrative is a kind of text to entertain and deal with actual or various experiences in different ways.

b. The Components of Narrative Text

Anderson and Anderson (1997: 4) state that narrative text has been described as having several components. They are orientation, complication, sequence of events, resolution, and coda.

c. The Language Features of Narrative Text

According to Anderson and Anderson (1997: 3), the language features of narrative text are nouns, adjectives, verbs, and word time.

C. Method of Investigation

The writers use classroom action research. In addition, the source of data in this study is the tenth grade of SMKS Kerabat Kita Bumiayu especially in the tenth grade of Accounting and Finance study program (X AKL3).

The instruments for collecting the data are questionnaire, documentation, and tests. Besides, the writers use a statistical technique to know the results of using Edmodo on improvement students' writing ability from tests. The steps are mean, standard deviation, t-test, and percentage of improvement.

D. Findings and Discussion

In this research, the writers act as the teacher, and the learning process is observed by her collaborator Mrs. Laeli Rahma F, S. Pd. The Classroom Action Research (CAR) is carried out in 2 cycles. The steps are: planning, acting, observing, and reflecting.

The result shows that there is a significant improvement in students' writing ability from cycle I to cycle II. The difference between all the results is well. It means that the treatment can improve students' writing ability. The average of each cycle increases significantly. The mean of pre-test is 64.57 and post-test 1 is 71.79. However, the number of students who get the *KKM* in cycle I is less than 75%. Consequently, the writers decide to conduct cycle II. However, there is an improvement between cycle I and cycle II where post-test 2 results of cycle II show that 81.25% of students get a score above the *KKM*. The score improvement in post-test 1 is 11.18% on pre-test. Meanwhile, the score improvement in post-test 2 is 9.95% on post-test 1.

1. The Result of Pre-Questionnaire

   The result shows that teacher uses WhatsApp Group as a medium to teach during the pandemic. Thus, it is clear that teachers and students in class X AKL3 have never used Edmodo in the teaching-learning process. It means that the teacher in the classroom does not use a variety of media when teaching writing. In other words, teachers are less innovative in learning with various media in the process.

   Besides, the results show that 56% of students are satisfied and enjoyed, and 44% of other students are less enthusiastic on media used. The writers assume that the students do not complain to their teacher about the monotonous media used. Therefore, they never compare the current media with others.

   Then, the results show that 54% of the students say that WhatsApp Group as media does not improve their writing motivation. On the other hand, 46% of students state that their motivation improves. Nevertheless, the reason is not because of WhatsApp Group that make their motivation increases in writing narrative text. From the questionnaires, it cannot be concluded whether WhatsApp Group can improve the students' motivation or not.

2. The Result of Pre-Test

   The pre-test is conducted on Thursday, August 19th, 2021. Based on the result, the data shows that the mean of pre-test is 64.57. The total number of students who pass the *KKM* in the pre-test is 12 students. Meanwhile, there are 20 students who do not pass the *KKM*. Besides, the lowest achievement gained score is 41.25.

After analyzing the result of the preliminary study in the pre-test, the writers find out that most students at X AKL3 have difficulty in writing ability. The students still lack in the writing learning process in vocabulary, punctuation, and grammatical. Thus, it is necessary to find out the solution to solve this problem. In this case, the writers use Edmodo in teaching writing to improve the students' writing ability.

3. The Result of Cycle I

The first cycle is conducted on 19th and 21st August 2021. After calculating the students' pre-test result, the writers calculate students' first test score. The data shows that the mean of post-test 1 is 71.79 and gain any improvement 11.18%. In the cycle 1, there are 22 students pass the *KKM*. It is gained 68.75%.

Based on the result, there is an improvement of writing ability by using Edmodo between pre-test (before the action) and post-test 1 (after the action) where Mean of pre-test $\leq$ than post-test 1. Then, the writers calculate the standard deviation and the t-test. The t-test shows that there is a significant influence of using Edmodo in improving the students' writing ability where t-table $<$ t-test (2.04 $<$ 6.5). However, the number of students who get KKM is less than 75%. As a result, the writers decide to conduct cycle II.

4. The Result of Cycle II

The second cycle is conducted on 23th and 26th August 2021. The data shows that the mean of post-test 2 is 78.94 and gain any improvement 9.95%. In the cycle 2, there are 26 students pass the *KKM*. It is gained 81.25%.

Then, the writers calculate the standard deviation and the t-test to find out whether the improvement is significant or not. Based on the findings of cycle II, the students' writing ability improve on the result of cycle II by using Edmodo. It is displayed in the score that the mean of post-test 1 is 71.79 and post-test 2 improves to 78.94.

The t-test shows that there is a significant influence of using Edmodo in improving the students' writing ability because t-table $<$ t-test. The data shows that the t-table is 2.04 while the t-test is 6.94. Furthermore, the writers decide to stop the cycle because the students' scores reach the *KKM*.

5. The Result of Post-Questionnaire

The result of shows that students seem more interested to share the stories. They use a variety of vocabulary, and the content is more interesting. They also became freer to generate and share their ideas that cannot be achieved when they composed a text without using any media. When conducting using Edmodo, the teacher can give the students quiet time to understand the material. Besides, the students can gain knowledge from what their teacher or other students post on Edmodo. They can share their knowledge on Edmodo such as good articles, links, etc so that other students can benefit from it as well.

From the result of the post-questionnaire, almost all students like learning using Edmodo. They have a positive response to the implementation of Edmodo in writing narrative text even though they are not familiar yet.

The results show that 27 students (84%) agree that Edmodo makes them easier to learn English. Meanwhile, 5 students (16%) disagree. It means that most students have a positive response and believe that Edmodo helps them easier to learn English.

Besides, there are 26 students (81.25%) like writing using Edmodo. Meanwhile, there are 6 students (18.75%) who disagree with the statement. It can be seen that most students are happy even there are some students who are not happy using Edmodo for writing narrative text.

In another statements, the students get more motivated to do their assignments using Edmodo. It is proven by the result of the post-questionnaire that shows 28 students (87.5%) say that Edmodo helps to improve their motivation. The students try to finish the assignments early and revise them after having feedback on their writing. They are also excited to try all features on Edmodo. They can post their writing and comment to each other.

Based on the result obtained from the post-questionnaire, the data show that the students have positive responses on the students' perception on Edmodo in writing narrative text. It is proven by their achievement that they achieve especially in writing a narrative text using Edmodo.

E. Conclusion

The implementation of Edmodo in the tenth grade of SMKS Kerabat Kita Bumiayu during the Covid 19 pandemic in the academic year 2021/2022 can improve students' writing ability. The students can improve their vocabulary and can write good

sentences in a narrative text. The students are motivated to write in English.

Based on the findings of the research, the students' writing ability the tenth-grade students of SMKS Kerabat Kita Bumiayu in academic year 2021/2022 can be improved through Edmodo. It is shown by the mean score of pre-test, post-test 1, and post-test 2. At the first cycle the mean of post-test (71.79) is higher than pre-test (64.57). In the second cycle, the mean of post-test (78.94) also higher than post-test 1 cycle I (71.79). The improving percentage of students who pass writing test from cycle I to cycle II are: 11.18%; 9.95%.

There is significant influence of using Edmodo to improve students' writing ability. It is shown by the result of calculation of t-test in two cycles. In the cycle I, the t-test calculation shows that the t-table is 2.04 while the t-test is 6.5. While in the cycle II, the result of the t-test is higher than t-table that is 6.94 from t-table 2.04.

Acknowledgement

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