MICRO-BLOGGING ASSISTED LEARNING STRATEGY IN TEACHING WRITING

(A Classroom Action Research at the Tenth Year Students of SMA Al-Azhar BSD in 2011/2012 Academic Year)

A Thesis
Presented to the Faculty of Tarbiya and Teacher Training
in Partial Fulfillment of Requirements for Master Program
in English Language Education

ALFIAN
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MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
1435 H/ 2013
STATEMENT OF AUTHORSHIP

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Alfian
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Approved by the Advisor

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This thesis entitled Micro blogging-Assisted Learning Strategy in Teaching Writing (A Classroom Action Research at the Tenth Year Students of SMA Al-Azhar BSD in 2011/2012 Academic Year) had been examined at Work in Progress/WIP III Magister Program UIN Syarif Hidayatullah Jakarta on December 6th 2013, this thesis had been thoroughly examined, improved and approved by the advisor and examiners.

Jakarta, December 14th, 2013

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ABSTRACT

The main objective of this present study is aimed at investigating the utilization of a micro-blogging, Edmodo in particular, to be used as a tool in teaching writing. This present study is focused on the utilization of Edmodo in teaching writing to the tenth grade students of Al-Azhar BSD. More particularly, it is also aimed at investigating the process that is focused on both advantages and disadvantages experienced by the teacher and students in using Edmodo micro-blogging for writing activity. In its application, it is aimed at identifying students’ writing activity by using Edmodo micro-blogging assisted learning strategy in teaching writing recount and narrative text.

Classroom action research is used as its basic design. Action research cycles (Plan, action, observation, and reflection) that is proposed by Kemmis and Taggart is used to get a clear data. As the instrument, the writer used triangulation technique. He did the observation, gave the questionnaire to the students, and did an interview with several students.

The result of this research indicates that the utilization of Edmodo micro-blogging in which the process approach used in its activity such as writing for an audience, peer review, self-editing and revising undoubtedly impacted on the students writing quality. Overall, the tenth grade students of Al-Azhar BSD perceive that Edmodo micro-blogging as a useful and effective writing tool as well as a reflective and communication tool. It shows that students are ready to embrace this tool to be part of their learning environment.

Key Words: Micro-blogging, Edmodo.
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This Thesis is presented to the English Department of Faculty of Tarbiyah and Teachers Training, State Islamic University Syarif Hidayatullah Jakarta as the partial fulfillment of the requirement for the Master Program in English Language Education.

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Jakarta, April 24th, 2013

The Writer
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CHAPTER I

INTRODUCTION

A. Background of The Study

Broadly spoken, writing is one of the four language skills need to be learnt by the language learner from any level. Regardless to the importance of writing ability in the primary school, it also needs to be mastered by the senior high school students for communicating ideas, perception, feeling, and emotion. However, the process of writing activity in the classroom was not that good in reality, as reflected from students’ responses arguing that writing, particularly in English, was such a daunting task to do.

This thing may have been resulted from several factors such as lack of motivation, anxieties, afraid of making mistake or even having no idea to compose a good paragraph. Writing itself is difficult and tends to be very complex, because it is very different from talk. And even students in the senior high school level cannot simply pick up the linguistic structure involved since “the skills involved in writing are highly complex”.1

This goes in line with Harmer, asserting that although some students are always happy to have a go at writing in English, others can be less keen. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. And if these insecurities are reinforced because they are unable to complete writing tasks successfully, then the student’s attitude to writing is likely to become more and more negative.2

Furthermore, Richards and Renandya on ‘Methodology in Language Teaching’ asserted that “with so many conflicting theories and so many implementations factors to consider,

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planning and teaching a course in writing can be a daunting task.” Consequently, creating and implementing a good writing activity has become a great challenge for English teachers. It is become more essential to enhance student’s interest in writing. And teacher should have created such an engaging writing task which involves students not just intellectually but emotionally.

Meanwhile, in the context in which writing is taught to the senior high school students that currently uses the curriculum called “KTSP” (Kurikulum Tingkat Satuan Pendidikan) or School-Based Curriculum, the language teaching activity is based on the paradigm viewing that “language is a communication, not just a set of rule.” As the result, the implication of this new approach is that students should expand their listening, speaking, reading, and writing skills as their competencies in English as a foreign language subject. Then, it is also more focused on how students master their writing competence, explore their skill in writing text and produce their own text.

Based on the current curriculum, the objective of English language teaching for the Senior High School is aimed to make the students have ability as follows;

1. Developing communication competence in oral and written form to achieving informational literacy level
2. Have an awareness of the nature and importance of English for improve the nation's competitiveness in the global community
3. Develop the students understanding of the links between languages with culture.

And more particularly, based on the current curriculum used in Indonesia, the Standard of Competence (SK/Standar Kompetensi) of writing for the first year of Senior High School

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Students are; Communicate and express the meaning of functional discourse and/or monologues in the form of Recount, Narrative, Procedure, Descriptive, and News Item text for daily life. And the Basic Competence (KD/Kompetensi Dasar) for this level is; expressing the meanings and measures rhetoric accurately, fluently and acceptable using a variety of written language in the context of everyday life in the form of Recount, Narrative, Procedure, Descriptive, and News Item.  

Reflected to the descriptions above, it seems to the writer that teaching and learning process, particularly in the process of teaching writing, needs to be well designed and implemented in order to accommodate student’s needs and more importantly to enhance their interest in writing. To achieve those goals, it seem to the writer that a strategy in teaching writing in which a writing tool used as instructional strategy needs to be well designed and implemented in teaching writing. As the result, a writing tool needs to be chosen in its implementation and one of the writing tools that can be used as a writing learning strategy is micro-blogging. And in this present study the writer is trying to develop a writing instructional strategy by using such micro-blogging called Edmodo.

Learning strategy proposed in this present study is part of the utilization of ICT in Educational setting, and this goes in line with what had been affirmed by Anthony on his book, Teaching Secondary English with ICT asserting that “writing is still the major activity of the English classroom and the one with which ICT is most involved.” And furthermore, Zhang affirmed that; “Blogs have formidable potentials as a useful tool for the teaching of EFL writing classes. Blogs offer a collaborative environment with which students can read each other’s posts and in some blogs they have a facility to comment on each other’s

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work. Therefore, students are essentially writing for an audience which is said to improve writing capacity.”8

In addition, a recent study conducted by Susan Blackmore indicated that the students respond positively to the use of blog, and had been found that the blog helped the students to improve their writing through the collaborative learning environment. “There was agreement that writing for an audience and peer review contributed to the development of the collaborative learning environment and conducive to developing writing skills.”9

Several studies on the use of blog in teaching writing had also been conducted in Indonesia. One of them is a research conducted by Wulyani. The study found that the utilization of web-blogging in the teaching of writing to non-English Department is considerably promising. “The web-based activities especially web-blogging assist the students to improve writing skills. The improvement that the students made encompasses the improvement in the content, organization, vocabulary, language use and writing mechanism.”10

Having given the two related studies on the use of blog in teaching writing, the writer tries to put his way in using Edmodo micro blog. Different with the study conducted by Susan Sears and Wulyani, He is interested in using micro-blogging instead. Micro-blogging is a form of multimedia blogging that allows students to send brief text update or micro media such as photos or audio clips and publish them either to be viewed by anyone or by restricted group that can only be chosen by the student. The content of a micro-blog differs from a traditional blog in that it is typically more topical, smaller in aggregate file size (e.g., text,

9 Susan Blackmore, “An Investigation into the Use of Blog as a Tool to Improve Writing in the Second Language Classroom” (PhD diss., The University of Manchester, 2010), p. 2.
10 Anik Wulyani, “Improving Student’s Writing Composition Through Web-blogging” (Mpd Thes., Universitas Pendidikan Indonesia, 2010), p. 96.
audio or video) but is the same in that students utilize it for personal reasons.

However, there is some negative opinion and suggestion that it does not benefit, and so with any new technology it is important to explore its potentials and limitations as Chan and Ridgway suggest; “There is no consistent evidence that these new technologies enhance learning. However, the technologies are new, and it is important to explore new and effective ways of using them to enhance the process of teaching and learning.”

Dealing with the difference of what have been stated by Zhang and Chan and Ridgway, the writer puts himself in line with Zhang assertion that “Blogs have formidable potentials as a useful tool for the teaching of EFL writing classes” his assumption is based on the factual condition in which he teaches English as a foreign language to the tenth grade students at Al-Azhar BSD.

The condition in which the school is equipped with the language laboratory, hot spot area, and e-learning portal that seems to be potential to create such a good learning community. The writer puts his reason on this issue since he realizes that most of the students are familiar with blog. In brief, he thought that language learning will meet its good result when the school provides the ICT and the student find himself familiar with the school setting.

As stated above that the benefits of using blog as a tool to improve language skill seem to be debatable, that is why the writer was keen on investigating the utilization of micro-blogging in teaching writing to the tenth grade students of Islamic Senior High School Al-Azhar Bumi Serpong Damai.

Known as one of the prominent private schools, its learning environment has recently been supported by the ICT. Students, most of whom are rich, are used to using internet to access social media like twitter, facebook, and blog. Students

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tend to get bored when teacher deliver the material conventionally. Regardless to the benefits of using power point, its use seemed to be usual. More particularly, in the writing activity students tend to use their gadgets such as smart phone, tablet computer to write their writing draft. And based on the preliminary research conducted by the writer toward those phenomena he found that, in majority the tenth grade students are familiar in using not only gadgets but also they are getting used to using blog and have been using the blog such as wordpress.com, blogger.com, and tumblr.com to get connected with their friends.

However, the result of the preliminary study (see appendix) reveals that more than ninety percent of students have never used those blogs for learning English. This thing occurred since their English teachers did not teach writing by using those writing tools. As the result the students learnt writing with the conventional way in which they were just asked to write a text from the reading passage and asked to write the paragraph onto their notebook.

Trying not to take for granted toward this phenomena, the writer tries to put his point of view that students will have no experience in collaborative writing activity albeit their writing was good. Furthermore, this has been contradictory with the vision and mission of the school in which the use of Information, communication, and technology (ICT) should be integrated in the teaching and learning process. The writer also found that English teachers never used such tools (blog, or micro-blog) for teaching English. It is therefore brings the problem to surface and this is the thing needs to overcome by the writer.

With regard to the problems, he realizes that teaching writing activity needs to be changed to improvement. Consequently, he tries to bring writing activity to the learning environments in which student’s needs are taken into consideration. The activity, with which students feel no more anxious and bored, will be used by the writer by the utilization of Edmodo micro-blogging.

The writer is interested in using micro-blog for teaching writing since it is in line to the concept proposed by Harmer saying that “a further way of provoking student engagement with
writing is to get students to write to each other.”\textsuperscript{12} And this goes fit to the features of Edmodo most of which give students to write to each other since in its application Edmodo micro-blogging can be incorporated into classroom activities include pen-pal activity, creating polls for student’s response, embedding video clips and other media to support students learning. And it is therefore in this present study, the writer tries to come up with the working hypothesis proposing that if Edmodo micro-blogging used as a tool in teaching writing, students will experience a new writing activity which is motivating. And more importantly, it can be used for the class improvement.

\textbf{B. Research Questions and Research Focus}

All the previously discussed reasons urged the researcher to conduct a study and investigate how Edmodo micro-blogging helps students in learning English, particularly in learning writing recount and narrative text.

Based on the previously discussed background, the present study tries to seek the answer from the following questions:

1. How micro-blogging assisted learning strategy is used for teaching writing to the tenth grade students of Al- Azhar BSD?

2. How does micro-blogging assisted learning strategy give impact on student’s writing activity?

The research focus of this present study is student’s writing activity that occurs in student’s daily learning at Islamic Senior High School Al-Azhar Bumi Serpong Damai, meanwhile the subject in this present study is intentionally focused only to the tenth grade students in which micro-blogging assisted learning strategy used by the writer in teaching writing, recount and narrative text in particular.

C. Purpose of the Study

Referring to the background and the problems of the present study, generally speaking the purpose of the present study aims at getting information about the utilization of micro-blogging assisted learning strategy for teaching writing to the tenth grade students. And more specifically, the aim of this present study is to get the information about;

1. The description of the micro-blogging assisted learning strategy implementation in teaching writing.
2. The description of the impact of the micro-blogging assisted learning strategy on student’s writing activity.

D. Significance of the Study

This present study tries to investigate a real condition that occurs related to English teaching learning activity, a writing activity in particular, at Islamic Senior High School Al-Azhar Bumi Serpong Damai. It is expected that this study will have significant relation to English teaching learning process. Practically, this study will describe student’s writing activity in writing recount and narrative text by using Edmodo micro-blogging. It is therefore this present study is expected to be beneficial to the writer, English teacher, students, and other researchers.

For the writer, this study is intentionally used as a self-reflective technique for answering writing activity problems he found in the classroom. For the English teachers, it is hoped that micro-blogging assisted learning strategy can be used by the English teachers, particularly at Al-Azhar BSD, as an additional option to be used for teaching writing and Edmodo can be used as a tool for writing activity. For the students, it is hoped that students are able to give correction on student’s writing, and particularly be able to use blog for learning writing. And for other researchers, this present study is expected to be used as an additional reference related to the utilization of ICT in the Educational setting, besides this can also be used as a comparison to do similar research.
CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theoretical Frameworks

Every single study should have been based on the theoretical framework as a guideline to avoid a mislead study and more importantly to drive the research scientifically. In this part, the writer tries to give a brief theoretical framework on the subject matter tried to investigate on this present study. Afterward tries to specifically come up with the theory of writing used in this study.

As Hyland points out, three different approaches to researching and teaching writing can be identified. The first approach can be described to see texts as autonomous objects, referring to structuralism. The focus in this approach is on the correct arrangement of elements, and the idea of language learning is based on “an autonomous mechanism which depends neither on particular writers or readers, but on setting out ideas using correct forms.”

The second approach focuses on the writer and the process of creating texts. Learning writing is a process which can be encouraged by providing writers “with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference.” Since weblogs provide this open space for writer-oriented creativity, they can be used in language learning for such writing processes.

The third approach considers that a writer always has a certain purpose and audience in mind when writing a text. A text is always about sharing or negotiating meaning with an audience; if there were no audience, there would be no reason to write a text. The writer is influenced by the addressed or invoked audience, which means that there is an interaction between the writer and the reader. Even though this interaction might not be

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2 Ibid., p. 23.
too obvious in many cases, it is an important factor by which the writing process is influenced.

With regard to the several approaches that can be used in teaching writing, in this present study the writer takes the theory of writing which is simply refers to the process-approach. It is related to the present study in which that in its teaching writing activity the students are given the time and feedback. The time for composing writing in several steps like planning, drafting, reviewing, editing, and publishing. And feedback from other students since the present study focuses on the use of Edmodo micro-blogging by which students are engaged in such peer and group feedback thus they are able to have the paragraph revised before publishing and to be checked by the teacher.

Furthermore, according to Young, to develop English language learners writing competence, it is highly recommended to using journals such as buddy journals, interactive writing experiences such as pen-pals, and using pictures and students drawing in journals, learning vocabulary, and sharing their personal histories.\(^3\) Related to this theory, in the present study, the researcher tries to have the students to write a recount text in which students are hoped to be able to share personal experience among others. Based on the theory, in the present study the researcher tries to bring a new tool in teaching writing by using Edmodo micro-blogging to achieve a writing process and an interaction between students both locally and at remote sites.

Specifically, it is paramount important to have students to post their writing on the blog for peer feedback, to communicate electronically with key-pals or via chat sites, or to participate in on-line writing workshop.\(^4\) It is in line with the concept of writing as a cooperative activity proposed by Harmer, that asserted writing in groups, whether as part of long process or as part of a short game like communicative activity, can be greatly motivating for students, including as it does, not only writing, but

\(^3\) Anete vasquez et al., Teaching Language Arts to English Language Learners (New York: Routledge, 2010), p. 50.

research, discussion, peer evaluation and group pride in a group accomplishment.\textsuperscript{5}

In addition, Carol, Blake, Camalo, and Messer recommended that teachers utilize student’s personal experiences in writing such as having students write personal narrative and autobiographical pieces that include information about their literacy experience in their home languages. Similarly, Brisk recommended the use of critical autobiographies in helping students develop their literacy skill. It seems to the writer that this thing goes in line with the activity intentionally designed in the utilization of Edmodo micro-blogging, that is an activity in which students are asked to write and post about their personal experience and give feedback to other’s writing. And related to the Brisk’s recommendation toward the use of critical autobiographies in helping students develop literacy skill, the writer also puts his point of view that writing critical autobiographies is a kind of writing having purpose to tell the series of events about student’s life and the literacy skill is skills that help students gain or create knowledge through reading or writing as well as using media and technology. It is therefore in its utilization, students wrote narratives about their literacy experiences while simultaneously engaging in discussion about external factors influencing their lives. Students were able to improve their writing skills while engaging in a climate which support their culture and experiences. Engaging students in metacognitive that call attention to student’s writing processes and literacy experiences as well as providing meaningful writing assignments are excellent practice for all learners in English language classroom.\textsuperscript{6}

Moreover, Chun as cited in Tony Erben on his book ‘Teaching English Language Learners through Technology’ points to the fact that students who are hesitant to participate orally many times are active participants in online writing projects. Because process writing e-tools save different versions


\textsuperscript{6} Anete vasquez et al., Teaching Language Arts to English Language Learners (New York: Routledge, 2010), p.51.
of the same document, English language learner can edit and re-edit their work without being concerned about losing their work. This function also allows users to evaluate or self-evaluate their own writing progress by looking back at previous versions of the same text. Collaboration and peer-revision is a further advantage that this tool fosters.\(^7\) In this present study, a writing learning strategy that is assisted by the utilization of micro-blogging seems to be able to allow students to evaluate their writing because they can be accessed easily using mobile phone, tablet computer, and so forth that can be used to do collaborative activity among other students.

With regard to the collaborative activity, Harmer asserted that there have been three important roles of teacher in the writing as a collaborative activity, they are; as motivator, resource, and feedback provider.\(^8\) Regarding to the important roles of teacher in the writing as a collaborative activity, here the writer was able to behave as motivator, resource, and feedback provider by using Edmodo micro-blogging. As the motivator, he could post to Edmodo with some motivating words to encourage students in writing and giving comment to other students. He could also provide some resources and post them on Edmodo, so that students are encouraged to be self-autonomous learner. And of course, he could also act as feedback provider in giving comments and suggestion on student’s writing. By using this potential micro-blogging, the writer was able to reply student’s comments directly since Edmodo can be accessed using smartphone, tablet computer, and so forth.

In line with the above statement, Harmer asserted that when concentrating on the product teacher is only interested in the aim of the task and in the end of product, meanwhile a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally publishing student’s writing, a process approach aims to get to

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\(^7\) Tony Erben et al., *Teaching English Language Learners through Technology* (New York: Routledge, 2009), p. 132.

the heart of the various skill that should be employed when writing. In the language classes, teachers and students can take advantage of the presence of others to make writing a cooperative activity. And cooperative writing works well with both process and genre-based approach since writing in groups, whether as part of a long process or as part of a short game like communicative activity can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment.

To sum up, here the writer tries to distinguish this present study to the similar research discussing about the utilization of micro-blogging in teaching writing. The similarity of this present study with others can be seen to the media used in teaching writing that is a blog, particularly a micro-blogging called Edmodo. However, its difference seems to be unequivocal since the present study tries to scrutinize the utilization of Edmodo micro-blogging in teaching writing that is focused on writing recount and narrative text. Since there is no single study that specifically focuses on this potential micro-blogging (Edmodo) thus the present study is hoped to be worth researching.

Based on the things had been discussed above, the writer tries to put his research objective to the potential benefit of using micro-blogging in teaching writing. The theory of writing taken into account in the present study is the process-approach in which the students are engage in the several phase in the writing process such as pre-writing phases, editing, redrafting, and finally publishing student’s writing. Pre-writing phase is the phase in which students are asked to prepare and discuss about the topic they want to put into paragraph. In this phase, students can work collaboratively in choosing the topic and making the first draft. In editing and redrafting phase, students are asked to check their writing before posting it on Edmodo micro-blogging. The utilization of Edmodo micro-blogging to teach writing is set up to the main activity aimed to publish recount and narrative text on

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Edmodo micro-blogging and students are asked to give feedback to one another. In other words, the collaborative writing activity is implemented through Edmodo micro-blogging since “one way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing.”

B. Relevant Studies

Several studies toward the use of blog for educational purpose had been conducted by some researchers both using qualitative and quantitative design. Particularly, the writer found at least four major studies discussed to the use of blog in teaching writing.

In 2010, a dissertation entitled “An Investigation into the Use of a Blog as a Tool to Improve Writing in the Second Language Classroom” had been conducted by Susan Blackmore. A classroom action research was used in this study. In her study, she tried to investigate how two level of ESOL students responded to the use of a blog as a tool to improve second language writing. In her finding, the qualitative data shows that the students that took part in her research were in favor of using blog to improve writing skills. On his finding, she asserted that the blog created an innovative, more engaging and more authentic experience for students. The collaborative learning environment established allowed students to learn through modeling and through exposure to other student’s opinion, ideas and perspective.

The second study was conducted by Wulyani in 2010. In her research, she tried to see the progress the students can achieve after they utilize weblog in their English class. Her study concern with the notion whether there is the significance difference between the writing scores before and after the utilization of the weblog. Different with the study conducted by the Susan Sears,

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12 Susan Blackmore, “An Investigation into the Use of Blog as a Tool to Improve Writing in the Second Language Classroom” (PhD diss., The University of Manchester, 2010), p. 2.
the second study used the statistical computation of t-test of correlated sample in making the conclusion of the research to examine whether or not the finding support the theory about the utilization of weblog in teaching writing.13

The third study was conducted by Ozgur Simsek in 2009. The same as the Mulyani’s work, his study uses quantitative approach. In his study, two groups of students were compared with their writing performances. The writing instruction of the control group was limited to in the class activities; however, in the course design of the experimental group, the writing instruction was blended with the blogging activities. In his finding, it was identified that the blogging integrated writing instruction proved to be more effective than in class writing instruction. Blogging affected students’ writing performance of experimental students as a whole and it had a positive impact on the two components of their writings: content and organization.14

The fourth study was conducted by Ruby Vurdien in 2011. A qualitative approach was adopted and data was gathered from the blog entries, discussion classes, interviews and the two questionnaires. The findings show that the overall attitude of the students towards the project was positive and that blogs were viewed as a good way of communication between peers. Blogging as a tool in the writing process can, due to its interactive nature, raise students’ level of motivation. It also expresses their views on their peers’ blog entries with a view to improve linguistic performance.15

Having given a highlight of the relevant researches, the writer puts the focus of the present study on the use of Edmodo micro-blogging in teaching writing recount and narrative text.

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13 Anik Wulyani, “Improving Student’s Writing Composition Through Web-blogging” (Mpd Thes., Universitas Pendidikan Indonesia, 2010), p. 96.
14 Ozgur Simsek, “The Effect of Weblog Integrated Writing Instruction on Primary School Students Writing Performance” (PhD diss., Marmara University, 2009), p. 43.
15 Ruby Vurdien, “Enhancing writing skills through blogs in an EFL class” (The University of Nottingham, 2011), pp. 156-157.
Even if it is almost the same like the study conducted by Susan Blackmore entitled “An investigation into the Use of a Blog as a Tool to Improve Writing in the Second Language Classroom”, but the present study tries to focus on the micro-blogging though. Another difference is on the setting in which the writing activity is used to the second language classroom, meanwhile the foreign language classroom is taken into account in the present study. More specifically, the present study focused on the writing recount and narrative text only. The thing that makes the present study different with the two relevant studies is laid on its approach. The two relevant studies used quantitative approach meanwhile the present study used qualitative one. Based on its novelty, the writer used a classroom action research to investigate the utilization of Edmodo micro-blogging in teaching recount and narrative text. There is no single study that specifically focuses on this potential micro-blogging thus, the present study is hoped to be worthwhile.

C. Learning Strategies

According to Faerch and kasper as cited in Hismanoglu, asserted that learning strategy as “an attempt to develop linguistic and sociolinguistic competence in the target language.”\textsuperscript{16} And according to O’Malley “language learning strategies have been broadly defined as any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval, or use of information.”\textsuperscript{17} From both statements, it can be summed up that learning strategy can be set up both by teacher and students in order to assist teaching and learning process and it is set up with particular steps. More particularly in its utilization toward the process in learning writing, it can be used to assist students learn foreign language writing based on their need and the things they experience the most in their environment.


\textsuperscript{17} O’Malley et al., learning Strategy Used by Beginning and Intermediate ESL Students. Language Learning, 35: 21-46.
In the context of the utilization of micro-blogging in learning writing, it seems to the writer that social strategy is taken into consideration. It is necessary to the writer to encourage students to get involved in the collaborative writing activity. In its application, students are asked to cooperate with others in composing draft of writing, giving comment and feedback, and making revision on their writing. This idea goes in line to the process approach so that the students are engage in the several phases in the writing process such as planning, drafting, reviewing, editing, and publishing. And to sum up, the learning strategy used in this present study is fit to the social strategy that will be further discussed in the following.

According to Scarcella and Oxford, learning strategies are defined as “specific action, behaviors, steps, or techniques, used by students to enhance their own learning.” And finally Chamot defines that learning strategies are “thoughts and action used by students to assist their own learning. They are techniques for accomplishing specific task. They are usually explicit, conscious, and goal-driven.”

Learning strategies are procedures that facilitate a learning task. Learning strategies are important in second language learning and teaching for two major reasons. First, by examining the strategies used by second language learners during the language learning process, it gains insight into the meta-cognitive, cognitive, social and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language learners can be taught new strategies. Thus helping them become better language learners.

Moreover, Oxford divides language learning strategies into two main classes, direct and indirect, which are further

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subdivided into six groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's taxonomy of language learning strategies is shown in the following:

Table 2.1: Taxonomy of Oxford’s SILL

<table>
<thead>
<tr>
<th>DIRECT STRATEGIES</th>
<th>INDIRECT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Memory strategy</td>
<td>• Meta-cognitive strategies</td>
</tr>
<tr>
<td>o Creating mental linkage</td>
<td>o Centering your learning</td>
</tr>
<tr>
<td>o Applying image and sounds</td>
<td>o Arranging and planning your learning</td>
</tr>
<tr>
<td>o Reviewing well</td>
<td>o Evaluating your learning</td>
</tr>
<tr>
<td>o Employing action</td>
<td></td>
</tr>
<tr>
<td>• Cognitive strategies</td>
<td>• Affective strategies</td>
</tr>
<tr>
<td>o Practicing</td>
<td>o Lowering your anxiety</td>
</tr>
<tr>
<td>o Receiving and sending message strategies</td>
<td>o Encouraging yourself</td>
</tr>
<tr>
<td>o Analyzing and reasoning</td>
<td>o Taking your emotional temperature</td>
</tr>
<tr>
<td>o Creating structure for input and output</td>
<td></td>
</tr>
<tr>
<td>• Compensations strategies</td>
<td>• Social strategies</td>
</tr>
<tr>
<td>o Guessing intelligently</td>
<td>o Asking questions</td>
</tr>
<tr>
<td>o Overcoming limitations in speaking and writing</td>
<td>o Cooperating with others</td>
</tr>
<tr>
<td></td>
<td>o Empathizing with others</td>
</tr>
</tbody>
</table>

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A detailed description about Oxford Language learning Strategies will be described in the following.

1) Direct language learning strategies
The direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is a gap in knowledge. They also help to understand and use the new language.

a) Memory strategy
   It is based on simple principle like lying things in order, making association, and reviewing. These principles are employed when the learner faces challenge of vocabulary learning.

b) Cognitive strategy
   These are perhaps the most popular strategies in language learners. The target language are manipulated or transformed by repeating, analyzing, and summarizing. The four steps in this group are; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

c) Compensation strategy
   Learner use compensation strategy for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. Compensation strategies are also used in production when grammatical knowledge is complete. For example, when a learner does not know the subjunctive form of verb, a different form may be used to convey the message.

2) Indirect language learning strategy
Indirect learning strategy works together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning
without direct engagement and therefore called indirect strategies.\textsuperscript{22}

a) Meta-cognitive strategy
Meta-cognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuses the learner, this strategy become vital for successful language learning.
Three sets of strategies belong to this group and they are; centering your learning, arranging and planning your learning, and evaluating your leaning.

b) Affective strategy
The affective factors like emotion, attitude, motivation, and values influence learning in an important way. Three sets of strategies are included in this group; lowering your anxiety, encouraging yourself and taking your emotional temperature. Good language learners controlled student attitudes and emotions about learning and understand the negative feeling retard learning. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching reflecting strategies. Creating a relax classroom is a way to lower learners anxiety level and take one’s emotional.

c) Social strategies are very important in learning a language because language is used in communication occurs between people. Three sets of strategies are included in this group; asking questions, cooperating with others, and empathizing with others. Among the three, asking questions is the most helpful and come closest to

\footnote{\textit{Ibid.}, pp. 46-48.}
understanding the meaning. Cooperation with others eliminates competition and in its place brings group spirit. In brief, learners can use social strategies to develop cultural understanding and become aware of thoughts and feeling of others.\textsuperscript{23}

D. Teaching Strategies

According to Young as cited in Anete Vasquez on her book entitled \textit{Teaching Language Arts to English Language Learners}, proposed that to foster student’s oral language development teachers need to use cooperative learning in which students can orally practice their language skills, especially in pairs. In addition, Young recommended sheltered instruction, which includes a thematic approach; objective for both content and language; and experiential and trial-and-error guided practice. And particularly, to develop English Language learners writing competence, Yong recommended using journals such as buddy journals, interactive writing experiences such as pen-pals, and using pictures and students drawing in journals, learning vocabulary, and sharing their personal histories.\textsuperscript{24}

In addition, it is important for teacher to use a variety method to determine English language learners abilities in reading, writing, listening, speaking, and viewing. Alternative assessment such as portfolios can inform teachers and students of academic progress. English language arts classrooms lend themselves to a variety of performance assessment such as presentations, dramatic activities, project, and writing samples.

Moreover, related to the present study, Caroll recommended that teachers utilize student’s personal experience in writing, such as having students write personal narratives and autobiographical pieces that include information about their literacy experiences in their home languages. Similarly, Brisk recommended the use of critical autobiographies in helping students develop their literacy skills. Students wrote narrative about their literacy experiences

\textsuperscript{23} Ibid., pp. 46-48.

\textsuperscript{24} Anete Vasquez et al., \textit{Teaching Language Arts to English Language Learners} (New York: Routledge, 2010), p. 50.
while simultaneously engaging in discussion about external factors influencing their lives. Students were able to improving their writing skills while also engaging in a climate which supported their cultures and experience. Engaging students in meta-cognitive activities that call attention to student’s writing processes and literacy experiences as well as providing meaningful writing assignment are excellent practice for all learners in English language classroom.\textsuperscript{25}

With regard to the explanation above, it can be summed up that providing meta-cognitive activity in the English language classroom is a good way to raise attention to student’s writing process. In particular, bringing the collaborative writing activity such as peer editing, giving comment to each other seems to be worthwhile to utilize in the writing activity.

E. Writing Skills

According to Brown, “writing is a process and product activity.”\textsuperscript{26} Meanwhile Harmer asserted that “writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities.”\textsuperscript{27} In addition, Lems asserted that “writing is one of humanity’s greatest inventions and is one defining feature of a civilization. It is a way to compress, organize, store, and transmit vast amounts of information. It is also as a medium to share thoughts and feelings.”\textsuperscript{28}

Therefore, it can be conclude that writing is an activity needing a process to express and impressing idea into the written form. Writing can also be viewed as a medium to share thoughts and feeling and it needs a longer process than speaking.

\textsuperscript{25} Ibid., p. 51.
\textsuperscript{27} Jeremy Harmer, \textit{How to Teach Writing} (Edinburgh: Pearson, 2004), p. 31.
\textsuperscript{28} Lems, Miller, and Tenena M. Soro, \textit{Teaching Reading to English Language Learner} (New York: The Guilford Press, 2010), p. 192.
Due to its complexity, having an adequate writing ability is become a must-comprehended skill by the Senior High School Students.

1. Concept of Writing

According to Harmer, there are many reasons for getting students to write, both in and outside the class. Firstly writing gives them more ‘thinking time’ they get when they attempt spontaneous conversation. This allows them more opportunity for language processing, that is thinking about the language whether they are involved in study or activation.

When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing. The example of the activity of writing-for-learning is writing used as a practice tool to help student practice and work with language they have been studying. For example, students are asked to write five sentences using a given structure, or using five of the new words or phrase they have been learning.

Writing-for-writing, on the other hand, is directed at developing the student’s skill as writers. In other words, the main purpose is that students should become better at writing, whatever kind of writing they might be. There are good ‘real life’ reasons for getting students to write such things as emails, letter, and reports. It is clear that the way the teacher organize student’s writing, and the way the teacher offer advice and correction will be different, depending what kind of writing students are involved in.29

The concept asserted by harmer seems to be in line on what the writer wanted to focus. It is about the writing-for-writing in which student are hoped to be better at writing skill. And mastering a particular skill can be achieved by presenting a good tool related to the real life activity such as writing on the social media or micro-blogging.

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2. Genres in Writing

One of the teacher’s decisions about what to get students to write will depend on what genres the teacher think students need to write in. A genre is a type of writing which members of a discourse community would instantly recognize for what it was. One of the decisions that the English teacher need to make, therefore, is which genres are important and/or engaging for the students.

By giving genre analysis, students are helped to see how typical texts within a genre are constructed, and this Knowledge will help them construct appropriate text of their own. Such guided writing will help students produce appropriate text even with fairy limited English. However, as their language level improves, the teacher need to make sure that their writing begins to express their own creativity within a genre, rather than imitating it.  

Furthermore, in the more reflective context in Indonesia, in accordance to the current curriculum so called School based Curriculum there are several genres need to be comprehended by the Senior high students they are; descriptive, narrative, spoof/recount, procedur, report, news item, anecdote, exposition, explanation, discussion, commentary, and review. And particularly, the genres chosen by the writer are both recount and narrative. Since both are genres should be mastered by the tenth grade students beside other genres like descriptive, procedure, and news item text.

Related to the use of genre in writing, in this present study the writer tries to select two kinds of genres (recount and narrative). The writer thought that these both genres are more engaging for the tenth grade student to take a part in collaborative writing. Since in the activity, they are asked to share their personal experience and autobiography alet another student to give editing

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30 Ibid., p. 113.
or correction on their writing. Peer editing and correction will be the major activity among the students.

3. **The Purposes of Teaching Writing**

Ghaith as cited in Khaerunisa asserted that writing actually motivates thinking and learning when students view writing as recursive process. Students experience less pressure to create a perfect, correct text in the first time and more willing to experiment, explore, revise, and edit. During this process the students also have change to get more knowledge on how to produce a written text that lead to the improvement their writing skill.

The explanation above shows that the purposes of writing encourage students to share their ideas, thoughts and their experience, since writing motivates thinking and learning. Furthermore, writing gives opportunities to the students to get more knowledge in order to produce a good writing.\(^\text{32}\)

With regard to the purpose of teaching writing, the present study tries to give attention to the process of learning writing assisted by the writing tool that is hoped to be able to give students learning writing experience accommodating their needs and interest. It seems to the writer that the purpose of teaching writing in this present study did not give attention to the product approach but it is intentionally focused on the process approach so that its purpose is to see the process of composing paragraph by experiencing some process such as planning, drafting, reviewing, editing, and publishing.

4. **Goals for Teaching Foreign Language Writing**

Most current approaches to foreign language writing instruction, particularly in academic contexts, combine a multiple-draft writing process, a genre-based approach, a socioliteracy perspective, a strategic orientation, and the use of content-driven resources (primarily reading texts) to inform writing. Almost all writing instruction now assumes that students

\(^{32}\text{Wulan Khaerunisa,"Improving Student’s Writing Composition through Cooperative Learning" (Mpd Thes., Universitas Pendidikan Indonesia, 2011), p. 12.}\)
will engage in cycles of planning, information gathering, organising, generating, revising, and editing. A genre approach requires that students recognise and analyse the types of texts that they are expected to simulate or produce, understand why texts are organised and formatted in specific ways, and become sensitive to specific purposes for writing as well as the typical audiences for such genres.

A socioliteracy perspective extends the genre approach, highlighting inquiry into the genre forms themselves the value systems (and communities) that support the genres, and the goals that are accomplished through these genres. Students learn to analyse, understand, produce, and critique genres relevant to their instructional contexts and educational goals.

Together the genre approach and socioliteracy perspective promote a strategic awareness about writing and strategic actions to achieve appropriate task outcomes. Both orientations (strategic awareness and strategic actions) support the use of content resources to inform writing; this view of academic writing instruction has contributed to the greater emphasis now placed on integrated reading and writing instruction.

For students to become effective writers in academic settings, they need to be able to do the following:

1. Recognise purposes for writing and the importance of establishing writing goals
2. Analyse writing tasks appropriately and develop plans for writing
3. Recognise genre constraints and analyse tasks in light of genre expectations
4. Write from textual resources and other sources
5. Engage in an ongoing cycle of brainstorming, collecting information (from various external sources, as appropriate), writing, reading and rereading, revising, seeking feedback, and editing
6. Build well-established routines for generating appropriate words, phrasings, paragraphs, and genre/structure
7. Develop writing strategies that improve writing outcomes
(8) Make use of a variety of feedback options effectively as they become available
(9) Write fluently

5. The Writing Process

When students are writing-for-writing, he or she is involved in the process of writing. And in the real world, this kind of activity involves several processes like planning, drafting, reviewing, and editing. In the process of writing, teacher needs to encourage students to plan, draft, and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part. By doing so, teacher will help the students to be better writers both in exams, for example, and in their post-class English lives.

On his different book, entitled “How to teach Writing”, Harmer states that when planning, writers have to think about three main issues they are purpose, audience, and content structure. Furthermore in the reflecting and editing phase, students are often helped by other readers (or editor) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revision. Theoretically discussed, the activity in which students are encouraged to give editing and reflecting on the micro-blogging is hoped can help students to be a better writer and in writing recount and narrative text in particular.

6. Some Aspects in Teaching Writing

The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are

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34 Harmer, How to teach English…, p. 113.
Fewer. For this reason the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardised. In the educational setting, if the goal of the English teacher is to enable students to produce fluent, accurate and appropriate written English, there are a number of aspects which need to be considered. These are:

(1) Mechanical problems with the script of English;
(2) Problems of accuracy of English grammar and lexis;
(3) Problems of relating the style of writing to the demands of a particular situation;
(4) Problems of developing ease and comfort in expressing what needs to be said.\(^{36}\)

The mechanical problem refers to the common mistake in composing English whether the purpose to express formal or non formal writing like diary, memo or formal letter. Problem the accuracy is refers to the appropriate structure used in the writing, for instance when the learner wanted to write a narrative text, that is commonly dominated by the use of past simple form. The problem related of style of writing is dealt with the specific situation that has to be fit with the writing expression. For instance, writing to reply a short message will be strictly different when writing a poem. The last problem should be considered is laid on the appropriateness of word choice and the writing style as well.

7. A Writing Programme

Ideally, there should be a programme to develop writing skills which works all the way through the educational system. Such a programme would list the main types of writing which it felt students should be able to master by the end of their education, and would offer guidelines to teachers on ways of achieving success with each of these. It is fairly easy to draft the main points which would need to be included in such a programme, but too little is known about exactly how human beings learn to write effectively to be able to relate these points to a satisfactory

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learning theory. None the less, it is possible to structure the development of writing skills in the foreign language situation, and there are a number of strong reasons for this being desirable.37

It seems convenient, then, to structure a writing course through three main stages. These will be: (i) controlled writing, (ii) guided writing, and (iii) free writing. A paragraph with blanks to be filled may be a legitimate early part of a writing programme, and can be considered a controlled composition, as is one in which, for example, picture prompts, or memory of a model presented by the teacher, leads to the students reproducing more or less exactly the same final product as each other. On the other hand a composition in which the teacher provides the situation and helps the class to prepare the written work, either through written or oral assistance, is a guided composition, because each piece of work is different in the language used, even if the content and organisation are basically the same throughout the class. A free composition usually means a composition in which only the title is provided, and everything else is done by the student.38

8. Goals of the Writing Programme

In most language teaching courses, the language is taught sentence pattern by sentence pattern, with vocabulary being fitted in according to the situations used to illustrate the sentence patterns being presented. Even in courses designed on different lines, there is a tendency for language to be presented as a number of separate items, related to situation or communicative act. And when writing is used to reinforce work which has been initially presented, it often reinforces either at the direct sentence level, or in relation to dialogues or situations which are not those usually expressed through writing.

It is the responsibility of the writing programme particularly to train students to produce sequences of sentences which express their meaning most effectively. None the less, the ability to put sentences together effectively needs systematic encouragement,

37 Ibid., p. 119.
38 Ibid., p. 119.
and sometimes explicit teaching, and part of the work in a writing course involves teaching students to be sensitive to the rules of discourse in English.

Clearly it is not possible to teach explicitly everything a writer needs to know about English, but fortunately for teachers the learning of language takes place to a great extent unconsciously. A successful writing course must select the conventions and styles which are most likely to be useful to the students, but a great deal of the sensitivity which the students need in the use of language will develop unconsciously from spin-off from their reading and talking in the rest of the English course, so writing cannot be seen as something completely separated from the other activities.

In addition, Clark asserted that because students do not learn to write by having knowledge poured into their heads, one of the most important goals of a writing class is to enable students to develop an effective writing “process,” so that they can continue to learn after the class has ended.  

9. Strategies in Teaching Writing

Ried as cited in Murcia, on her book entitled ‘Teaching English as a Second or Foreign Language’ states that there are some techniques can be used in teaching writing they are;

(1) Brainstorming

This is often a group exercise in which students in the class are encouraged to participate by sharing their collective knowledge about a particular subject. Students can then utilize any or all of the information when turning to the preparation of their first draft.

(2) Listing

Unlike brainstorming, listing can be a quiet and essentially individual activity. As a first step, student is encouraged to produce as lengthy a list as possible off all the main ideas and subcategories that come to mind as he or she thinks about the topic at hand.

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(3) Clustering

Clustering begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using student-generated suggestions) places the words or phrases generated in a pattern which takes shape from the connections the writer sees as each new thought emerges. 40

(4) Free writing

Suggested by Elbow (1973) for helping native speakers break through the difficulty of getting started, free writing is also known by various terms such as “wet ink” writing, “quick writing”, and “speed writing”. The main idea of this technique is for students to write for a specified period of time without taking their pen from the page (usually about three minutes for a first attempt and then typically for about five to eight minutes). 41

10. Six Guidelines for Successful Writing Assignments

The assignment of writing must be carefully constructed to assure their success and their contribution to promoting their goals of the course.

(1) A writing assignment should be presented with its context clearly delineated such that the students understand the reason for the assignment.
(2) The content of the task/topic should be accessible to the writers and allow for multiple approaches.
(3) The language of the prompt or task and the instruction it is embedded in should be un-ambiguous, comprehensible, and transparent. The task should be focused enough to allow for competition in the time or length constraints given and should further student’s knowledge of classroom content and skills.
(4) The rhetorical specification (cues) should provide a clear direction of likely shape and format of the finished assignment, including appropriate references to an anticipated audience.

41 Ibid., p. 224.
(5) The evaluation criteria should be identified so that the students will know in advance how their output will be judged.

11. Giving Feedback in Teaching Writing

In order for teachers to write meaningful responses, it is useful to have language to talk about the writing about what is working as well as what needs improvement. Many teachers have found that dividing the feedback into two categories is useful: suggestions for global revision and suggestions for local revision. Global issues include:

1. Thesis or point.
2. Structure or organization.
3. Development or evidence.
4. Appropriateness and consistency of tone.
5. Appropriateness for the audience and purpose.

Local issues include:

1. Diction.
2. Syntax.
3. Grammatical structure.
4. Punctuation.
5. Spelling.

It seems obvious that the global issues need attention first, because there is no use checking spelling when the whole sentence may be eliminated before the final copy is turned in. However, sometimes problems with transitions indicate a problem with structure rather than the need for a connecting adverb.

Similarly, a sentence that lacks clarity because of syntactical problems may indicate problems with content. Although it is known that words and ideas are inextricably linked, giving attention to the global issues first lets students know that the instructor values their thinking and ideas over their ability to use “spell check.” And in the end, the instructor will help

\[^{42}\text{Ibid.}, \text{p. 226.}\]
students become better writers if they pay attention to the students’ ideas first.43

F. ICT Integration in the Classroom

According to Law as cited in Colin on his book entitled Distance and Blended learning in Asia, suggested that ICT can be used for five not necessarily mutually exclusive teaching and learning strategies: exposition, induction, task-based learning, problem-based learning and social-constructivist learning.44

In the Exposition, the teacher can use Word documents, PowerPoint, slideshows and the Web to motivate and teach the class by providing useful summaries, visual presentations, demonstrations and real world examples, and to test pupils’ understanding by using drill and practice and multiple-choice tests.

While in the Induction, the teacher helps to bring about learning by inviting the pupils to find explanations for certain facts and issues, collect evidence in support of certain propositions, and through such exploration and discovery, arrive at their own answers and understanding. Learning in this way, the pupils may cover less ground but the learning can be more motivating, deeper and more permanent and the learners can become more independent and resourceful in their learning and more prepared to accept different points of view. Such an approach can also help the pupils externalise their thinking and collaborate in their learning.

Task-Based Learning, the idea is that students learn more effectively when their minds are focused on interesting tasks rather than the language being learned. In traditional ‘presentation-practice-production’ language teaching the vocabulary and principles to be learned are predetermined. In

task-based learning, they are determined by the pupils according to the task in hand.

Problem-Based Learning, in this activity the learners take responsibility for their own learning, explore challenging, open-ended problems in subjects that interest them, work out their investigative strategies, collect data from various sources, form hypotheses, analyse and synthesise their findings, arrive at conclusions and share their new understanding with others. ICT can be invaluable here. Wordprocessing software, spreadsheets and databases can be used for report-writing, analysis of data and record keeping, audio and video recordings, and Web-based or CD-Rom multimedia journals or portfolios can be used to evidence learning, and the Internet can be used for research, e-mailing, e-forums, wikis and blogging.45

Social-Constructivist Learning. Vygotsky’s theory of social-constructivism holds that social interaction plays a fundamental role in learning. In this approach, pupils form themselves into ‘knowledge-building communities’ learn collaboratively in contexts which have meaning for them, and become more aware of the world beyond the classroom.46

1. Blogs in the Language Classroom

Modern technology has come to dominate the classroom and teaching using computers has become a common phenomenon. The use of computers in the classroom has increased tremendously, and it is quickly becoming one of the learning tools used in language classes. In fact, it has been used as a writing tool to promote active writing among students. In writing, blogs can be used as a tool and a platform for students to be creative in their writing. The ease of using blogs for writing development means that they provide an advantage for writers who publish their writing online.

When students have access to the Internet, blogs can easily replace or become an alternative to traditional journal writing. Blogs have also gained popularity in education, particularly in language classes. Educators use blogs in three different ways and

46 Ibid., p. 99.
with different purposes. These three blog types are tutor blogs, learner blogs and class blogs.47

(1) Tutor blogs: The tutor creates and monitors a tutor blog to provide daily reading practice for students. The tutor blog provides different English Web sites for students to explore. It also serves as a resource of links for self-study. This type of blog can be used as a platform to encourage students to participate in online verbal communication. It can also provide a space for tutors to post learning information, such as assigned tasks and course information.

(2) Learner blogs: Students create and run learner blogs, either individually or as a small collaborative group. Students use this type of blog as a platform to express themselves through free writing. It can also be a forum in which students can discuss their writing.

(3) Class blogs: This type of blog is run by the entire class. It can be used as a discussion platform for project-based language learning, and as a free-form bulletin board where students can post any information for others to read. In addition, a class blog can serve as a space for an international classroom language exchange.48

2. Teaching Writing with Blog

According to Hyland, as cited in Thomas Raith, there are three different approaches to researching and teaching writing can be identified. The first approach can be described to see texts as autonomous objects, referring to structuralism. The focus in this approach is on the correct arrangement of elements, and the idea of language learning is based on “an autonomous mechanism which depends neither on particular writers or readers, but on setting out ideas using correct forms.

The second approach focuses on the writer and the process of creating texts. Learning writing is a process which can be

48 Ibid., pp. 45-57.
encouraged by providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference. Since weblogs provide this open space for writer-oriented creativity, they can be used in language learning for such writing processes. However, more traditional media, such as paper journals, can provide this space also, thus it is not this aspect of weblogs which makes them an exclusive and new tool for teaching the writing process.\textsuperscript{49}

It is because weblogs fulfill the requirements of the third approach which traditional media cannot easily satisfy, to provide a tool for writing as social interaction, that they can be considered novel and unique. This third model considers that a writer always has a certain purpose and audience in mind when writing a text. Either the audience is directly addressed through the text (e.g. in a letter) or the audience is invoked, meaning that it is meant to read a certain text although it is not addressed directly (e.g. a novel).\textsuperscript{50}

Furthermore, Chan and Ridgway as cited in Squires on her Dissertation, consider blogs as a way of allowing students to share ideas with others easily, as a useful platform where students might engage in appropriate learning activities. They have described a blog as an environment whereby students have to engage actively in the co-construction of knowledge with peers and with their tutor which reflects very clearly the constructivist ideas.\textsuperscript{51}

Broadly spoken, blogs have been used in classrooms for a number of years now and the evidence suggests that blogs can positively enhance learning and more particular, in relation to the skills of writing many researchers have claimed that blogs can improve writing skills. Research has confirmed many positive uses of the blog which include the development of a student’s


\textsuperscript{50} Ibid., p. 278.

\textsuperscript{51} Susan Blackmore, “An Investigation into the Use of Blog as a Tool to Improve Writing in the Second Language Classroom” (PhD diss., The University of Manchester, 2010), 16.
analytical and critical skills through a more student centered environment. Oravec claimed that the blog can empower students to become more analytical and critical, in turn improving a student’s self-confidence. The understanding here is that writing a blog encourages students to think about their own opinions and also consider how their views may be interpreted by others before they publish their post.52

3. Advantages and Disadvantages of Blog in Language Teaching

Blogs have the potential to address the needs of language learners at a number of different levels. The multi-medial nature of blogs exposes language learners to reading, writing, listening and speaking: text-based blogs supply learners with reading resources, audio-blogs with listening material, while photo-blogs and video-blogs provide additional insights into cultural aspects of the target language country. Second language learners have the option of responding to these blogs by leaving comments, or they can create their own blog in any chosen format. Blogging takes the opportunities for social interaction a step further and reinforces the central position of the writer.53

In the language learning context, blogging should support the need for autonomy. This can be achieved by supplying a rationale for the writing activity, by providing stimulating topics for reflection and by allowing for personal choices in topic selection. The reflective nature of blogging suggests its use for reflection and self-evaluation on language learning in order to raise the learner’s awareness of L2 usage and proficiency. Such an approach supports learner autonomy and encourages L2 learners to become more involved and to take charge of their own learning.54

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52 Susan Blackmore, An Investigation into the Use of Blog…., p. 17.
54 Ibid., p. 208.
Blogs have the potential to support a person’s need for relatedness as they allow the blogger to create a personal space in a social network in which they can express issues that are important to them. In the L2 context, this structure could be used to foster interactions at different levels, in the first instance between learner and teacher, and then between learners or even between learners and native speakers of the target language. The written interaction (be it with known or anonymous readers and commenters) will encourage the L2 learner to express new concepts in the target language.\(^55\)

In Vygotskian terms, blogs could be described as a language learner’s zone of proximal development (ZPD), which allows learners to reach a higher proficiency level through interaction with more capable writers of the target language. In the case of blogging, the interlocutor can represent the actual reader or the reader in mind. It has been suggested that L2 learners apply themselves more readily if they write for an authentic (although unknown) audience. It could also be suggested that this type of self-reflective writing raises the L2 awareness of the writer, leading to a more conscious use of language.\(^56\) It can be summed up that blogging may empower language learners by supporting student’s need for autonomy, competence, and relatedness.

Furthermore, according to Richardson, weblogs are used in schools for a wide range of purposes: a weblog can be put to use as a class portal, an online filing cabinet, e-portfolio, collaborative space, for knowledge management and articulation and as a school website.

Ward points out different benefits of using weblogs in the writing classroom. A genuine audience is one important aspect that can motivate students in the writing process. He quotes Kitzmann, who writes that the online audience is not only anticipated but expected, and thus influences and structures the very manner in which the writer articulates, composes, and


distributes the self-document thus, the audience encourages writers to present and express themselves.\textsuperscript{57}

To sum up, weblogs can be used in the foreign language classroom for interactive language learning following a sociocultural paradigm. Weblogs created new genres and new communities of practice which demand new literacies. Therefore, they have not just added some methods to foreign language teaching, but they have transformed the goals by creating new contexts of communication.

Moreover, according to Carney, a first potential benefit of blogs is their enhancement of learner motivation. Second positive aspect of using blogs is their authenticity as a communicative medium, both as reading texts as well as a writing tool. Third aspect of blogs that shows great potential is their use as a communicative and interactive medium. Fourth and final positive aspect of blogs is their potential enhancement of literacy.\textsuperscript{58}

However, while blogs show great potential in certain areas of language learning, there are also significant concerns. In particular, in institutional learning contexts there are three main concerns they are; assessment, privacy, and how blogs are used. A first question is about how blogs can be properly assessed, specifically as a writing tool. Plagiarism, a serious academic concern, it is problematic because learners easily can copy and paste to blogs from the vast information available on the Internet.

A second concern about blogs in language learning is privacy. There are various facets of privacy to be concerned with blogs. A first facet is the security of personal information. And the third concern is how blog is used. If young students are using individual blogs on the open Internet, then aliases should be required and profile information should be minimal. Another solution is to modify blogs so that comments cannot be posted.


and search engines cannot find the blogs, which some blogs allow you do. Finally, choosing the best blog application is important.

G. Edmodo Micro-blogging

Edmodo was founded by Nicolas Borg and Jeff O’hara, technologist working at separate schools in Chicago. Even if the design similar to facebook, it is a free, secure, social learning platform for teachers, students, schools and districts. Edmodo provides teachers and students with a secure and easy way to post classroom materials, share links and videos, and access homework, grades and school notices. Teachers and students can store and share all forms of digital content blogs, links, pictures, video, documents, presentations, and more.

In attempt to prevent outsider from joining school network, Edmodo provides special codes to school and classes. These are given to students and are necessary to join the group. In its application, Edmodo can be incorporated into classroom activities include posting assignment, creating polls for student’s response, embedding video clips and other media to support students learning.

With regard to the present study, here the Edmodo micro-blogging is used as learning strategy for teaching writing. In its implementation, Edmodo is used by student to get collaborative writing activity in which students doing a writing process like planning, drafting, editing, and publishing.

In the planning process, students are engaged in selecting the topic they were going to write and in the drafting process students were asked to write a draft by using a brainstorming in order to help them write in a good sequence. Meanwhile, in the editing process students were asked to work in a group and to share their writing draft to be checked by the group members. And finally in the publishing process, students were asked to post their writing on Edmodo. While students were posting their writing on Edmodo, the writer asked another group to check and give the comment on that writing so that students were able to give

\[59\text{Ibid., pp. 303-304.}\]

\[60\text{http://about.Edmodo.com (accessed October 8, 2012).}\]
comment and correction each other to be used as a revision to their writing.

And more importantly, related to the learning strategy, the utilization of Edmodo in teaching foreign language writing is focused to meet the social strategy which is very important in learning a language. Since language is used in communication occurs between people, it is therefore this present study tries to provide the students to interact with other students not only from the different class in Al-Azhar BSD but also students from the different country who also learning writing using Edmodo.
CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

This study employed an action research as its basic design. This method is chosen since it goes fit with the writer main purpose by which he tries to bring the classroom activity to improvement. He is trying to solve problems in his teaching learning activity, particularly his own teaching writing activity. According to Burns, one of the main aims of Action Research is to identify a ‘problematic’ situation or issue that the participants who may include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically.\(^1\) Consequently, the researcher should take apart directly to the field of study and committed himself to do systematic activity like; Listening, observing, asking, and taking field note, experiencing, thinking, and taking the inference from field study. And more particularly, this present study adopted a practical action research. “A research that involves a small-scale research project, narrowly focuses on a specific problem or issue, and is undertaken by individual teachers or team within a school or school district.”\(^2\)

It can be concluded that Classroom Action Research (CAR) is a study focused on specific problem that occurs in a class. It also focuses on the processes not only just the result. Doing Classroom Action Research means spotlighting the phenomena in the specific field of the study and trying to find the answer. In this present study, an Action Research Cycle proposed by Kemmis and McTaggart is used and according to them there are four


broad phases in a cycle of action research they are; planning, acting, observing and reflecting.\textsuperscript{3}

**Table 3.1 Cyclical Action Research Model based on Kemmis and McTaggart (1988)\textsuperscript{4}**

For the sake of clarity, the steps of this present study can be seen from the chart below:

**Table 3.2 Model of the Study adapted from Kemmis and McTaggart**

\textsuperscript{3} \textit{Op cit.}, p. 8.
\textsuperscript{4} \textit{Op cit.}, p. 9.
Determining object of the research

Asking for permission to the School’s authority

Doing a preliminary study to know student’s responses

Making lesson plan related to the Utilization of Edmodo

Making an account on Edmodo

The URL: (http://edmodo.com/alfian182)

**Doing Research Cycle I**

**PLAN:** Preliminary study by giving questionnaire.

**ACTION:** Giving video tutorial of how to make account on Edmodo.

**OBSERVATION:** Observing student’s activity in introducing themselves on Edmodo.

**REFLECTION:** Discussing about internet issue with some students

**Doing Research Cycle II**

**PLAN:** Students are divided into several groups (each groups consists of 4-5 persons)

**ACTION:** Moderating student’s postings

**OBSERVATION:** Asking some students about the problems they face in posting recount text

**REFLECTION:** Discussing about the new activity on Edmodo.

**Doing Research Cycle III**

**PLAN:** Making a new activity on Edmodo so called “English Role Playing” (ERP)

**ACTION:** Asking students to post their writing on ERP group

**OBSERVATION:** Asking some students about problems they find on ERP group

**REFLECTION:** Sharing the experience with some teachers on Edmodo (Mrs. Nira Dale, and Ms. Larsson)

**Doing Research Cycle IV**

**PLAN:** Planning Collaborative writing activity with Mrs. Dale’s students

**ACTION:** Asking students to post their writing on ERP group

**OBSERVATION:** Helping students in doing the small research about the given topic

**REFLECTION:** Giving the questionnaire to the students about the whole activities

**Analyzing the result of each research cycles and Giving the conclusion**
The first step of the research is started by selecting object of the research; in this case the object is Senior Islamic High School Al-Azhar Bumi Serpong Damai (SMAI AL-Azhar BSD). It is chosen based on the consideration proposed by Creswell about practical action research by which the teacher seek to research problems in their own classroom and to research a specific school situation with a view toward improving practice. The school is chosen because the writer knows very well about the setting and the learning context. It is because the writer is registered as one of the English teachers. Regardless to the privilege the writer can get, he is trying to find the objectivity from the source of data taken from the field of study. This thing is related to what had been proposed by Burns, on her book *Doing Action Research in Language Teaching* asserting that “Action research related to the idea of reflective teaching and the teacher as researcher. It involves taking a self-reflective, critical, and systematic approach to exploring teachers own teaching contexts.” And due to its specific setting, the present study is not aimed to generalize result of the study even to the similar Senior high school in the region of South Tangerang rather, to scrutinize problem in the more specific field of study.

The next step is asking permission to the school authorities, in this stage the writer made a letter to be given to the Principal in order to get permission to do the observation and conduct classroom action research to the tenth grade students of Islamic Senior High School Al-Azhar Bumi Serpong Damai. Having asked the permission to the school’s authorities, the writer did a preliminary study by giving questionnaire to the tenth grade students. It was conducted to know about student’s experience and understanding toward the use of blog in their learning setting. It also used to guide the writer to choose the best writing tool to be used in this present study. Having checked the result of the questionnaire and known that the tenth grade students are used to using blog and social media, the next step

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conducted by the writer is choosing Edmodo micro-blogging as a writing tool to be used for teaching writing.

After doing steps in the preparation stage, the writer made the lesson plan that is fitted to the utilization of Edmodo micro-blogging in teaching writing and chooses an action research design adopted from Kemmis and Taggart (plan, action, observation, and reflection). During the four cycles, the writer tried to collect the data by observing student’s learning writing activities. To get the clear data he made the field note, took photographs, and did interview with some students. The last step of this present study is that the writer wrote a final report that was written in continue started from the first up to the fourth cycle.

B. Research Settings

Based on the method used in this present study, it can be sum up that the writer tries not to examine the theory about the use of blog in teaching writing. Rather, he tries to commit himself to the field of study and did an in-depth observation and interview on the teaching and learning process to “improve student’s learning and teacher’s professional performance.”

The social setting in the qualitative research refers to the place, actors, and activity. In this present study, the place in which the researcher did research is Islamic Senior High School Al-Azhar Bumi Serpong Damai (SMAI Al-Azhar BSD) and the actors are the tenth grade students, while the activity is the writing activity by using Edmodo micro-blogging.

Setting of this present study covers the place, classroom setting, time, and the cycles of classroom action research, and the summary of CAR used by the researcher.

1. Place

This classroom action research was conducted at Islamic Senior High School Al-Azhar Bumi Serpong Damai (SMAI Al-Azhar BSD) to the tenth grade

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students consisting of six classes. This school is chosen since it has the curriculum in which the utilization of ICT has become school mission. The class in which the research conducted is intentionally chosen to the tenth grade. The writer chooses to do a classroom action research only to the tenth grade students because he teaches English subject to the tenth grade students and the permission given by the school’s authorities also taken into consideration.

2. Classroom’s Setting

Picture 3.1
(Taken on July 12th 2012 at 08.15)
The classroom’s situation is almost the same like another school in Indonesia in which each class consist of 25 up to 30 students. Each classroom is equipped with a white board, soft board, air conditioners, cupboard, tables, chairs, in focus projector and so forth.

3. **Time of the Research**

This research was conducted on 16th July up to 31st October 2012. It is divided into two steps; preparation steps and cycles’ steps. Every cycle has several activities; planning, acting, observing, and reflecting.
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<thead>
<tr>
<th>NO</th>
<th>Activities</th>
<th>Time</th>
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<tbody>
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<td>Arranging research concept</td>
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<td>2.</td>
<td>Action research</td>
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<td></td>
<td>Cycle 1</td>
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<td>Cycle 4</td>
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<tr>
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<td>Conducting Interview</td>
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<tr>
<td>4.</td>
<td>Writing Report</td>
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### 4. Action Research Cycles

#### a) General Plan

In the planning phase, the writer tries to identify a problem or issue and develop a plan of action to bring about improvements in a specific area of the research context. In this phase he had identified issue in the school setting that is the condition in which students can easily bring gadgets to the classroom such as Smartphone, Tablet computer, and Music/Video player. This thing happens albeit the rules strictly made to have students not to bring gadgets to the classroom. In addition, the students are accustomed to use those gadgets as learning tool. The students use them for searching on the internet to find the meaning of difficult vocabularies and making draft of writing. They think that writing activity is such a daunting task to do, some students did not like to write draft on the paper. And some of them are more likely keen on using Smartphone, Computer tablet and other gadgets to write a draft.

Due to this issue, the writer plans to create and implement a good English learning activity that is integrated with the
utilization of ICT (Internet Communication, and technology). In particular, writing activity that is hoped being able to enhance student’s interest in writing and more importantly meets student’s needs. In this planning phase, he did a preliminary study by using questionnaire to know about student perception toward the utilization of gadgets, blogs, social networking, computer’s skill and their needs as well as interest on English learning activity, particularly writing activity in the classroom. The result of this questionnaire was used by the writer to choose micro-blogging as a tool for teaching writing.

In the action phase, he tries to consider some deliberate interventions that are brought into teaching situation. In this phase, he chooses Edmodo as a micro-blogging to be used for teaching writing to the tenth grade students. He first made an account on Edmodo (http://www.Edmodo.com) and created some groups on Edmodo followed by giving each class the group code. The group code is used by the student to sign up on Edmodo and students are grouped based on their class. Still, in this phase the writer gave the students about the introduction on how to make account on Edmodo.

He gave the students video tutorial and explained them about the potential feature of Edmodo. He explained that Edmodo will help them with doing group work, and that is easy to communicate using this software. As the first task, he had the students sign up on Edmodo, greet the classmate, and post their first impression about Edmodo.

While in the observation phase, he tries to observe the effects of the action and documenting the context systematically. In this phase, he observed the activity the students did with Edmodo. He took a picture of the student’s activity by using Edmodo in learning writing. Some pictures about the activity can be seen in the appendix.

And in the reflection phase, he tries to reflect, evaluate and describe the effects to make sure the issue had been explored. In this phase, he tries to figure out students’ first perception toward the utilization of Edmodo and seek the problems faced by

\[8 \text{ http://www.edmodo.com} \]
the students during the activity. Evaluate both positive and negative side on student’s motivation in writing and describe what have and have not been influenced by Edmodo micro-blogging. Having finished the first cycle, the writer move forward to the next cycle followed by the same phases for each. To be concluded, there have been three cycles in this present study conducted with the simply different plan, action, observation, and reflection.

To get a clear description of the teaching and learning process, it needs to be observed the activity, interaction, learning atmospheres, techniques used and the effect resulted by the utilization of Edmodo micro-blogging in teaching recount and narrative writing. And with regard to the methodology used in this present study, thus the present study tries not to stand on the theory to be examined but the writer tries to get himself immersed in the field of study in order to collect data based on the research questions.

b) Specific Plan

With regard to the cycles of action research, in this present study the writer proposed the fourth cycles as follows;

1. Cycle I

1) Plan: In this phase, the writer tries to make a plan on Preliminary study by giving questionnaire to know some points such as the utilization of some gadgets, smart phones, blogs, social media, computer literacy, and more particularly about writing activity needed by the students. The indicator can be seen on appendix. And the steps on this phase can be listed as follows;

   a. Determining place of the research

      Islamic Senior High School Al-Azhar BSD was chosen within six classes from the tenth grade. They are tenth one up to tenth six (X1, X2, X3, X4, X5, and X6)

   b. Asking for permission to the school authority

      The writer asked for permission to the school authority. Here he met and discussed to
the principal about the research he was about to conduct. He also met the vice principle of student’s affair to discuss about the length of research.

c. Giving questionnaire to the tenth grade students

The writer used the questionnaire as the preliminary study on students needs for writing activity. The screenshot can be seen below.

**Picture 3.3**
*(Taken on July 9th 2012 at 10. p.m)*

![Survey](image)

- **7. How interested are you in using social networking sites to help you improve your English?**
  - Very Interested: 43.8%
  - Interested: 56.2%
  - A little Interested: 6.3%
  - Not Interested: 0.9%

- **8. Which of these activities do you need to be able to write in English?**
  - Descriptive and Story Writing: 75.8%
  - Emails and Personal Letter: 68.8%
  - Reports: 12.4%

- **9. Do you use Smartphone, Tablet Computer, and Music/video player for learning English?**
  - Yes: 100%
  - No: 0.9%

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d. Collecting data from the questionnaire

The result was then used as the plan to use Edmodo micro-blogging in the classroom.

e. Making lesson plan integrated with micro-blogging

The lesson plan used in this present study had been intentionally modified for integrating utilization of Edmodo in writing activity.

An Edmodo account had been firstly created and some group’s code had also been created to be used by students to make their personal account. And the profile screenshot can be seen as below.

**Picture 3.4**
(Taken on July 9th 2012 at 10. p.m)

2) **Action:** In this phase, the writer gave video tutorial about how to make account on Edmodo. The video downloaded from Edmodo.com. The video explained about some potentials features of Edmodo in learning writing. And the steps on this phase can be listed as follows;

   a. Explaining students about what Edmodo is, and why is it useful to be used for writing activity.
b. Giving video tutorial of how to make account on Edmodo.
c. Explaining some potentials features of Edmodo in learning writing such as; collaborative writing, pen-pal, and global classroom activity.
d. Asking students to make personal account on Edmodo.
e. Giving first activity on Edmodo; brief introduction to other groups on Edmodo.
f. Asking students to bring their own gadgets.

3) **Observation:** In this phase, the writer acts as an observer. He tries to observe first task on Edmodo that is brief introduction to other groups. He counted number of posting from students from each class. He also took a field note of student’s activity in the classroom while using Edmodo. And the steps on this phase can be listed as follows;
   a. Observing student’s activity in introducing themselves on Edmodo.
   b. Making the field note.
   c. Capturing some pictures of student’s activity
   d. Asking some students about some burdens they face.

4) **Reflection:** Reflection phase is the phase in which the writer discussed the problem he face in the first cycle. And the steps on this phase can be listed as follows;
   a. Giving the questionnaire about problems they face in the first cycle.
   b. Discussing the problem of internet connection with some students.
   c. Discussing about the next activity on Edmodo which is posting a recount text.
   d. Asking some students bring their own modem.
   e. Discussing the problem of internet connection with the IT staff.
2. Cycle II

1) **Plan:** In this phase, the writer divided students into small groups on Edmodo which is different with the previous cycle in which groups are only divided based on the class. This is useful for the writer in monitoring student’s posts on Edmodo. Regarding to the small group, the writer had students bring modem in order to overcome the problem on internet connection.

2) **Action:** With regard to the discussion with student, in this phase students are asked to post a recount text on Edmodo. And the steps on this phase can be listed as follows:

   a. Dividing students into several small groups.
   b. Asking students to change their profile picture.
      In the previous cycle, most of students did not use profile picture hence it was difficult to check student’s posting.
   c. Asking students to post their recount text.
   d. Students are asked to give comment each others.
   e. Students are asked to give correction to other groups.

3) **Observation:** In this phase, the writer did the observation on student’s activity in writing recount text. The things that he observed related to the number of posting which is posted by students in each group. And the steps on this phase can be listed as follows:

   a. Observing student’s activity in posting recount text on Edmodo.
   b. Making the list of students who did not post on the groups.
   c. Asking some students about the problems they face in posting recount text.
   d. Capturing some pictures of student’s activities in the classroom.
4) **Reflection:** In this phase, he caught some problems during the activity on the cycle II. Having discussed with several students, the writer make a plan to do a new writing activity. And the steps on this phase can be listed as follows:

a. Giving the questionnaire about problems they face in the first cycle.

b. Discussing the problem with some students.

c. Discussing about what they feel after posting their recount text on Edmodo. (advantages and disadvantages)

d. Discussing about the new activity on Edmodo.
3. **Cycle III**

1) **Plan:** Having discussed and shared the perception toward the activity in the cycle II, the teacher and students plan to have a new writing activity which is more challenging than writing usual thing like recount or narrative text. From the questionnaire result, it is found that most of the students like to have writing activity so called Role Playing. That’s become the reason for the writer to adopt such activity in this cycle. And the steps on this phase can be listed as follows;

   a. Making new activity on Edmodo so called “English Role Playing” (ERP)
   b. Making rules about how to participate on ERP group.
   c. Asking students to change their profile picture based on the character they chose.

2) **Action:** In this phase, students are asked to post their free writing on the specific group on Edmodo so called ERP group. The essence of this activity is that students have the opportunity to write something they feel important to post on ERP group. In posting to this group, they will not use their real name but the name or character they wish to play. It can be an artist, singer, etc. The purpose of this activity is to let students have the free topic to discuss with, and it is hoped will invite students to write based on their need and pace. And the steps on this phase can be listed as follows;

   a. Asking students to post their writing on ERP group.
   b. Asking students to give correction on other’s writing.

3) **Observation:** The steps on this phase can be listed as follows;

   a. Observing student’s activity in posting recount text on Edmodo.
b. Making the field note and
c. Capturing some pictures of student’s activity
d. Asking some students about some burdens they face.

4) Reflection: The steps on this phase can be listed as follows;
   a. Giving the questionnaire about problems they face in the cycle III.
   b. Discussing about the shortage found on ERP group.
   c. Discussing about the rules of ERP.
   d. Discuss about the new activity.
   e. Teacher trying to share the experience with some teachers on Edmodo (Mrs. Nira Dale, and Ms. Larsson)

4. Cycle IV
1) Plan: Having discussed and shared the experience of the three previous cycles, as the steps of improvement the writer discussed and shared the result to another English teacher who are also use Edmodo in teaching writing. He took a part on the discussion in the teacher’s forum on Edmodo so called “Our Globas Classroom” which is created by Mrs. Dale from Alabama, USA. From the discussion, it is resulted to do another project on Edmodo in which students are challenged to do collaborative writing activity such as pen-pal activity. An activity in which students from Al-Azhr BSD collaborated to Alabama Senior High School Students. And the steps on this phase can be listed as follows;
   a. Discussing the steps with Mrs. Nira Dale.
   b. Asking students (from both classes) to posting their writing on the specific group called “OUR GLOBAL CLASSROOM”
   c. Asking students to change their profile and greet one another. The screenshot can be seen below.
2) **Action:** The steps on this phase can be listed as follows:

   a. Moderating student’s postings.
   
   b. Asking student’s to discuss about teen dating and post the result on “Our Global Classroom” group.
   
   c. Posting video tutorial about the task (teen dating) on Edmodo.

The screenshot can be seen below.
d. Asking students to give comment or response about the topic being discussed.

3) **Observation:** The steps on this phase can be listed as follows;

   a. Observe student’s activity on Our Global Classroom group.

   b. Helping students in doing the small research about the given topic.

   c. Asking students about the advantages and disadvantages they got from “Our Global Classroom” group.
4) **Reflection:** The steps on this phase can be listed as follows:
   a. Discussing the potential problem with Mrs. Dale.
   b. Doing Skype session with Mrs. Dale in the classroom.
   c. Choose the best five groups that posting about teen dating.
   d. Giving the questionnaire to the students about advantages and disadvantages of the whole activities had been conducted using Edmodo.

5. **Summary of Action Research Cycles**
   **Table 3.4**

<table>
<thead>
<tr>
<th>CYCLE</th>
<th>ACTIVITY</th>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Posting introduction and greet the group members</td>
<td>- Introductory posting&lt;br&gt;- Greet to one another</td>
</tr>
<tr>
<td>II</td>
<td>Posting Recount Text</td>
<td>- Posting recount text&lt;br&gt;- Giving comments or response&lt;br&gt;- Process approach</td>
</tr>
<tr>
<td>III</td>
<td>Posting on ERP Group</td>
<td>- Posting a personal narrative&lt;br&gt;- Giving comments and response&lt;br&gt;- Free-writing</td>
</tr>
<tr>
<td>IV</td>
<td>Collaborative writing with Mrs. Dale students</td>
<td>- Introductory posting&lt;br&gt;- Greet to one another&lt;br&gt;- Posting paragraph about teen dating&lt;br&gt;- Giving comments and response</td>
</tr>
</tbody>
</table>
C. Techniques in Collecting the Data

There have been three techniques used in collecting the data, they are; Observation, interview, and documentation.

(1) Observation

The observation used in this present study is participant observation. According to Susan Stainback, as cited in Sugiyono, asserted that “in participant observation, the researcher observes what people do, listen to what they say, and participates in their activities.” And particularly, the researcher used complete participation in which the researcher acts as a natural participant. In collecting the data, he had been fully engaged with the things done by the source of data. Since its natural, thus he does not look like doing a research.

According to Spradley, as cited in Sugiyono, there are three objects can be observed in the qualitative research, they are; place, actor, and activities. And in this present study, the observation is started by doing grand tour observation and followed by the mini tour observation. In its application, the grand tour observation conducted for getting a specific field note in order to answer some general questions like:

(1) Space: the physical space,
(2) Actor: the people involve,
(3) Activity: a set of related acts people do,
(4) Object: the physical things that are present,
(5) Act: single actions that people do,
(6) Event: a set of related activities that people carry out,
(7) Time: the sequencing that take place over time,
(8) Goal: the thing people trying to accomplish,

10 Ibid., p. 229.
(9) Feeling: the emotion felt and expressed.11

In doing the observation, the researcher made the field note of what he heard, saw, and experienced during the three months observation. Observation was conducted to obtain the data about the utilization of Edmodo micro-blogging in the teaching and learning process, particularly in teaching and learning writing. The observation sheet was also used to know students’ response toward the Edmodo micro-blogging model in teaching writing. It consisted of three categories; interest, attention, and participation.

The observation is formally conducted each day from Sunday to Friday that is started from July 20th until October 31st 2012, in other words the observation conducted for about three months.

(2) Interview

Interview conducted to gather the detail information from the respondent. It was divided into two part; pre-interview and post-interview. The pre-interview is considered as a preliminary study to help the researcher grasp deeply information about the object. In the pre-interview, the researcher used structured interview. The pre interview was conducted in preparation step; it was carried out before the cycle began. In the pre-interview, the writer interviewed six students. Those six students are chosen from the six classes. He chooses one student from each class to be interviewed. It has ten questions relate to students’ difficulties in writing and also about their opinion toward the utilization of blog in learning English.

The result of the interview was used as a step stone to start the first cycle. And in the end, the post interview was conducted after all of the cycles and used semi-structure interview. It was carried out to get the students’ perception toward study writing through Edmodo micro-blogging. As the pre-interview, the post interview was given to the tenth grade student. In this second time interview, the writer chooses ten students.

11 Ibid., p. 229.
students from the two classes. The interview had ten questions about students’ views advantages, weaknesses, and motivation during learning writing through Edmodo micro-blogging.

**3) Documentation**

The documentation used in this present study is the official document and photo. This is in line with had been proposed by Bogdan, as cited in Sugiyono that “photograph provide strikingly descriptive data, are often used to understand the subjective and is product are frequently analyzed inductive.”

The official document that is studied by the researcher are; (1) Institutional data like School history, teachers, students, facilities, and infrastructure. (2) The data of Educational process like teaching and learning process, daily program, monthly program, and so forth.

**D. Data Analysis**

The data in this study was obtained from students’ writing on Edmodo micro-blogging, questionnaires, member checklist and interviews. The numbers of student’s writings were counted for each class to be compared to other cycles. And writing activities in the classroom were recorded to see student’s performance while writing using Edmodo. Meanwhile, the data taken from the field notes and interview were synchronized to see student’s responses in using Edmodo.

**E. Validity and Reliability**

For the sake of both data validity and reliability, the writer uses triangulation technique. In this present study, he uses triangulation data in which the data taken from the observation, interviews, and documents were synchronized and checked to see student’s responses on the utilization of Edmodo. Besides, member checks, and long-term observation were carried out to ensure the internal validity. Moreover, a description about the phenomenon under study was carried out to maintain the external validity of the findings.

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12 Ibid., p. 240.
In checking the validity this present study adopted the criteria proposed by Nasution and Moleong, they are: credibility, transferability, dependability, and conformability.

1. Credibility

In getting the credibility, some arguments proposed by Lincoln and Guba are adopted in this present study and they are: (a) Doing persistent observation to understand the phenomena more deeply, (b) Doing triangulation through source and theory triangulation, (c) Doing member check by asking the informant to re-check the data to get the same perception.\(^{13}\)

2. Transferability

Transferability related to the question to what extent the result can be used to other situations.\(^{14}\) To achieve transferability, the writer tried to give detailed descriptions in finishing this present study.

3. Dependability and Conformability.

Dependability refers to the reliability. In naturalistic research, the researcher becomes the main tool of the research and the researcher can achieve reliability condition by linking up dependability and conformability.\(^{15}\) To achieve conformability, the writer tried to discuss with the supervisor and ask him to check process of the research. From several discussions the writer gave the data such as questionnaire results, interview results, field notes, photographs, and the result of data analysis.


CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. ICT Atmospheres in Al-Azhar BSD

To discuss about the ICT atmosphere in Senior High School Al-Azhar BSD, the writer tries to describe firstly with the classroom’s situations. The classroom’s situation is almost the same like another school in Indonesia in which each class consist of 25 up to 30 students. Each classroom is equipped with a white board, soft board, air conditioners, cupboard, tables, chairs, in focus projector and so forth.

This School has 30 classrooms and offices that are air-conditioned. Learning space consists of 17 rooms, 1 room Laboratory of Physics, Biology 1 space laboratory, 1 space Chemistry Laboratory, Computer Laboratory 1 room with a capacity of 35 units of computers, Language Laboratory 1 room, 1 living Multimedia, 1 staff room, 1 living Teacher Research Centre (TRC), 1 living room and control room UKS. Overall classrooms and offices equipped with CCTV cameras.

And with regard to the ICT atmosphere in this school, the school is equipped with the language laboratory, hot spot area, and e-learning portal that seem to be potential to create such a good learning community.

Known as one of the prominent private school, its learning environment has recently been supported by the ICT facilities. Students are accustomed to using internet to access social media like twitter, facebook, and blog. Students tend to get bored when teacher deliver the material conventionally. Regardless to the benefits of using power point, its use seemed to be usual. More particularly, in the writing activity students tend to use their gadgets such as smart phone, tablet computer to write their writing draft. Thing things occur since as a digital native, students need to learn something which is related with the technological advance. That is why in this present study the writer tries to bring a new writing activity which is hoped could meet the student’s need.
The facilities provided in this school seem to be promising to be implemented a learning-based information and communication technology, but the problem was probably the human resources were not ready enough to implement it. That is why, school authorities still struggling to give such an ongoing training to the teachers and school staffs to get used to on the ICT utilization. And this is goes in line with the statement saying that “writing is still the major activity of the English classroom and the one with which ICT is most involved.”

B. Curriculum Analysis

The purposes of English language teaching in Senior High School are: 1) developing communicative competence in spoken and written language to reach informational literacy; 2) generating awareness about the nature and importance of English to improve nation’s competitiveness in global society; and 3) developing students’ understanding about the relationship between language and culture.

The scopes of English language teaching in Senior high school are: 1) discourse competence or ability to understand and/or produce spoken text and/or written text which is integrated comprehensively in four skills, such as listening, speaking, reading, and writing to reach informational literacy level; 2) the ability to understand and create various short functional texts, monologues as well as essay in a form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Variations in teaching materials are found in the use of certain vocabulary, grammar, and rhetoric devices; 3) supporting competencies included are: linguistic competence (ability to use grammar, vocabulary, pronunciation, and writing arrangement), socio-cultural competence (ability to use speech and language act appropriately in various context of communication), strategic competence (ability to overcome

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problems in communication to ensure the process of communication), and discourse competence (ability to use discourse instruments).

Having reviewed the current curriculum used at Al-Azhar BSD, the reviewer tries to discuss both the framework and the theory used in the curriculum of Islamic Senior High School AL-Azhar BSD. Try to criticize the theory in this curriculum, he found that the theory is inadequate since there is only one theory appear on. It is only from wells, proposing the different stage of language literacy; performative, functional, informational, and epistemic at the stage of performative.

Surprisingly, the core of theoretical framework adopted in this curriculum was inadequate to be considered as a good one. Try not to take for granted in criticizing the background of this curriculum, the concept of communicative competence is likely to be neglected. It should be based on the concept of communicative competence proposed by Celce-Murcia, Dornyei dan Thurrell.

Reflected to the previous curriculum (2004 Curriculum) which is definitely enriched with the several theories, the insufficient theory is one of the indicator of the wrong interpretation in which curriculum of this school is made without any adequate reference in term of Curriculum development. Trying to be objective on what he found in this curriculum, he found that the curriculum developer of this school seems to be unable to interpret and accentuate into word the real concept of school based curriculum. Broadly spoken, every Nation has its own state standard. Here, he can hardly find the clear objective in this curriculum. It appears so tight general and difficult to understand. In brief, it is merely to find the general objective, Specific objective, Institutional objective, and instructional objective of this curriculum.

With regard to the current curriculum used in Al-Azhar BSD, here the writer tried to bring into improvement the utilization of ICT which has become School vision and mission. From the school vision it can be seen that Islamic Senior High School Al-Azhar BSD proposes to organize teaching learning activity which is based on the Information and Communication Technology
(ICT). In addition, as the school’s purpose Al-Azhar BSD has purpose to produce graduates who are able utilize Information and Communication Technology (ICT).

Moreover, the purpose in English seems to be a big deal as well in Indonesia context in which English viewed not as a second language yet as a foreign language. One of the central issues in all the debates about English has been its purpose in schools: in short, what it is for. On the one hand, there are people who believe that its primary purpose is functional: to teach the basic skills of reading and writing, including handwriting, spelling, grammar and punctuation, and to prepare young people for their adult roles as citizens and employees.

The reviewer hardly to find kind of testing proposed in this curriculum, and another shortage found in this curriculum is about the materials. It means, there is no short example of the materials that will be taught to the students. And there is no both gradation and selection of the material in order to make the teacher has it easier to choose the best fit material to be taught.

Here the writer tried to conduct curriculum analysis since it goes in line with the idea proposed by Lawton mentioning that “the claim of teaching to be a profession lies in the ability and opportunity for teachers to exercise their judgement over the critical tasks involved in their role, namely curriculum and teaching.” Regarding to the statement above, the writer tried to figure out the curriculum content used in Al-Azhar BSD by which then he tried to bring the concept into practice. Here, the utilization of Edmodo micro-blogging for teaching writing. The notion about the use of Edmodo micro-blogging to be used as a writing tool which is hoped able to meet the student’s need and encourage students to write.

In this context, although the utilization of ICT has been proposed in the school vision and mission but it fails into practice since its integration was merely occurred in teaching learning activity. Teachers seem to fail in taking manifestation of the ICT utilization due to the inadequacy of skills for using ICT and

particular techniques for integrating it into the classroom activities. It is challenging since they should employ instructional strategies that help students construct meaningful understandings.

Furthermore, according to Anthony, the subject of English aims to provide a multi-layered array of skills and understandings relating to the English language.\(^3\) And to answer that challenge, one way for schools and classrooms to address complex skills is by deploying technology in the classroom to support active, student-centered learning. In student-centered classrooms the goal of education is to create independent, autonomous learners who assume the responsibility for their own learning.\(^4\)

In addition, the use of technology in the classroom permits many of the key instructional variables to be placed in the hands of the learners. Web-enhanced learning assumes that the learner is not a passive receiver of information and uses inquiry or exploration methodologies to allow the student to generate knowledge. Therefore, teachers should employ instructional strategies that help students construct meaningful understandings of the information they find.\(^5\)

Here the writer proposed that the use of Edmodo microblogging which can also be viewed as a social networking technology has some potential features to be used as a learning tool, and this goes in line with Jacobs mentioning that “Social networking technologies are powerful tools for enhancing the process of learning to be, of defining our identities. Digital social networks are now an essential part of the experience of everyone under the age of 20. Digital social networks may be the biggest game changer in learning and what it means to be educated. And yet the power of social networks to influence the nature of

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\(^5\) Ibid., p. 31.
learning and teaching is barely understood by institutional leaders.⁶

To sum up, the utilization of social networking technologies such as Edmodo micro-blogging is useful for enhancing writing activity yet unfortunately its potential features is merely understood by the school authorities. This is the phenomena that the writer found in Al-Azhar BSD, and it is therefore the present study is hoped to be useful for answering the gap between school’s curriculum and teaching learning activity since “teacher research is not an end in itself, but is inextricably linked to curriculum change and the adoption of new teaching strategies.”⁷

As the writer had both conducted curriculum analysis and the preliminary research, it is therefore some problems can be identified with which then tried to be found its solution. Students are used to using internet to access social media like twitter, facebook, and blog. Students tend to get bored when teacher deliver the material conventionally.

Based on the preliminary research conducted by the writer toward those phenomena he found that, in majority the tenth grade students are familiar in using not only gadgets but also they are getting used to using blog and have been using the blog such as wordpress.com, blogger.com, and tumblr.com to get connected with their friends.

The main problems can be identified are; (1) students felt anxious when writing in English, (2) they used gadgets for writing activity, (3) they thought that writing, especially in English, was such a daunting task to do. Furthermore the researcher found out the causes of the problem. They are also written in the table below. The result of pre-research activities was described in table 4.1.

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### Table 4.1
**Problems Found in the Preliminary Study**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Details</th>
</tr>
</thead>
</table>
| 1. Students’ responses toward writing in English | - Students thought that writing in English was such a daunting task  
- Students felt anxious when writing in English  
- Students had difficulty to make a draft while they are writing  
- Students were unable to compose a good paragraph in English |
| 2. Writing classroom situation | - Students bring gadgets into the writing class  
- They write their draft on their gadgets  
- They are not interested in writing using paper |
| 3. The causes of the problem | - Teacher asked them to write topic they were not interested in  
- Teacher did not give enough writing activity (Reading becomes the main focus)  
- Teacher did not give them enough opportunity to discuss with others while they are writing.  
- Teacher did not facilitate them with various writing activity |

1. Students’ responses toward writing in English  
   From the questionnaire given prior to the research about the utilization of Edmodo micro-blogging, it is found that 100% of students are familiar with some gadgets such as Smartphone, tablet computer, and video player. And 80% of students used those gadgets for learning English. And more than 80% of students used those gadgets for learning writing. Meanwhile in the utilization of blog, it is found that 100% of students having blog account and using them for learning writing. In the case of using social media for learning writing, it is found that only 62% of students who ever used social media for learning writing when they were in the Junior High School. And about student’s
perception toward the utilization of blog as a tool in writing activity, it is found that 100% students agree that using social media for writing activity was able to improve their writing ability and they thought that writing activity would be more fun and challenging to do by using social media. Regarding to the computer literacy, it is found that 18.8% of students think that their computer skill was very good, meanwhile 68.8% was good, and 12.5% was not so good. And about typing with computer, it is found that 43.8% was fast, meanwhile the rest shows that 56.3% was good in typing by using computer.

More specifically, with regard to the student’s response toward writing in English it can be found that 80% of students thought that writing in English was such a daunting task to do. Meanwhile, 65% of the students felt anxious when they were writing in English. Some factors arouse in this variable, such as lack of vocabulary, and not getting used to write in English. In addition, more than 80% of the students were unable to compose a good paragraph in English since they have not been trained to make a draft before writing and as the result 90% of the students thought that they had difficulty to make a draft while they were writing.

2. Writing classroom situation

In the classroom students are accustomed to bring their gadgets and they prefer using it for writing activity as they thought that it would be more fun than writing on paper. If they are asked to write, they seem to have it used as a writing tool. The problem was they are likely busy with their gadgets than the writing activity itself and it is therefore writing activity should be fit with the students need. And more importantly, the activity should provide students the opportunity to both discuss and work together with others to have a fun and meaningful writing activity as they can learn based on their own pace.

3. The cause of the Problem

From the preliminary study it can be found that those problems were caused by both the teacher and the students. Having interviewed some students about the problems they usually face on writing activity, it is resulted from students A1
that he was not interested in writing particularly in English because the English teacher did not pay more attention in writing activity so it makes the students had no enough opportunity to express themselves in the written form. Meanwhile, some of the students thought that they did not like such writing activity which only asked students to write the reading passage onto the paper. They thought that it was a boring task to do. From the interview, it can also be found that most of the students hope to get such a fun writing activity in which they are able to interact with others, and they can share their writing and let it commented or given feedback by others. And from the students, it can be found that their motivation in writing was still low due to some factors such as anxiety, lack of vocabulary, and did not like the topic given by the teacher.

Consequently, to overcome these problems the researcher would like to use Edmodo micro-blogging as a tool of writing to be used in the classroom. And in its activity he would ask the students to experience such writing activity in which they would have more opportunity to interact with others such as giving comments and feedback. More importantly, they were hoped to get involved in the process of writing such as drafting, reflection, and revision by using Edmodo micro-blogging.

C. The Description of Data

The data descriptions showed in this present study are based on the four cycles had been conducted for about four months. It focuses on the utilization of Edmodo micro-blogging for teaching writing to the tenth grade students. The description of data covers a number of student’s post on Edmodo, student’s perception toward the utilization of Edmodo, questionnaire results of each cycles, and classroom observation conducted by the researcher.

The real condition of the research setting had been discussed in the previous chapter in which the tenth grade students of Islamic Senior High School Al-Azhar tend to get bored when teacher deliver the material conventionally. In the writing activity students tend to use their gadgets such as smart
phone, tablet computer to write their writing draft. These things lead the writer to overcome the problem by using Edmodo microblogging.

This present study had been firstly planned by making classroom action research proposal which had been agreed by both adviser and the dean of English major. And having given the agreement, he then asked for permission to the Principal of Al-Azhar BSD, made the research instruments, and choose subject of the research. It is therefore collected data can be served in the form below.

1. **Cycle I**
   1.1 **Plan:** In this phase, the writer did some steps as can be seen as follow;
   a) Determining place of the research
   b) Asking for permission to the school authority
   Even if the writer registered as one of the teacher at Al-Azhar BSD, getting permission from the school authority such as principal, and vice principal seems to be crucial in order to make the present study can be done perfectly without any burdens. It is also needed to make the principal know about the procedures of the research either some changes made by the researcher in teaching writing such as the modification of lesson plan, things should be brought by students into the classroom and so forth.
   c) Giving questionnaire to the tenth grade students
   The questionnaire is intended to know what was really expected by students regarding to such activity to be used for writing.
   d) Collecting data from the questionnaire
   e) Making lesson plan integrated with microblogging
f) Making account on Edmodo.com. And the URL is: http://edmodo.com/alfian182

Here teacher as an agent of change tries to scrutinize the problem he found in the classroom setting. The case coming arise in his English classroom was that the tenth grade students thought that writing activity is such a boring and daunting task to do. He tried then to figure out student’s perception toward it by giving questionnaire to be able to know what was really needed by students. In this phase, the writer tries to make a plan on Preliminary study by giving questionnaire to know some points such as the utilization of some gadgets, smart phones, blogs, social media, computer literacy, and more particularly about writing activity needed by the students.

From the questionnaire taken in the preliminary study, (see appendix) it is found that 100% of students are familiar with some gadgets such as Smartphone, tablet computer, and video player. And 80% of students used those gadgets for learning English. And more than 80% of students used those gadgets for learning writing. Meanwhile in the utilization of blog, it is found that 100% of students having blog account and using them for learning writing. In the case of using social media for learning writing, it is found that only 62% of students who ever used social media for learning writing when they were in the Junior High School. And about student’s perception toward the utilization of blog as a tool in writing activity, it is found that 100% students agree that using social media for writing activity was able to improve their writing ability and they thought that writing activity would be more fun and challenging to do by using social media.

Regarding to the computer literacy, it is found that 18, 8% of students think that their computer skill was very good, meanwhile 68, 8% was good, and 12, 5% was not so good. And about typing with computer, it is found that 43, 8% was fast, meanwhile the rest shows that 56, 3% was good in typing by using computer.

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8 http://edmodo.com
1.2 Action:

a) Explaining students about what Edmodo is, and why is it useful to be used for writing activity. The researcher tried to have student fully understand of some potential features can be used by using Edmodo.

b) Giving video tutorial of how to make account on Edmodo. The writer downloaded the video tutorial in order to make students able to create personal account on Edmodo. The video tutorial had been downloaded from http://www.youtube.com

c) Explaining some potential features of Edmodo in learning writing such as; collaborative writing, pen-pal, and global classroom activity.

d) Asking students to make personal account on Edmodo.

e) Giving first activity on Edmodo; brief introduction to other groups on Edmodo. Students were asked to post brief introduction, and then the teacher tried to calculate a number of student’s posting from each class.

f) The writer gave the questionnaire to the students, and it is intended to know student’s perception about the first activity on Edmodo. It is also used to know the things interest the students the most, and some burdens they face on the first activity.

g) Asking students to bring their own gadgets. The writer asked the students to bring their gadgets to support learning activity using Edmodo.

In this phase, the writer did the activity based on the lesson planned that had firstly been made related to the utilization of Edmodo for teaching writing. He explained some indicators should be mastered by the students, they are; (1) Students are hoped to be able to make personal account on Edmodo and (2) students are hoped to be able to post their posting on Edmodo.

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9 http://www.youtube.com
Having explained about what Edmodo is, he then showed the students video tutorial of how to make account on Edmodo. In this phase, he behaved both as a facilitator and supervisor. As a facilitator he was trying to help some students to make account on Edmodo and it can be described more detail in the observation phase.

In this phase, he gave the questionnaire that was distributed to 32 students. The result of the questionnaire was discussed directly together with the students. From the questionnaire, it is found that the biggest problem faced by the students was about the internet connection and the group code to be used for making account on Edmodo. In majority, students forgot the group code to be used for entering the group on Edmodo.

1.3 Observation:

a) Observing student’s activity in introducing themselves on Edmodo. The writer behaved as a facilitator during the observation phase and here he tries to both capturing the process and assisting students to post on Edmodo.

b) Making the field note. In taking the field note, the writer made a rubric divided into several categories such as interest, attention, participation, and presentation. In this observation phase, the writer also captures some picture of student’s activity, and interviews some students about some burdens they face during the activity.

c) From this phase the writer counted a number of students posting from each class, which is then grouped into a chart. From the chart below, it can be seen that students from X2 and X6 class had made account and posted their posting much more than other classes. It is found that 25 five student of 30 had already made Edmodo account. From the table also can be seen that less than 15 students from X3 made Edmodo
account. This thing will then be evaluated on reflection’s phase.

Table 4.2

Number of Students Making Account on Edmodo

<table>
<thead>
<tr>
<th>Class</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>X5</th>
<th>X6</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>15</td>
<td>25</td>
<td>10</td>
<td>20</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>X2</td>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Having discussed the solution about the internet connection and the group code, the writer tried to check number of student’s posting for each class. Based on the table above, he focused to give the motivation to the class members who haven’t made account on Edmodo. He also asked the problem that they face during the activity.

In giving the motivation, he tried to show the video about some interesting activities can be used by using Edmodo. He showed the students the activity in which collaborative activity between two different countries can be set up by suing Edmodo. He also explained that Edmodo can be used as the social media to get connected with other students from different country.

In this phase, the writer observed not only students’ activity in the classroom but also observed their activities on Edmodo. Related to the first task on Edmodo
in which they had to post short introductory posting, it is found that in majority students are able to introduce themselves on Edmodo and it seemed that they enjoyed doing such activity.

**Picture 4.1**
**Student’s First Task on Edmodo**
1.4 Reflection

The steps on this phase can be listed as follows;

a. Giving the questionnaire about problems they face in the first cycle.
b. Evaluating the number of student’s posting for each classes.
c. Discussing the problem of internet connection with some students.
d. Discussing about the next activity on Edmodo which is posting a recount text.
e. Asking some students to bring their own modem.
f. Discussing the problem of internet connection with the IT staff.

The activity in the first cycle was focused for making account and posting self introduction on Edmodo. It is found that students respond positively on this task. It can be seen from the number of students who write posting and the interaction among them. With regard to the problem they face during the first activity, it seems that internet problem and the group code are the biggest problem faced by the students.

In evaluating the number of students posting, he discussed with several students and asked them about some problems they face when they used Edmodo. From the evaluation, it can be found that in the first activity they did not bring laptop or gadgets so that they were not able to make account on Edmodo. From the discussion, the teacher asked the students to make account on Edmodo using their personal computer at home and gave them the group code to be used for making personal account.

In this phase, the writer tried to overcome the problems by discussing about the internet connection with the IT staff in Al- Azhar BSD. From the discussion, it can be taken into consideration that students should bring their own modem hence they are able to get connected to the
internet and able to access the internet with the high-speed connection.

The problem in the internet connection occurred due to students access the Wi-Fi at the same time, so that it makes the server busy and resulting slow internet connection. Having discussed with some IT staffs, the writer asked the students to bring their own modem for the next activity. He also discussed with several students related to this problem to make sure that the students did not mind to do such a thing.

To sum up, the evaluation in the first cycle started from the plan up to reflection had been made by the writer. It is because there are some shortages found in each phase. In the planning phase for instance, for the next activity, he tried to divide students into small group and gave students different group code.

He also evaluated student’s interest to use Edmodo since the next activity is the core activity in which students were asked to post recount text and gave feedback to others. And the main evaluation from the first cycle was about the internet connection. This is a common thing happened when ICT based activity brought into the classroom. To overcome the problem, he asked students to bring their own modem, or at least they had their gadgets supported with the access to the internet. Due to the group division in the second cycle, he asked each group which is consist of 4-5 students to bring at least 2 gadgets. They can be a smart phone, tablet computer, or laptop.

In this first cycle, the writer gave questionnaire to the students to know student’s responses and it is used by the teacher as a self assessment related to the writing activity planned by the teacher in the classroom. From the questionnaire result, it can be found that 60% students thought that it was difficult to make account on Edmodo. And there are some factors arise they are slow internet connection and they forgot the group code given by the teacher. In the first cycle, He also asked another English
teacher to observe teaching learning activity. The result can be seen below.

Table 4.3
Form of Observation in the First Cycle

<table>
<thead>
<tr>
<th>NO</th>
<th>Activity</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apperception</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Explanation</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grouping Technique</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Test, quiz</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Evaluation</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reward/punishment</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Authentic Assessment</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reflection</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:
1 = Poor
2 = Enough
3 = Good
4 = Very Good

This observation form was used by another English teacher (Mr. Bambang Untoro) to know how well the writer in conducting teaching learning activity using Edmodo. The writer also discussed with Mr. Bambang about the activity, and asked for the feedback to improve the next activity which is conducted in the second cycle. From the table, it can be seen that in general the writer had successfully conducted teaching learning activity using Edmodo micro-blogging.
1.5 Data Analysis in the First Cycle

1. In this cycle, the plan had been made by the researcher had not been good enough to implement the utilization of Edmodo micro-blogging for writing activity. This is because students were not divided into small groups. Another problem arouse in this first cycle was about the internet connection claimed to as slow to be used for accessing Edmodo.

2. The lesson plan made by the researcher seems to be useful and fit with the context in which micro-blogging used as a tool for teaching writing. It can be seen from the observation conducted by Mr. Bambang showing that in general the writer (as a teacher) has been successful in conducting teaching learning activity using Emodo in the first cycle.

3. The questionnaire given to the students before the phase of action ensure the writer that most of the students are familiar with gadgets, blogs, and social media. And it is therefore the utilization of Edmodo micro-blogging seems to be fit with the student’s need.

4. In the phase of action, the writer gave his attention to make the students familiar with Edmodo, and also know some potential features of Edmodo. It was aimed to make the students feel interested in making account on Edmodo.

5. When the researcher asked the students to make account on Edmodo, there are some issues occurred. First, some students did not bring their own gadget so they had to use their friend’s gadget. As a result a number of students who made account on Edmodo still low.

6. In the observation phase, the researcher had not conducted such a good observation yet because he was busy to help students in making account on Edmodo. Being a facilitator, he had to make
sure that every single student knows how to make account. The issue was not only about student’s understanding in making account but also group code distribution that makes students confused to choose the group code. Group code was made by the teacher to make sure that students are able to sign themselves in the particular group made by the teacher. To overcome this problem, the researcher then gave the group code for each class, so he did not have to create a lot of group code.

7. Although the first activity in the first cycle was to make account and write greeting to others, but it is found that some of the students just write ‘test’, ‘hi’, or greeting their friends with the simple word. The researcher did not take any action toward this issue since he wanted to let the students get a good-first impression on Edmodo. He wanted to make the students realized that Edmodo can also be used just like other social media so they do not have to take for granted that all the activities on Edmodo were only about learning and the serious thing that will probably make them become unmotivated to use it.

8. In this first cycle, the posting on Edmodo were filled out of the simple greeting. The researcher also took apart in giving responses to several students. He tried to have a chat with students about the next activity. He also discussed about the problem of internet connection and tried to seek the solution together with the students. And as a result, all of the students agree to bring their own modem for the next activity in the second cycle.
2. Cycle II (Conducted on September 2012)

2.1 Plan:

In this phase, he made another lesson planned that is prepared to the activity in the second cycle. Since the activity is to write a recount text, so the lesson planned made is based on the purpose in which students are hoped to be able to write recount text based on its generic structure; they are orientation, events, and re-orientation/conclusion.

In this phase, the writer divided students into small groups on Edmodo which is different with the previous cycle in which groups are only divided based on the class. This is useful for the writer in monitoring student’s posts on Edmodo. Regarding to the small group, the writer had students bring modem in order to overcome the problem of internet connection. To overcome internet connection issue, students were also asked to bring their gadgets such as Smart phone, laptop, and tablet computer to be used for accessing Edmodo home page.

In this phase, the writer gave motivation to the students to take a part in the discussion since the main objective in this activity was to give feedback or response on student’s writing. To get students understand what they are supposed to do, the writer gave some example of the activity in which he show to the students activity on Edmodo regarding to peer feedback. To know student’s response toward the activity in this cycle, he made questionnaire and did an interview to some students.

2.2 Action:

With regard to the discussion among students, in this phase students are asked to post a recount text on Edmodo. And the steps on this phase can be listed as follows;
a. Dividing students into several small groups. Students are divided into several small groups in order to make it easy to be monitored and evaluated by the researcher.

b. Asking students to change their profile picture. In the previous cycle, most of students did not use profile picture hence it was difficult to check student’s posting. They were asked to use their real picture and their full name.

c. Asking students to post their recount text. Before they were asked to post their recount text on Edmodo, they were asked to discuss their writing draft with their group members. The writer were also taking a part in the discussion before they post their recount text on Edmodo since this is in line with the theory proposed by harmer mentioning that by spending time with learners on pre-writing phases, editing, redrafting, and finally publishing student’s writing, a process approach aims to get to the heart of the various skill that should be employed when writing.\textsuperscript{10}

d. Students are asked to give comment each others. Giving feedback on others writing was the core of this activity. It is aimed to make students know about their mistakes in writing recount text since “a further way of provoking student engagement with writing is to get students to write to each other.” \textsuperscript{11}

e. Students are asked to give correction to other groups. Students are hoped not only give correction or feedback to each other personally, but also they

\textsuperscript{10} Jeremy Harmer, \textit{the Practice of English Language Teaching} (Edinburgh Gate: Pearson Education Limited, 2001), 257.

\textsuperscript{11} Jeremy Harmer, \textit{How to Teach Writing}…, p. 5.
were invited to give correction to other groups in order to build the conversation or the revision about the mistakes on recount text they had posted on Edmodo since “one way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing.”

In this phase, the writer acts as a facilitator and tries to monitor student’s work on Edmodo. He sent the message to some students who did not post their recount text. He tried to remind students just in case they forgot to post their recount text. Still in this phase, he gave the questionnaire to the students in order to know student’s perception about the advantages and disadvantages they can get during this activity. Due to the process of writing becomes the major activity in this phase, he tried not to count the number of students posting rather tried to analyze the process of writing recount text using Edmodo.

And the screenshot of example from student’s posting can be seen below;

Picture 4.2 and 4.3
Student’s activity in the Cycle II

---

12 Jeremy Harmer, How to Teach English…, p. 12.
Zahra I. to X5 Students
on July 22-24, Al-Azhar Islamic Senior High School held a Ramadhan Activity called Pesantren Laithan. On Sunday I arrived at school on 6:30 am. 2/3 hours after we arrived at Aquarius Orange Hotel on Cisarua, Bogor. After we arrived...

Sep 6, 2012

Aisa I. to X5 Students
The mistakes are:
- Theachers, should be teachers
- Went, should be go
- Belongings, should be belongings
- Breaking fast, should be break fasting
- After the maghrib prayer, should be after we prayed maghrib
- After suhar we pray, should be after suhar we prayed
- We go back, should be we went back
- There is a art, should be there is an art

Sep 6, 2012

Bambang I. to X4
I went to Australia on last year to visit my big sister and cousin. In Australia I went to mountain baw-baw, I play snow skite with my cousin and my family. In Australia the air and the street are beautiful because it was clean and cool. I went to the zoo, I see Kangaroo, Koala, eagle and others animals. I have a dinner with my family in Restaurant Nandos. I ate grilled food and it was very delicious, after that I go home and play Football in the park with my cousin, but when I play football, Accidentally hit a tree, then I go back to my cousin house to get a rest. The next...

Show all Post

Sep 5, 2012 · 2 Replies · View

Andini, I. - Sep 5, 2012
on last year, it should be "last year"
mountain baw-baw, "baw-baw mountain"
play, "played"
snow skite, "snow board" or "ice skate"
see Kangaroo, "saw kangaroo"
i have, "I had"

Hanifa, I. - Sep 12, 2012
I went to Australia last year to visit my big sister and cousin. In Australia I went to baw-baw mountain, I play snow board with my cousin and my family. In Australia the air and the street are beautiful because it was clean and cool. I went to the zoo, I saw Kangaroo, Koala, eagle and others animals, I had a dinner with my family in Nando Restaurant. I ate grilled food and it was very delicious, after that I went home and played Football in the park with my cousin, but when I was playing football, I Accidentally hit a tree, then I went back to my cousin house to get a rest. The next day. I prepared to go home, and alhamdullah I arrived in Indonesia safely. -

Thufail Billy's Group: (corrector: an's group xoxo <3) loss...
2.3 Observation: In this phase, the writer did the observation on student’s activity in writing recount text. The things that he observed related to the writing process begun with writing a draft, revising, and posting to Edmodo. And the steps on this phase can be listed as follows;

a. Observing student’s activity in posting recount text on Edmodo. From the observation, it can be found that in majority students had given response to others. Regarding to the recount text, in majority students wrote recount text about their experience they had during PESLAT (Pesantren Latihan). It is an activity had to be followed by all tenth graders made the school to teach them about religious matter.

b. Making the list of groups who did not post their recount text. It is important to monitor and keep on sight to the students who did/did not post recount text on Edmodo. Having made the list, the writer then talked to the students about some burdens they probably found in posting recount text on Edmodo.

c. Asking some students about the problems they face in posting recount text. It is in line to what had been proposed by harmer regarding to important roles of teacher in the writing as a collaborative activity, they are as motivator, resource, and feedback provider.13

d. Capturing some pictures of student’s activities in the classroom. And the sample screenshot can be seen below;

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2.4 Reflection:
In this phase, he caught some problems during the activity on the cycle II. Having discussed with several students, the writer make a plan to do a new writing activity. And the steps on this phase can be listed as follows;
   a. Giving the questionnaire about problems they face in the second cycle.
   b. Discussing the problem with some students.
   c. Discussing about what they feel after posting their recount text on Edmodo. (advantages and disadvantages)
   d. Discussing about the new activity on Edmodo.

The result of the questionnaire indicates that the major problem they found in writing recount text was about making a draft before posting it on Edmodo. They thought that it was not easy to make a draft on Edmodo. Another problem they found was that they were not able to reply the response when they were not on line. They
thought that the notification they received from email seems to be disturbing because they would be notified all of the activities on Edmodo.

Having found some problem in this cycle, the writer discussed with the students in order to find the solution. With regard to the problem in making a draft, he then tried to teach students on how to make a draft before posting their recount on Edmodo. To overcome the problem, the writer asked students to make draft of writing by using paper and asked them to post their writing after they had discussed their writing draft with other groups and had been corrected by the teacher.

Regarding to the notification problem, the writer tried to discuss with the students and gave the explanation that the notification problem could not be overcome since the notification was one of the features on Edmodo in which the entire group members were notified about the activity conducted on Edmodo. To sum up, the writer did not take any action regarding to the notification issue since it dealt with Edmodo policy.

In this phase, the writer discussed with the students about the new activity and from the discussion it was resulted that most of the students asked the activity which is more fun and challenging. From the discussion, it is found that most of the students are familiar with such activity called role playing. It is the activity in which students could behave as a figure or character they wish to play in the group. It is therefore, the next activity will be role playing activity using Edmodo. And the theory supporting was free-writing in which “students are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience.”

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2.5 Data Analysis in the Second Cycle

1. In this second cycle, all the activity conducted had been fit with the lesson plan made by the writer. From the phase of phase until the phase of reflection, it can be found that the main objective in which student write their recount text was successfully done. It can also be seen on Edmodo that all students had already written their recount text based on its generic structure, they are; Orientation, Event, and Re-orientation/conclusion.

2. With regard to the main objective in the second cycle that is focused on giving response and feedback, it can be found that in majority students had done such activity in a good way. They gave response to each others, and tried to give correction on grammar mistake. And overall, the activity had been successfully followed by all the students.

3. Students thought that working in a group could help them in writing recount text. They could firstly discuss what they were going to write and could easily make a draft before posting their recount text on Edmodo.

4. In this second cycle, internet issue had successfully been overcome since each group had brought gadgets, smart phone, laptop, or table pc into the classroom. As the result, they could access Edmodo without any burdens.

5. Students thought that posting their recount text on Edmodo and let their writing to be commented and corrected by others was a good idea. They also thought that group discussion help them a lot in writing recount text, and it is useful to discuss about grammar mistake before they were ready to post their writing on Edmodo.

6. From the reflection phase, and having discussed with some students about the next activity it can be found that most of the students willing to have
a new activity which they think they get used to it. As the result, the writer plan the activity called role palying, and he creted a group so called English Role Playing group (ERP) on Edmodo. Different with the previous activity, this activity was made for the students who were only fond of to take a part on the role playing activity on social media like facebook or twitter.

7. Some students thought that writing recount text on Edmodo has some shortages. One of them was that Edmodo is such a public place, so that they cannot freely express their recount text. Besides the negative opinion, in general students thought that posted recount text and got it to be corrected by others was a good idea in writing activity. They also thought that by using Edmodo they can write anything about themselves and or even express their feeling. And the most important thing was that Edmodo could help them to get to know each other.

3. Cycle III
3.1 Plan: Having discussed and shared the perception toward the activity in the cycle II, the teacher and students plan to have a new writing activity which is more challenging than writing usual thing like recount or narrative text. From the questionnaire result, it is found that most of the students like to have writing activity so called Role Playing. That’s become the reason for the writer to adopt such activity in this cycle. And the steps on this phase can be listed as follows;

a. Making new activity on Edmodo so called “English Role Playing” (ERP)

b. Making rules about how to participate on ERP group.

In making the rules, the writer collaborate with some students who are accustomed to take a part in role playing such as facebook and
twitter. He discussed with students and posted some rules should be followed by other students if they wish to take a part in ERP group.

c. Asking students to change their profile picture based on the character they chose. Due to the concept in ERP was to get students to write something they thought interesting to be posted based on their character chosen, so it is important for them to change their profile picture.

3.2 Action: In this phase, students are asked to post their free writing on the specific group on Edmodo so called ERP group. The essence of this activity is that students have the opportunity to write something they feel important to post on ERP group. In posting to this group, they will not use their real name but the name or character they wish to play. It can be an artist, singer, and so forth. The purpose of this activity is to let students have the free topic to discuss with, and it is hoped will invite students to write based on their need and pace. And the steps on this phase can be listed as follows;

d. Asking students to post their writing on ERP group. Students were asked to post their writing on ERP group. And the main objective was to let students have a certain purpose and audience in mind when writing a text. This thing in line as proposed by Hyland stating that “the writer is influenced by the addressed or invoked audience, which means that there is an
interaction between the writer and the reader.\textsuperscript{15}

e. Asking students to give correction on other’s writing.
In this activity, students were asked to give correction regarding to the grammar mistake and punctuation. Besides, they were hoped to get involved in the conversation among other students.

3.3 Observation: The steps on this phase can be listed as follows;

a. Observing student’s activity in posting recount text on Edmodo.
The observation had been done both in the classroom and Edmodo. In the classroom activity, the writer took a field note regarding to student’s activity before they post their writing on ERP group. And on the Edmodo, the writer tried to monitor students not to write such a harshly words. Students were also asked to refrain writing a mockery.

b. Making the field note and
c. Capturing some pictures of student’s activity
d. Asking some students about some burdens they face.
And the sample activity on ERP group can be seen below.

Picture 4.5 and 4.6
Students Activity in the Cycle III

<table>
<thead>
<tr>
<th>Name</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mpu, I</td>
<td>My name is Mpu Samudra, i very like Rock music am from Indonesia, hello everyone!! Sep 20, 2012</td>
</tr>
<tr>
<td>Asuka P</td>
<td>You’re the most welcome. And yes, tell us your Roleplay’s character. Like, your name, your age, and a little information about yourself. Well, have fun and be active! Sep 21, 2012</td>
</tr>
<tr>
<td>Jun</td>
<td>Hello there, Samudra-san! Would you mind to be a liittle bit more specific about your character? And, well, Nice to meet you! You can call me Jun. Sep 21, 2012</td>
</tr>
<tr>
<td>Mpu, I</td>
<td>My full name is Muhammad Mpu Samudra, just call me Sam or Samudra. I'm 15, and I studying in Al-Azhar High School, I love music, offline game, Wild Animals, Swimming etc... My Twitter @ axmpu, and my Facebook, Mpu samudra I able to play a musical instrument with my feelings, I like to read books in my free time, I hates cockroaches and other insects, and my favorite food is satay from Indonesia,... it was about me ... Thank you (_&lt;)/ Sorry about my grammar Sep 21, 2012</td>
</tr>
</tbody>
</table>
Kat A. to English Role Playing (ERP)
So lemme introduce my charrie here.
This is Katherine Aurore. You can call her Kat or Kitty or else she doesn't mind. She's a freshman in this lovely school of ours. beware, she's pretty annoying with all of her jumping feet, unpredictable movement, and children songs comes out from between her lips. If you love peace, do not take a close distance to her, you will be smack with her Juliet Simms' voice sound-alike. And she's a bit (ok a lot) obsess with unicorn and everything magical.
But don't worry, underneath all of that crazy things you read above, she still has a pretty normal side as a human being. She's very loyal as a friend, just like a K-9 golden retriever. Don't be afraid of this young lady! She'd love to be friend with everybody.
Love~
Sep 19, 2012

Sunyoung P. to English Role Playing (ERP)
HI THERE KITTY. :D
Sep 19, 2012

Kat A. to English Role Playing (ERP)
and oh! she's a ballerina and taking capoeira lesson. Don't mess with her, or else you'll get a kick in the head. Just like Christie did in takken.
Sep 19, 2012

Asuka P. to English Role Playing (ERP)
Your chara is totally awesome. -_-'
Sep 19, 2012

Kat A. to English Role Playing (ERP)
oh sure she is. :)
Sep 19, 2012
3.4 Reflection: The steps on this phase can be listed as follows;

a. Giving the questionnaire about problems they face in the cycle III.
b. Discussing about the shortage found on ERP group.
c. Discussing about the rules of ERP.
d. Discuss about the new activity.
e. Teacher trying to share the experience with some teachers on Edmodo (Mrs. Nira Dale)

Having given the questionnaire and discussed the result with the students, it can be found that there are some problems arising from the ERP activity. The first problem was about the rules on ERP group. From the observation on the ERP group it can be found that there was still found some students who did not understand about the rules on ERP group. It can be seen from the profile picture in which most of them did not change their profile based on the character.

Another shortage found from the ERP activity was about the number of students who take a part on ERP group. Having observed the number of students who take a part on ERP group, it can be found that only twenty students who sign himself on ERP group.

With regard to the number of students, the writer then discussed with the students, and it can be found that they feel worried to take a part in it since some of them still not accustomed to behave and write like the character they wish to play on ERP.

In this phase, the writer also discussed with students about the next activity which is conducted collaboratively with different teachers from Alabama, USA. However, to make sure that the next activity could encourage student to take a part so the writer had firstly discussed with Mrs. Dale about the plan and strategy used for collaborative writing activity. And with regard to discussion with Mrs. Dale, the
writer informed the students and asked them to use change their profile picture and uses their real name.

1.5 Data Analysis in the Third Cycle
1. In this third cycle all the plan made by the writer had been successfully conducted. Albeit there still found some shortages found in its application he came up to the conclusion that the main objective in this activity can be applied for intriguing students to write based on their own pace.
2. ERP group which is made by the teacher seems to be useful to encourage students in writing. In this case, they are given the opportunity to experience a free-writing activity.
3. From the questionnaire result, it can be found that they believe that they can improve their writing if they participate actively in the ERP group.
4. From the observation on ERP group, the writer found that not all students took a part on ERP group. And having discussed with several students who did not follow ERP group, arouse several reasons regarding to this issue. The first was some students were not accustomed so they were afraid for having discussion on ERP group. Second was they were not confident and confused to write something related to the character they wish to play on ERP group.
5. In this third cycle, they were able to write and express their idea freely since the ERP group was intentionally made to facilitate those who want to write something differently. However, there must be some evaluation reflected to the fact that not all
students were brave to take a part on ERP group.

6. Related to some shortages found in this third cycle, the writer plan to have another activity which can be used and followed by the all students. He also tried to have a collaborative teaching with another English teacher.

4. **Cycle IV**

4.1 **Plan:** Having discussed and shared the experienced of the three previous cycles, as the steps of improvement, the writer discussed and shared the result to another English teacher who also use Edmodo in teaching writing. He took a part on the discussion in the teacher’s forum on Edmodo so called “Our Globas Classroom” which is created by Mrs. Dale from Alabama, USA. From the discussion, it is resulted to do another project on Edmodo in which students are encouraged to do collaborative writing activity such as pen-pal activity. An activity in which students from Al-Azhr BSD collaborated to Alabama Senior High School Students. And the steps on this phase can be listed as follows;

a. Discussing the steps with Mrs. Nira Dale.

b. Asking students (from both classes) to posting their writing on the specific group called “OUR GLOBAL CLASSROOM”

c. Asking students to change their profile and greet one another.

The screenshot can be seen below.
Picture 4.7, 4.8, and 4.9
Activities on Our Global Classroom Group

Karlee N. to "Our Global Classroom!"
Hello, Hello!
Well Hi! I'm Karlee, and I LOVE Theatre. I Really want to be a Actor/Actress or Theatre teacher. I also LOVE One Direction So if you're also a 'Directioner' you're amazing!! Just saying!! What other music do you guys like? (I Also like Green Day)
Oct 25, 2012

Shinta I. to "Our Global Classroom!"
I love one direction too! Wow amazingggg we can talk about the boys haha
Oct 25, 2012

Katherine B. to "Our Global Classroom!"
ONE DIRECTION and GREEN DAY
Oct 25, 2012

amalia I. to "Our Global Classroom!"
i love one direction too :D
Oct 25, 2012

amalia I. to "Our Global Classroom!"
i want to be actress too !! we have a lot in common :D
Oct 25, 2012
<table>
<thead>
<tr>
<th>Username</th>
<th>Comment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teradita R</td>
<td>Hello, this is our assignment</td>
<td>Oct 30, 2012</td>
</tr>
<tr>
<td></td>
<td>by: Abiyyu, Fikri, Pratama, and Me</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[teenageDating.pptx]</td>
<td></td>
</tr>
<tr>
<td>Nira Dale</td>
<td>I am so impressed with the organization of your writing. Also, it is apparent that you thoroughly researched the subject matter. AWESOME JOB!!!</td>
<td>Oct 30, 2012</td>
</tr>
<tr>
<td>Teradita R</td>
<td>thanks Mrs. Nira Dale</td>
<td>Oct 31, 2012</td>
</tr>
<tr>
<td>Teradita R</td>
<td>I'm so happy hear that you impressed to our assignment</td>
<td>Oct 31, 2012</td>
</tr>
<tr>
<td>Me</td>
<td>This is a fascinating work. I do realized that you all fond of technology. You know how to work with it and make it like real 21st century classroom. I do proud of you all guys. This is a skill, a soft skill needed in the future education. Share the great thing to others and be inspired. :-</td>
<td>Nov 5, 2012</td>
</tr>
<tr>
<td>Teradita R</td>
<td>thanks my Al</td>
<td>Nov 6, 2012</td>
</tr>
</tbody>
</table>

Type a reply...
Rininta P. N. to "Our Global Classroom!"
Hello~
This is Our assignment about Teen Dating :D
Feel free to read it.

[teen_dating.pptx]
Oct 30, 2012

Rininta P. N. to "Our Global Classroom!"
by Andaru, Muthia, Vini, and Me
Oct 30, 2012

Nira Dale to "Our Global Classroom!"
This is a very very good report. Your organization is wonderful, and I like how you even sited your sources. :-)
Nov 5, 2012

Me to "Our Global Classroom!"
Another 21st century student. Truly digital native. Kindly share and make learning community among your friends. We'll find ourselves even more inspired. Related to the task, you did it beyond expectation. :-)
Nov 5, 2012

Andaru T. to "Our Global Classroom!"
Thanks a lot for the praise towards our assignment. :)
Nov 5, 2012
4.2 **Action:** The steps on this phase can be listed as follows:

a. Moderating student’s postings.
b. Asking student’s to discuss about teen dating and post the result on “Our Global Classroom” group.
c. Posting video tutorial about the task (teen dating) on Edmodo.
d. Asking students to give comment or response about the topic being discussed. The screenshot can be seen below.

In this phase, the writer tried to moderate students’ posting since the activity were followed by two schools they are from Al-Azhar BSD and from Alabama Senior High School. The topic discussed was about teen dating. In this activity students were asked to give opinion which is based on the scientific reason about the teen dating. They are hoped to come up with the answer whether teen dating was a potential dangerous or harmless fun?

In doing the activity, students were divided into several groups and asked to do small research within group about the topic. Each group consisted from 4 up to 5 students. In this phase, the writer collaborates with Mrs. Dale to give instruction to the students. In giving the instruction, she had conducted a Skype session in the classroom so that the students can easily grasp the instruction for doing collaborative writing activity.

From the discussion with Mrs. Dale, there some points should be taken into consideration. The first was about rules on “Our Global Classroom” group should be followed by all students. It was about sharing personal facebook or twitter account which must be avoided during the discussion. The second was about choosing best
five responses from Al-Azhar BSD and Alabama Senior High School to be shown on Mrs. Dale personal blog. And the screen shot can be seen as follow.

**Picture 4.10**

**Collaborative Writing Activity**

---

**4.3 Observation:** The steps on this phase can be listed as follows:

a. Observe student’s activity on Our Global Classroom group.

b. Helping students in doing the small research about the given topic.
c. Asking students about the advantages and disadvantages they got from “Our Global Classroom” group.

In this phase, the writer tried to help students to do a small research about the topic given by Mrs. Dale. The topic was about the teen dating. Students were asked to give several ideas about the teen dating and tried to come up for answering whether the teen dating is potential danger or harmless fun? From the observation, it can be found that collaborative writing activity with Mrs. Dale students have been successful for encouraging students to have chance to create a strong sense of community in which they can participate actively while learning. The positive thing was that they can practice the language using different skills, especially in writing, in an authentic learning environment.

4.4 Reflection: The steps on this phase can be listed as follows;

a. Discussing the potential problem with Mrs. Dale.
b. Doing Skype session with Mrs. Dale in the classroom.
c. Choose the best five groups that posting about teen dating.
d. Giving the questionnaire to the students about advantages and disadvantages of the whole activities had been conducted using Edmodo.

In this phase the writer tried to discuss with Mrs. Dale about some problems faced during the activity in “Our Global Classroom” group. From the discussion there have been some shortages should be overcome. The first was about the different time making the response from others cannot be received directly. As the result, students need to wait for about a day to see the comments or response from others. The second was about some students that try to share personal account to others.
To overcome the problem related to the different time, both the writer and Mrs. Dale tried to arrange the fix day to be used to post on “Our Global Classroom” group. And for several times, the writer conducted Skype session with Mrs. Dale in the classroom to encourage students to keep themselves write on Edmodo. Skype session was also used to give more explanation about the main activity that they had to do collaboratively. Related to the problem of sharing personal facebook or twitter account, both the writer and Mrs. Dale posted the rules on Edmodo and ask the students to refrain from asking personal account of social media like facebook or twitter.

As the discussion result with Mrs. Dale related to the end of the activity in “Our Global Classroom” group, it was resulted that both the writer and Mrs. Dale will choose five best groups that are successful in giving scientific response about the topic discussed. And the screen shot can be seen below.

**Picture 4.11**
**Best Five Reports on Our Global Classroom Group**

![Screen shot of best five reports on Our Global Classroom Group](image-url)
4.5 Data Analysis in the First Cycle

1. In this cycle, the plan had been made by the researcher and Mrs. Dale has been successful to bring collaborative writing activity between Al-Azhar students and Alabama Senior High school students.

2. The lesson plan made by the researcher seems to be useful and fit with the context in which Edmodo micro-blogging used as a tool for teaching writing collaboratively. The results can be seen from student’s response indicating that they like to write on Edmodo especially when they can interact with other students from different country.

3. There are some issues found in the fourth cycle they are about the time difference and sharing personal account of social media. Both issues can be successfully overcome by choosing a fixed day to post on Edmodo and making the rules on Edmodo to warn students to refrain from sharing personal account.

4. In the observation phase, the researcher helped students to do small research related to the topic. In helping the students they had students to collect the data from the book and the internet to support their writing.

5. From the four cycles conducted in this present study, students give more enthusiasm since it gives opportunity to write collaboratively so that they can practice the authentic language.

D. Data Analysis from the Questionnaire

Having conducted writing activity in the four cycles, in this present study the writer gave the questionnaire to the students to grasp student’s response toward the utilization of Edmodo as a tool for teaching writing had been conducted for about four months. The questionnaire also used for mapping both positive and
negative opinion during the utilization of Edmodo for teaching writing. The writer used some indicators as can be seen as below:

**Table 4.4**
**Questionnaire Indicators**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Indicators</th>
<th>Number</th>
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<td>Edmodo is a useful tool for writing</td>
<td>- Useful tool to share writing</td>
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<td></td>
<td>- Posting recount and narrative text is a good idea</td>
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</tr>
<tr>
<td></td>
<td>- Using Edmodo in English class is a good idea</td>
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<td></td>
<td>- Students feel writing on Edmodo is better than on paper</td>
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<tr>
<td></td>
<td>- Writing on Edmodo is fun</td>
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<td></td>
<td>- Students believe Edmodo is good writing practice</td>
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<tr>
<td></td>
<td>- Students feel their writing is better when writing on Edmodo than writing on paper</td>
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</tr>
<tr>
<td></td>
<td>- Edmodo should be used as part of writing activity due to its benefits</td>
<td>17</td>
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<tr>
<td>Checking words, sentence, and grammar when writing on Edmodo</td>
<td>- Students will continue to use Edmodo outside the class</td>
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<tr>
<td>- Edmodo should be a part of the writing activities in classes</td>
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<td>- Students learn to write better when writing on Edmodo</td>
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<tr>
<td>- Students check works carefully before posting on Edmodo</td>
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<td></td>
</tr>
<tr>
<td>- Students did not check works when writing on paper</td>
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</tr>
<tr>
<td>- Students check grammar carefully before posting on Edmodo</td>
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<tr>
<td>- Students check sentence before posting on Edmodo</td>
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<tr>
<td>- Students more careful in writing when writing on Edmodo</td>
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<tr>
<td>- Students feel that they have improved their writing in English in the areas of grammar, structure, and vocabulary.</td>
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<tr>
<td>Write and express idea both freely and easily on Edmodo</td>
<td>- students can write freely on Edmodo</td>
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<tr>
<td>- students feel free to express themselves on Edmodo</td>
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<td>- Students have more freedom in writing when using Edmodo</td>
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<tr>
<td>- Student express idea better</td>
<td>10</td>
<td></td>
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<td>Comment</td>
<td>Frequency</td>
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<tr>
<td>Students have more freedom in writing when using Edmodo</td>
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<tr>
<td>Students express himself easily when using Edmodo</td>
<td>40</td>
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<tr>
<td>Students feel no pressure because they have more time to write</td>
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<td>Students can express idea better on Edmodo than in oral communication</td>
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<td>Students not ashamed to express their thoughts on Edmodo</td>
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<td>Students write effectively although their English is limited</td>
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<tr>
<td>Be more creative when writing on Edmodo</td>
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<td>Students feel more creative when writing on Edmodo than on paper</td>
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<td>Students feel that they write effectively</td>
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<td>Fell more confident</td>
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<td>Students feel more confident with their writing ability when writing on Edmodo than on paper</td>
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<tr>
<td>Write longer when writing on Edmodo than on paper</td>
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<td></td>
</tr>
<tr>
<td>Students feel that they can write longer when writing on Edmodo than on paper</td>
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<tr>
<td>Comments are useful in improving writing ability</td>
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<tr>
<td>Students like to read comments because they are useful in improving writing ability</td>
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<td>--------------------------------</td>
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</tr>
<tr>
<td><strong>Edmodo improves writing skill</strong></td>
<td>- Students like their friends to read others writing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>- Students feel that their writing skill have improved since they began using Edmodo</td>
<td>18</td>
</tr>
<tr>
<td><strong>Group discussion on Edmodo helps students improve their writing</strong></td>
<td>- Students can participate in the group discussion better when they have previously discussed the issue on Edmodo</td>
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<tr>
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<td>- Students like to read their friend’s idea on Edmodo</td>
<td>21</td>
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<tr>
<td></td>
<td>- The discussion on Edmodo helps students improve their writing</td>
<td>22</td>
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<tr>
<td></td>
<td>- When students participated in the group discussion on Edmodo, they were free to express their idea</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>- Students take their time when participated in group discussion</td>
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<tr>
<td></td>
<td>- Students think effectively when discussing ideas on group discussion</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>- Students responded effectively during discussion on Edmodo</td>
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</tr>
<tr>
<td></td>
<td>- Students believe they can improve their written English if they participated in the discussion</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>- Students can increase their knowledge on the topic discussed</td>
<td>35</td>
</tr>
</tbody>
</table>
1. Edmodo is a useful tool for writing: There are ten questions for this variable, and from the questionnaire result it can be found that in majority students agree that Edmodo micro-blogging is a useful tool for writing. This can be seen from the question number one showing the result that 75% of the students agree that Edmodo micro-blogging is a useful tool for them to share their writing / ideas with others. While 84% of the students agree to say that posting their recount and narrative text on my Edmodo is a good idea. Furthermore, from the question number 17, it can be found that 75% of the students agree that Edmodo should be used as part of writing activities in class because of its benefits. And most importantly, as the representative to know whether or not students are interested in using Edmodo for writing activity can be found from the question number 24 that can be found that 80% of the students agree that Edmodo should be a part of the writing activities in classes. To sum up, it can be seen that in majority the tent grade students of Islamic Senior High School Al-Azhar BSD give positive response toward the utilization of Edmodo as a tool for writing activity.

2. Checking words, sentence, and grammar when writing on Edmodo: In using Edmodo for writing activity students were also asked to make their writing draft and discuss it with their group members and as the result students are getting used to check words, sentence, and grammar before posting their writing on Edmodo. It can be seen from the question number 5 resulting that 78% of the students check their work carefully before posting it on Edmodo. More importantly, from the question number 16, it can be found that 85% of the students feel that they have improved their writing in English in the areas of grammar, structure, and vocabulary. To sum up,
Edmodo has given the positive side with regard to the checking words, sentence, and grammar since it provides students with social learning environment in which everyone can give comments or correction on the mistakes made by the students. And it is therefore makes students aware of making words, sentence, and grammar mistake.

3. Write and express idea both freely and easily on Edmodo: One of the benefits of using Edmodo for writing activity was students have more opportunity to express idea since they can access Edmodo anytime and anywhere. But with regard to this aspect, there are some students who did not agree with this notion. This thing can be seen from the question number 40 indicating that 40% of the students did not agree to say that they can express themself easily when using Edmodo. But overall, from the rest of the question, it can be sum up that in majority students are able to express their idea both freely and easily on Edmodo.

4. Be more creative when writing on Edmodo: This notion was used to know whether the utilization of Edmodo for writing activity makes students become more creative in writing. The result can be seen from the questions number 11 and 29. From both numbers, it can be found that 9, 38% of the students strongly agree to say that they can be more creative when writing on my Edmodo than on paper. While 37, 50% of the students agree. And the rest of the students 37, 50% disagree while 15, 63% strongly disagree to the notion saying that using Edmodo makes them become more creative in writing. Thus, it can be concluded that related to the notion of making students be more creative, the utilization of Edmodo micro-blogging did not support this learning aspect.

5. Fell more confident: As the problems found in the preliminary study that most of the students feel anxious when they were writing especially writing in English, so this notion came up. From the questions
number 12, it can be found that 18, 75% of the students strongly disagree to say that they feel more confident with their writing ability when writing on Edmodo than on paper, while 34, 38% of the students said agree. Meanwhile, 40, 63% of the students disagree and 6, 25% of the students strongly disagree to say that Using Edmodo for writing activity makes them feel more confident.

6. Write longer when writing on Edmodo than on paper: As can be taken from the preliminary research indicating that most of the students use their gadgets for writing, this notion came up to check whether or not students feel more motivated to use tool of writing than use paper. The result can be seen from the questions number 13 resulting that 15, 63% of the students strongly agree to feel that they can write longer when writing on my Edmodo than on paper while 34, 38% of the students agree. Meanwhile, 43, 75% of the students disagree and 6, 25% of the students strongly disagree. It is therefore can be concludes that more than 50% of the students agree and 49% of the students disagree with the notion saying that they can write longer when writing on Edmodo than on paper.

7. Comments are useful in improving writing ability: Since Edmodo has feature in which students can give comments to each others, this can be very useful for them to learn from the comments as they can reflect and improve their writing based on the comment or feedback given by the readers. The result can be seen from the questions number 15 and 28. From both questions it can be found that 87, 50% of the students agree to say that they like to read the comments from friends and teachers on Edmodo because they are useful for improving writing ability. And more than 68% of the students agree that they like to have their friend give comments on Edmodo.
8. *Edmodo improves writing skill:* Although this present study did not focus on student’s improvement in writing, but this notion being considerable to be used for the next study. That is way, regarding to this notion, the writer made only one question. And from the result, it can found that 12, 50% of the students strongly agree to say that they have improved their writing skills since they began to use Edmodo, and 53, 15% of the students agree. Meanwhile, 28, 13% of the students disagree and 6, 25% strongly disagree. From the result, it can be concluded that Edmodo micro blogging has potential benefit for improving student’s writing skill. And it is therefore, a further study related to its implementation for writing activity seems to be worthwhile.

9. *Group discussion on Edmodo helps students improve their writing:* Group discussion on Edmodo had been intentionally created by the researcher to provide students such an autonomous learning environment in which they can share and learn something related to the topic given. There are ten questions for this variable, and from the questionnaire result it can be found that in majority students agree that group discussion on Edmodo help them improve their writing. It can be seen from the question number 22 indicating that 68, 75% of the students agree to say that the discussion on Edmodo helped them improve their writing, meanwhile 31, 25% of the students show their disagreement.
E. Data Analysis from the Observation

1. Observation in the First Cycle

The member checklist taken from the observation in the first cycle can be seen below:

Note: 1=Bad    2= Enough    3= Good    4= Very Good

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<th>Interest</th>
<th>Attention</th>
<th>Participation</th>
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2. Observation in the Second Cycle

The member checklist taken from the observation in the second cycle:

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3. **Observation in the Third Cycle**

The member checklist taken from the observation in the third cycle can be seen below:

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4. Observation in the Fourth Cycle

The member checklist taken from the observation in the fourth cycle can be seen below:

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From those member checklists it can be seen that the pattern that students show on each cycle seems to be varying one to another. From the first cycle, it can be seen that there are some students who did not give good interest, attention, and participation during the writing activity using Edmodo in the classroom. It is because some students did not understand what they have to do on Edmodo. In addition, the problem regarding the internet connection and the group code makes some students reluctant in accessing Edmodo.

In the second cycle, it can be seen that some students had given a good interest, attention, and participation. It is because the second cycle is the main activity in Edmodo in which they have to post their Recount text and give comment on other student’s writing. However, some students still did not give good interest, attention, and participation because they think that they are still not getting used to using Edmodo for writing activity.

In the third cycle, it can be seen that some students give good response. It is because that they like the designed in the third cycle. However, there are some students who were still reluctant in taking part in this activity because they think that they were afraid for having discussion on the group. Second was they were not confident and confused to write something related to the character they wish to play on the group.

In the fourth cycle, it can be seen that almost all students give good interest, attention, and participation during the activity. It is because they like the activity in which they can have a collaborative writing activity with other students from America. In this activity, they are asked to do small research about the topic given by the teacher and they are asked to post their writing about the topic and discuss the topic with other students. That is the reason why the students seem to be glad to use Edmodo for writing activity. They think that the group discussion really helps them in composing their paragraph before posting it on Edmodo. The writing activity in the fourth cycle seems to be the most
favorite activity since such activity is able to give what students need that is, to practice their writing skill in the authentic language.

E. Data from the Interview

Pre - Interview

Name : Abdurrahman
Gender : Male
Class : X-4

Questions
Could you tell me a little about yourself?
Age, family background, interests
My name is Abdurrahman, I am the third child from the four siblings. I like to play Futsal and Basketball. I am keen on playing game on my laptop as well.

Tell me about your language learning experiences
When did you start learning English? Where?
I learn English since I was in the elementary school, but sometimes I practice English with my family members.
Did you enjoy it? Yes, I like to use English sometimes when I wrote a status on facebook or twitter, hehe.
Have you ever taken such an Informal and formal experiences of learning English? I took an English course when I was in the Junior High School but it was only a year.
What is your reason for studying here at SMAI Al-Azhar BSD?
What is your aim? Well, my parents asked me to choose this school, but I hope I could learn English better than before hehe.
What do you intend to do when you graduated? I want to continue my study to the University

Writing skill
How do you feel about writing in your language and in English? I think writing either in Bahasa or English is difficult. I like reading better than writing by the way

Tell me about your experience in using technology
What applications are you used to using/have you used in class/and or at home?
Internet? E-mail? Word processors? Edmodo?
I have email, facebook, and twitter account. But I never heard about Edmodo. I don’t know what Edmodo is?

Tell me your thoughts and feelings about using technology in your language classes
Do you think technology can be useful when learning a language? Why? Yes, of course. The example is when I wrote status on facebook or twitter in English, so my friend will reply in English too. And of course it makes me learn English. Did you enjoy using technology for learning language/writing? (if used before) why? I really enjoy using it. It is because I can learn English not only in the classroom but I can learn with my friend on twitter or facebook.

Name : Emeralda Linda Putri
Gender : Female
Class : X-5

Questions
Could you tell me a little about yourself?
Age, family background, interests
My name is Emeralda Linda Putri, I am the first child from the five siblings. I like reading a novel.

Tell me about your language learning experiences
When did you start learning English? Where?
I learn English since I was in the elementary school.
Did you enjoy it? Yes, I like to learn English especially when I read novel I can learn many new vocabularies.
Have you ever taken such an Informal and formal experiences of learning English? I took an English course since I was in the Junior High School.
What is your reason for studying here at SMAI Al-Azhar BSD? What is your aim? It is because my house is not too far from this
school. I hope I can learn English especially to understand some difficult vocabularies in novel.

What do you intend to do when you graduated? I want to continue my study to the University

**Writing skill**

How do you feel about writing in your language and in English? *I like reading better than writing by the way. But I think writing in Bahasa is easier than Writing in English because sometimes we lack of vocabularies*  

**Tell me about your experience in using technology**

What applications are you used to using/have you used in class/and or at home? Internet? E-mail? Word processors? Edmodo?  

*I have account for facebook, twitter, tumblr, instagram, and etc.*

**Tell me your thoughts and feelings about using technology in your language classes**

Do you think technology can be useful when learning a language? Why? *I’m not really sure to say that technology will give a good impact in learning English but sometimes I learn new vocabularies from twitter hehe.*

Did you enjoy using technology for learning language/writing? (if used before) *Not really. I prefer to learn English from novels I read, hehe.*

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Name : Teradita R.W  
Gender : Male  
Class : X-3  

**Questions**

**Could you tell me a little about yourself?**

Age, family background, interests  
*My name is Teradita. I am the second child from three children.*  
*I like playing online game.*  

**Tell me about your language learning experiences**
When did you start learning English? Where?
*I learn English since I was in the elementary school.*

Did you enjoy it? *Yes, I like to learn English when I played online games so I can learn new vocabularies.*

Have you ever taken such an Informal and formal experiences of learning English? *I took an English course since I was in the Junior High School.*

What is your reason for studying here at SMAI Al-Azhar BSD? What is your aim? *It is Just because I want to study here and because my old brother studies in this school too.*

What do you intend to do when you graduated? *I want to continue my study to the University*.

**Writing skill**

How do you feel about writing in your language and in English? *Writing using Bahasa Indonesia is easier than writing in English. And my teacher seldom teaches me how to write in English. So I think writing in English is very difficult.*

**Tell me about your experience in using technology**

What applications are you used to using/have you used in class/and or at home?

Internet? E-mail? Word processors? Edmodo?

*I have account for facebook, twitter, tumblr, instagram, but usually I spend my time a lot for playing online games. What is edmodo? I never heard about it before?*

**Tell me your thoughts and feelings about using technology in your language classes**

Do you think technology can be useful when learning a language? Why? *Yes, that’s what I get from online games, I can interact with other gamers using English. And of course I can learn new vocabularies when I chat with them.*

Did you enjoy using technology for learning language/writing? (if used before) *I really enjoy it, because I can play and I can learn English at the same time.*
Name : Aisya Ratnasari
Gender : Female
Class : X-2

Questions
Could you tell me a little about yourself?
Age, family background, interests
My name is Aisya Ratnasari. I am the second of the three.
I like travelling, shopping, and doing something fun.

Tell me about your language learning experiences
When did you start learning English? Where?
I learn English since I was in the elementary school.
Did you enjoy it? Yes, of course.
Have you ever taken such an Informal and formal experiences of learning English? I took an English course since I was in the Elementary School.

What is your reason for studying here at SMAI Al-Azhar BSD?
What is your aim? My parents asked me to continue my study in this school.

Writing skill
How do you feel about writing in your language and in English? I don’t really like writing. I think writing is boring. But I like learning reading.

Tell me about your experience in using technology
What applications are you used to using/have you used in class/and or at home?
Internet? E-mail? Word processors? Edmodo?
I have account for facebook, twitter, tumblr, instagram, but I never use it for learning. It is just for fun, Mr. hehe.

Tell me your thoughts and feelings about using technology in your language classes
Do you think technology can be useful when learning a language? Why? I don’t know Mr, I think learning in the school is enough for me.
Did you enjoy using technology for learning language/writing? (if used before) *I am not sure about that.*

Name : Jeny Amalia  
Gender : Female  
Class : X-1

**Questions**  
**Could you tell me a little about yourself?**  
Age, family background, interests  
*My name is Jeny Amalia. I am the second of the three. I like reading novel, shopping, and doing something fun on the social media such as skype, facebook, twitter, and etc.*  

**Tell me about your language learning experiences**  
When did you start learning English? Where?  
*I learn English since I was in the elementary school. I use English with my family members, but not so often.*  
Did you enjoy it? *Yes, of course.*  
Have you ever taken such an Informal and formal experiences of learning English?  
*I took an English course since I was in the Elementary School until now.*  
What is your reason for studying here at SMAI Al-Azhar BSD?  
What is your aim? *My parents asked me to continue my study in this school and I want to study in this school as well.*

**Writing skill**  
How do you feel about writing in your language and in English?  
*Writing in Bahasa is of course easier than writing in English. But I think writing is a boring activity to do because it needs more time and we have to focus when we were writing.*

**Tell me about your experience in using technology**  
What applications are you used to using/have you used in class/and or at home?  
Internet? E-mail? Word processors? Edmodo?  
*I have account for facebook, twitter, tumblr, instagram, and skype. But I use skype to learn English because sometime I did a video call using skype with my friends from different country. And*
of course it was really fun and helpful to help me learn English more even better.

Tell me your thoughts and feelings about using technology in your language classes
Do you think technology can be useful when learning a language? Why? I think so, because I can learn English when I use skype for doing video call with my friends from other countries. I can get a new vocabularies and I can make my sentence corrected by them hehe.

Did you enjoy using technology for learning language/writing? (if used before) Yes, I really enjoy to use it.

Name : Rai Pratama
Gender : Male
Class : X-6
Questions
Could you tell me a little about yourself?
Age, family background, interests
My name is Rai Pratama, I am the third child from the four siblings. I like to play Futsal and Badminton. I really like to play online game.

Tell me about your language learning experiences
When did you start learning English? Where?
I learn English since I was in the elementary school, but sometimes I practice English with my family members.

Did you enjoy it? Yes, I like to use English with my friend in the social media.

Have you ever taken such an Informal and formal experiences of learning English? I took an English course when I was in the Junior High School.

What is your reason for studying here at SMAI Al-Azhar BSD?
What is your aim? It is just because I want to study here.
What do you intend to do when you graduated? I want to continue my study to the University
Writing skill
How do you feel about writing in your language and in English? *I don’t like writing because I think reading and speaking is more fun.*

Tell me about your experience in using technology
What applications are you used to using/have you used in class/and or at home? Internet? E-mail? Word processors? Edmodo?
*I have email, facebook, and twitter account. But I never heard about Edmodo, Mister?*

Tell me your thoughts and feelings about using technology in your language classes
Do you think technology can be useful when learning a language? Why? *Because I often play online games, I think I can learn new vocabularies by playing online games. And I think it is better than memorizing vocabularies from dictionary*
Did you enjoy using technology for learning language/writing? (if used before) why? *I really enjoy using it. It is because I can understand the instruction when I play online games.*

Post Interview

Name : Teradita R.W
Gender: Male
Class : X-3

Questions
Technology
How did you used the Edmodo in class so far? *I used it to interact with my friends, to post the assignment and to discuss about the writing assignment with Mrs. Dale’s students.*
Do you like using it for writing? Why/why not? *Yes, I can learn new vocabularies. And I can interact with others from different country.*
Do you find it difficult? Why? *I found it difficult, sometimes. It is because internet connection is very low.*

What can we do to make Edmodo easier for you? *We can bring the modem to have a good internet connection.*

Have you accessed the Edmodo outside of class? How often? *Yes, of course. I accessed it Very often. Because edmodo is integrated with email notification, so I can know directly when there is a new posting from my friend.*

**Collaboration**

When you publish your work how do you feel? *I feel worried, I’m afraid of making so many grammar mistakes mister, he*

Has the audience changed your attitude to your work? *Yes, Mister. Because they comment when there are grammar mistakes, so I have to be more careful in writing.*

Do you check other peoples work? Who? Why? *Yes, my classmates and Mr.s Dale’s students. I just want to know the way they react to the topic given by Mr. Alfian and Mrs. Dale.*

Have you commented on other peoples work? Why not? *Yes, I give comment related to the topic or sometimes I tried to give correction related to the mistake in structure.*

What kind of comments have you left? Text, sentence, word, other focus? *I gave comments related to the topic, and sometimes I check grammar mistake.*

How did you feel about commenting on other peoples work? *It is good. I felt so excited because I can share the understanding with my friend who did not understand before.*

Has anyone left comments on your work? *Yes.*

What kind of comments? What areas of your work did they focus on? *They gave comments related to the grammar mistakes I wrote in my paragraph.*

How did you feel? Were these comments useful? *I think this activity is useful to help me learn English better especially in writing.*

Did you edit your text according to the comments made? *Yes, of course.*

Do you think this process will help you to improve your writing? How? *Yes, I think so. Because when I post my writing on edmodo, it means that my writing can be seen and checked by*
other students. so it makes me to be more careful before writing and posting it on edmodo.

**Concluding remarks.**
What are your thoughts on using an Edmodo as a learning tool for writing? *I think it is good to be used as a media in learning writing because we can be connected each other so we will write better.*
Do you have any suggestions on how to use it in a different way? *I think we can use edmodo as a role play, so we can write something freely without focusing on the particular topic.*

Name: Abdurrahman
Gender: Male
Class: X-4

**Questions**

**Technology**
How did you used the Edmodo in class so far? *I used it to interact with my friends, to post the assignment and to discuss about the writing assignment. Sometimes I used it to have chat with Mrs. Dale’s students.*
Do you like using it for writing? Why/why not? *Yes, I can learn new vocabularies. And I think edmodo is almost like facebook so we can practice our writing on edmodo.*
Do you find it difficult? Why? *Yes, when I wrote on edmodo, I can’t change my font.*
What can we do to make Edmodo easier for you? *We can write our writing on Microsoft word first, and then we post it on edmodo.*
Have you accessed the Edmodo outside of class? How often? *Yes, of course. I accessed it Very often. I always check edmodo on my mobile phone.*

**Collaboration**
When you publish your work how do you feel? *I felt so excited because I hope my frinds will give comments on my writing.*
Has the audience changed your attitude to your work? *Yes, I took part in the group discussion so I know the new information.*
Do you check other peoples work? Who? Why? Yes. I check my classmates writing. I want to see their writing and the mistakes they made on their writing.

Have you commented on other peoples work? Why not? Yes, I give comment related to the topic or sometimes I tried to give feedback based on the assignment given by the teacher.

What kind of comments have you left? Text, sentence, word, other focus? I gave comments related to the topic, and sometimes I check grammar mistake.

How did you feel about commenting on other peoples work? I felt so excited because we can learn and give correction each others.

Has anyone left comments on your work? Yes.

What kind of comments? What areas of your work did they focus on? They gave comments related to the grammar mistakes I wrote in my paragraph.

How did you feel? Were these comments useful? I felt so happy because I can learn from my mistakes. And those comments are really useful.

Did you edit your text according to the comments made? Yes, of course.

Do you think this process will help you to improve your writing? How? Yes, I think so because I can learn from my mistakes. And I can improve my writing by seeing other's writing.

**Concluding remarks.**

What are your thoughts on using an Edmodo as a learning tool for writing? I think edmodo is such a good tool in learning writing. When I learn how to write better in English, I think the group discussion made on edmodo really help me.

Do you have any suggestions on how to use it in a different way? I think we can use edmodo not only for learning writing, but also we can use it to learn reading or even other skills.

Name: Jeny Amalia
Gender: Female
Class: X-1

**Questions**

**Technology**
How did you used the Edmodo in class so far? I used it to do my writing assignment, check comments given by my friends, and discuss in the group with other students from different country.

Do you like using it for writing? Why/why not? Yes, I used Edmodo to improve my writing because I can check my writing before posting in on Edmodo. I can also have my friend give comments on my writing so I can write such a good paragraph because my paragraph checked by other students. The best part of using Edmodo for writing activity was that we can have such a role playing activity with other students. It helps me a lot to improve my writing and help me know new vocabularies.

Do you find it difficult? Why? Yes, the problem is about the internet connection which is too slow in the school, so some students get difficult to acces Edmodo.

What can we do to make Edmodo easier for you? We can bring our own modem so we can access Edmodo easily.

Have you accessed the Edmodo outside of class? How often? Yes, of course. I accessed it Very often. I always check edmodo on my mobile phone. And I checked Edmodo when I was at home as well.

**Collaboration**

When you publish your work how do you feel? I felt so excited because I can share my thought to other friends, and can get my writing checked by other students.

Has the audience changed your attitude to your work? Yes, I took part in the group discussion so I can have conversation with my friends and I know what I have to do to with other assignments.

Do you check other peoples work? Who? Why? Yes. I checked my classmates’ assignment. I checked it to know whether or not I had done the good writing.

Have you commented on other peoples work? Why not? Yes, I give comment related to the topic given. I also give suggestion to my friends to correct their grammar mistakes.

What kind of comments have you left? Text, sentence, word, other focus? I gave comments related to the topic, and sometimes I check grammar mistake.

How did you feel about commenting on other peoples work? I think it is a good idea because we can learn different opinion
from other students, and of course it makes my paragraph better than before.

Has anyone left comments on your work? Yes.

What kind of comments? What areas of your work did they focus on? They gave comments related to the grammar mistakes I wrote in my paragraph. They also gave comments related to the composition on my paragraph.

How did you feel? Were these comments useful? I felt so happy because I can learn from my mistakes. And those comments are really useful.

Did you edit your text according to the comments made? Yes, of course.

Do you think this process will help you to improve your writing? How? Yes, I think so because I can see the different between my paragraphs to others so it makes me learn how to compose such a good paragraph by editing my paragraph based on the comments given by other students.

**Concluding remarks.**

What are your thoughts on using an Edmodo as a learning tool for writing? I think using Edmodo for writing is fun and challenging because we are challenged to compose good paragraph to be checked and seen by other students.

Do you have any suggestions on how to use it in a different way? I think Edmodo can be used for other activities such as reading or even speaking. But for speaking activity, I prefer using skype mister, hehe.

Name : Aisyah
Gender: Female
Class : X-2

**Questions**

**Technology**

How did you used the Edmodo in class so far? I used it to do my writing assignment, ask about the homework and have conversation with Mrs. Dale students, hehe.

Do you like using it for writing? Why/why not? Yes, of course.
Do you find it difficult? Why? Yes, I can’t change my font and the internet connection makes me lazy to access Edmodo.
What can we do to make Edmodo easier for you? I think we can use our own modem to access Edmodo.
Have you accessed the Edmodo outside of class? How often? Yes, of course. I accessed it very often because I want to know whether my paragraph is commented or not.

Collaboration
When you publish your work how do you feel? I felt so happy because I can share my thought and my writing can be seen by other students.
Has the audience changed your attitude to your work? Yes, they gave comments on my writing if I made mistakes.
Do you check other peoples work? Who? Why? Yes.I checked their writing. I usually checked my classmates writing because I want to checked their work, hehe.
Have you commented on other peoples work? Why not? Yes, of course.
What kind of comments have you left? Text, sentence, word, other focus? I gave comments related to the typo hehe.
How did you feel about commenting on other peoples work? I felt so fun because I can share something useful to my friends.
Has anyone left comments on your work? Yes.
What kind of comments? What areas of your work did they focus on? They focus on my writing composition such as the main idea, and conclusion.
How did you feel? Were these comments useful? I think it was fun, because I could know my mistakes by reading comments and of course after that I revise my paragraph.
Did you edit your text according to the comments made? Yes, of course.
Do you think this process will help you to improve your writing? How? Yes, I think Edmodo is really helpful to practice how to write a good paragraph because our paragraph can be checked and commented by other students or even the teachers.

Concluding remarks.
What are your thoughts on using an Edmodo as a learning tool for writing? I think it is fun and also exciting to practice my writing
with this kind of media. Because I can share my writing to others and I am no longer think that writing is difficult since I use Edmodo.

Do you have any suggestions on how to use it in a different way? Edmodo and facebook is almost the same, and I think we can also learn other skills like reading or speaking.

Name : Rai Pratama
Gender : Male
Class : X-6

Questions

Technology
How did you used the Edmodo in class so far? I used it to do my writing assignment. But unfortunately Edmodo can’t be used to play online games, Mister.
Do you like using it for writing? Why/why not? No, I think Edmodo just ok to be used for reading, mister.
Do you find it difficult? Why? Yes, I can’t change my font and I can’t chat directly to my friends. Because we can only chat by sending comments and can’t chat with my friends who are on-line.
What can we do to make Edmodo easier for you? I think Edmodo should be added the new feature that is on-line chat feature, mister.
Have you accessed the Edmodo outside of class? How often? Yes, of course. I accessed it when I am on-line. Usually before I played online games, I checked Edmodo first, hehe.

Collaboration
When you publish your work how do you feel? I felt confused because I didn’t know who are online on Edmodo, so I can’t ask them to correct my writing directly.
Has the audience changed your attitude to your work? Yes, they help me to correct my writing.
Do you check other peoples work? Who? Why? Yes.I checked their writing. I usually checked my classmates writing because I really want to know the way they share they thought, hehe.
Have you commented on other peoples work? Why not? Yes, of course.
What kind of comments have you left? Text, sentence, word, other focus? I gave comments related to the topic, and sometimes I check grammar mistake.
How did you feel about commenting on other peoples work? I was so disappointed. I think it is good but unfortunately Mr. Al and Mrs. Dale did not allow us to give comments about sharing personal information.
Has anyone left comments on your work? Yes.
What kind of comments? What areas of your work did they focus on? They gave comments related to the typo or mistype that I made hehe.
How did you feel? Were these comments useful? I felt so happy because I can learn from my mistakes. And those comments are really useful.
Did you edit your text according to the comments made? Yes, of course.
Do you think this process will help you to improve your writing? How? Yes, I think so. By correcting and seeing other’s writing we can share and revise our writing.

Concluding remarks.
What are your thoughts on using an Edmodo as a learning tool for writing? I think using Edmodo for writing is fun because the application almost likes facebook so we know how to use it.
Do you have any suggestions on how to use it in a different way? I think we can use Edmodo for Speaking activity, mister. But I know it will be difficult, hehe.

Name: Emeralda Linda Putri
Gender: Female
Class: X-5

Questions

Technology
How did you used the Edmodo in class so far? Well, I just use it to post writing assignment given by the teacher.
Do you like using it for writing? Why/why not? No, because I think learn writing using paper is better than using Edmodo.
Do you find it difficult? Why? Yes, I had to log in and need internet connection when I want to access Edmodo.
What can we do to make Edmodo easier for you? Before using Edmodo, we have to bring our own modem.
Have you accessed the Edmodo outside of class? How often? No, my life is not only about accessing Edmodo. There are some important things I must do.

**Collaboration**

When you publish your work how do you feel? I think is so boring. Because I don’t like to post my writing and let them seen and checked by others.

Has the audience changed your attitude to your work? No.

Do you check other peoples work? Who? Why? No,

Have you commented on other peoples work? Why not? No, because giving comment directly to my friend is more efficient than using Edmodo.

What kind of comments have you left? I didn’t give them comments.

How did you feel about commenting on other peoples work? I don’t like it.

Has anyone left comments on your work? I didn’t check it.

What kind of comments? What areas of your work did they focus on? I didn’t know about that.

How did you feel? Were these comments useful? I felt it will be fun if we use paper only.

Did you edit your text according to the comments made? No.

Do you think this process will help you to improve your writing? How? I don’t think so.

**Concluding remarks.**

What are your thoughts on using an Edmodo as a learning tool for writing? I think learning writing using paper is better than using Edmodo.

Do you have any suggestions on how to use it in a different way? I think Edmodo can be used as a social media, not for learning because it is almost similar with facebook.
F. Data Analysis from the Interview

In analyzing the data taken from both pre and post interview, here the writer tries to see the pattern of answers given by the students to be then analyzed and taken into the conclusion.

From the above data, it can be seen that some students had experienced in taking English course when they were in Elementary or Junior High School. Furthermore, they are also familiar with such social media such as facebook, twitter, blog, and so forth and they are also getting used to using English with their friend in social media but they never heard about Edmodo before.

In addition, some students think that writing in English is more difficult than writing in Bahasa Indonesia although they say that sometimes they use English when they wrote status on social media or chat with their friend while playing online games. It can be summed up that most of the tenth grade students were actually familiar with social media and they are getting used to using it to interact with others using English. However, most of the tenth grade students had never used those social media for learning writing.

From the post-interview, it can be seen that there are some points used to see the responses given by the students related to the utilization of Edmodo in teaching writing. First, it can be seen that most of the students used Edmodo as collaborative writing activity and it seems that they like to post their writing and let others comment and give feedback on their writing. Second, from the post-interview it can be seen that almost all students find that using Edmodo is difficult when the internet connection is slow. Third, in the collaboration aspect, it can be seen that almost all students found it really useful to help them check their writing before posting it on Edmodo. And to sum up, they think that using Edmodo has both advantages and disadvantages.

Regarding to the both advantages and disadvantages that the students get when they used Edmodo, here the writer tries to
sum up the result from the fourth cycles, observation, questionnaires, and interview as follows;

Advantages of the utilization of Edmodo in teaching Writing:

1. Students perceive that by using Edmodo they are able to be connected to other friends so that they are able to discuss something related to the topic.
2. Students perceive that working in an Edmodo group could help them in writing.
3. Students could firstly discuss what they were going to write and could easily make a draft before posting their recount text on Edmodo.
4. Group discussions help them a lot in writing and it can be applied for intriguing students to write based on their own pace.
5. Students give positive response when they can interact with other students from different country. In addition, students give more enthusiasm since it gives opportunity to write collaboratively so that they can practice the authentic language.

Disadvantages of the utilization of Edmodo in teaching writing:

1. Students perceive that the problem related to the internet connection make them reluctant in accessing Edmodo
2. Some students perceive that writing by using paper is easier than using Edmodo because they did not like their writing to be checked and commented by other students.
3. Some students perceive that using Edmodo is disturbing because the email notification about new comments will be sent directly to their mobile phone, tablet computer and so forth.
CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

The utilization of Edmodo micro-blogging as a tool for teaching English in Islamic Senior High School Al- Azhar BSD shows the positive response since the tenth grade students that took part in this research were in favour of using Edmodo micro-blogging for writing activity. Edmodo micro-blogging gives more benefits to students in terms of sharing their writing in an interactive social environment.

From the research conducted in Islamic Senior High School Al-Azhar BSD, it can be concluded that the utilization of Edmodo micro-blogging in which the process approach used in its activity such as writing for an audience, peer review, self-editing and revising undoubtedly impacted on the students writing quality. Students did not feel anxious when writing using Edmodo micro-blogging since they can express their idea better than using paper. Their writing become well since they can learn from the correction given by others. Students perceive that Edmodo is a useful tool for writing because it gives them opportunity to write based on their own pace and needs. It also helps students improve their quality of writing since when writing using Edmodo they tried to check words, sentence, and grammar carefully before posting on Edmodo and the most importantly, students are helped with group discussion on Edmodo.

Overall, the results of this study indicate that the tenth grade students of Al-Azhar BSD perceive that Edmodo micro-blogging as a useful and effective writing tool as well as a reflective and communication tool. This present study shows that the tent grade students of Islamic Senior High School Al-Azhar BSD are ready to embrace this tool to be part of their learning environment. As the result the changes of the classroom situation indicates that students are able to use their gadgets for learning purpose, especially for learning writing using Edmodo micro-blogging in which they can access Edmodo from their gadgets such as smart phone, tablet computer and laptop.
The condition in the classroom was quite different since they can use their gadgets for doing something related to learning process. Moreover, the students are more enthusiastic to join the class, especially for writing activity since since they are motivated with the new writing tool used by the by the teacher. Besides, the teacher provides the students with the various writing activity that enable them to have collaborative writing activity with their classmate, even from other country.

B. Suggestions

However, in order to maximise and empower the potential benefits of the utilization of Edmodo micro-blogging in Al-Azhar BSD both school authorities and teachers need to consider several factors.

Since there have been so many things cannot be done by using Edmodo, it is therefore to be a worth trying for the English teachers or other researchers to use Edmodo in teaching listening, reading, or even speaking. And to do so, English teachers need to be trained how to integrate their teaching with ICT, particularly the utilization of micro-blogging for teaching English. Furthermore, before deciding to use Edmodo as a writing tool, teacher needs to make sure that the school has a good internet connection since a slow internet connection will make students participate on Edmodo reluctantly. And another consideration is those English teachers need firstly to get accustomed to using and managing writing activity on Edmodo before applying it in the classroom since its success can only be achieved based on teacher’s experience prior to the implementation in the classroom.

Another suggestion is that the similar research, focusing about the utilization of micro-blogging, can be conducted by giving more attention to the different level of literacy that students have. In other words, a quantitative study about the utilization of micro-blogging can be worth researching to see the improvement prior to and after micro-blogging used to the different group of students. The most importantly, in utilizing the Edmodo as a writing tool, teacher needs to collaborate with other
teachers who have experience in using Edmodo to discuss about the potential problems during its implementation. It also can be used as a reflection for empowering students with a good writing activity. As the result, school’s curriculum should be planned, and arranged based on the student’s need in order to be fit in with the context in which the integration of ICT can be applied as a medium instruction in the classroom which promotes collaboration, communication and critical thinking among the students.
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http://Edmodo.com
APPENDIXES

Edmodo Interface and User Profile
Classroom’s Situation
Collaborative Teaching by Using Edmodo

Groups / "Our Global Classroom" - Latest

Mrs. Dale to "Our Global Classroom": Me
WELCOME Mr. Ian’s Student! Read personal assignment below. Post narratives in a SEPARATE individual post so you can upload a pic.
38 minutes ago

Mrs. Dale to "Our Global Classroom": Personal Narratives: U.S. meets INDONESIA
1. Write a brief narrative paragraph—give CLOSE attention to proper GRAMMAR. Introducing yourself sharing your interests (e.g. favorite hobbies, music, novels, etc.) Be sure to use FIRST NAME ONLY, and indicate your country. EX: ---Nira, U.S. or -Ian, I.
1 hour ago

Mrs. Dale to "Our Global Classroom": Mrs. Hoogenp
STAY TUNED! We all enjoyed writing and researching the cause of "teen violence" and we hope you enjoy this project too. Mrs. Hoogenp and her students are participating in our GLOBAL CLASSROOM! May you continue to "break down the w..."
1 hour ago

Mrs. Dale to "Our Global Classroom": "Collaborate My Class!"
This was the Skype session in which a few of you (Mrs. Dale’s students) participated with Dr. Manuel Saet Lopez in SPAIN! He sent us this video.
19 hours ago

Thomas M. to "Our Global Classroom": My personal project for finding the cause of teen violence.
19 hours ago

Me to Mrs. Dale
Dear, Mrs. Dale
How’s life? My students have just finished the midterm test, and ready to try the activity for the following week. But, being honest, I have no idea the steps we’re going to use. Would be better if we discuss the steps/cycle before the act...
12 hours ago

Mrs. Dale
Hi, Mr. Ian! We should sit at the students introduce themselves. Are you students on Edmodo? If so, you may have them join our Edmodo group, “Our Global Classroom.”

The group code for the students to join is phxls

You will all be able to see posts from our last student-collaborative project with a classroom in Canada. Hope to see you all seen in our "Global Classroom!"
12 hours ago

Me
Yes, they are on edmodo. There are six classes consist of 50 students each. Should I select two classes or let them all join the global classroom? And about the time, seems to be the bidders since we are in the GMT+7. Or we just have it like a pen-pal? Can hardly wait)
1 hour ago

Mrs. Dale
YES, YES! Let them ALL join. I have 5 classes of about 20-25. They will love it... And yes, this is the best way to get around the time zone difference. However, you may find that some students will be far more active than others. It’s okay. We can just check in the other class. We can also create video messages... Nevertheless, I have never seen my students get more motivated about their writing until they started publishing their writing with other classes. <--
1 hour ago

Mrs. Dale
OH, and also, could you also give me a site name or URL to research background of your area? Thanks, again
8 hours ago

Me
Did you mean the site of the school in which I teach?
2 hours ago

Mrs. Dale
Yes, (Please be sure you read both replies above your last reply to me). Tell me what you think...
4 hours ago
Students Writing Activities on Edmodo

Jasmine w. to X2

PESLAT

On Sunday, July 22 we went to Bogor, why we go to Bogor? We go to Bogor to implement peslat! Why we must join the peslat? we must join the peslat because in peslat we learn more Islamic knowledge. We went to Bogor at 8 am, by a bus. In there we stay in three days, we arrived in auroras orange hotel, at 1 am. After we got off the bus, we took our suitcase. After that, the teachers give us the key room, then we went to our room to take a rest for 1 hours. After that we praying salat tdzuhur. In there we learn a Islamic lesson. On the second day, we did the outdoor wuqaf. At 8pm we doing hajj practice, we finished at 12am. And then we take a rest. On the third day we are getting ready to go home. But before leaving we did an appreciation. After that we praying salat tdzuhur. At 2.15pm we back to Al Azhar. We arrived in our school at 4pm.

Vini O. to X2

On Sunday, July 22nd. We went to Bogor, why did we go to Bogor? We went to Bogor to implement peslat! Why we must join the peslat? we must join the peslat because in peslat we learn more Islamic knowledge. We went to Bogor at 8 am, by a bus. In there we stay for three days, we arrived in auroras orange hotel, at 11am. After we got off the bus, we took our suitcase. After that, the teachers gave us the key room, then we went to our room to take a rest for 1 hour. After that we praying salat tdzuhur. In there we learn a Islamic lesson. On the second day, we did the outdoor wuqaf. At 8pm we doing hajj practice, we finished at 12am. And then we took a rest. On the third day we were getting ready to go home, but before leaving we did an art appreciation. After that we packed end then we went to aula and we prayed tdzuhur. At 2.15pm we went back to Al-Azhar. We arrived in our school at 4pm. ~< (" v" )~ 3 X( X/ D D )~

Vini O. to X2

Hey boble! we’ve checked your task and personally it was interesting, well, we know you enjoyed your peslat and we can see it from your task, and we believe, this task would be better if you learn again about grammar and tenses, you did very good on your task, but if you increase your grammar and tenses, this task would be the best of the best! even we’ve read 20 thanks a lot for the attention, ~_< " v" " / " 3 ( v ) " " 9 FIGHTING! ( ^ w ^ )~

Jasmine w. to X2

HEY SWEETIES! I detected some mistakes on the corrections you gave us. Should I tell you? :3 xoxo.

Vini O. to X2

YEAAAHHHHHHHHHHHHH :3

Jasmine w. to X2

HEY SWEETIES! I detected some mistakes on the corrections you gave us. Should I tell you? :3 xoxo.

Vini O. to X2

YEAAAHHHHHHHHHHHHH :3

Jasmine w. to X2

*Why must we join peslat? we must join peslat because...
*There, we stayed...
*Prayed tdzuhur.
*There, we learned...
*I guess that’s it. MSAH!*

Vini O. to X2

Actually, somehow it would sound a little weird when we use “why must we join?” it would sound better when we use “why should we join peslat?” instead.
Actually, the definition of “there” and “in there” are almost look similar. So, if you prefer that it’s okay. But, for our group we chose “in there” V( / " v/ " )Y so, that’s not a big problem.
Yup, that was our guilty. ~<_ (" v")~ thanks for your correction. It should be we prayed zuhur, or we did pray zuhur, or we were praying zuhur. m8044H ~**
For the last correction, the case is same like number 2. So, that’s not a big problem.
Thanks for your concern. =3=3=3 ME GUSTA YOU SEYBEH. =3

00:05
Group’s Discussion
## KISI-KISI ANGKET

STUDI AWAL (Preliminary Study)

<table>
<thead>
<tr>
<th>Variabel Penelitian</th>
<th>Indikator</th>
<th>Nomor Pertanyaan</th>
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</thead>
</table>
| Penggunaan Gadgets (Smartphone, Tablet Komputer, dan Musik / video player)        | - Siswa familiar dengan gadgets  
- Siswa menggunakan gadgets untuk belajar bahasa Inggris  
- Siswa menggunakan gadgets untuk belajar menulis (writing) dalam bahasa Inggris | 1, 2, 3          |
| Penggunaan Blog                                                                     | - Siswa familiar dengan penggunaan Blog  
- Siswa memiliki akun Blog  
- Siswa menggunakan Blogs untuk belajar menulis (writing) dalam bahasa Inggris | 4, 5, 6          |
| Penggunaan media sosial (Facebook, Twitter)                                         | - Siswa familiar dengan penggunaan media sosial  
- Siswa memiliki akun di media sosial  
- Siswa menggunakan media sosial untuk belajar bahasa Inggris (sewaktu SMP)  
- Respon siswa dalam menggunakan media sosial  
- Respon siswa belajar writing menggunakan blog | 7, 8, 9, 10, 11  |
<table>
<thead>
<tr>
<th>Kemampuan menggunakan komputer</th>
<th>- Ketertarikan siswa dalam menggunakan media sosial</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Siswa mahir menggunakan komputer</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>- Siswa mahir mengetik menggunakan computer</td>
<td>14</td>
</tr>
<tr>
<td>Aktifitas menulis yang diminati siswa</td>
<td>- Respon siswa tehadap beberapa aktifitas dalam menulis</td>
<td>15</td>
</tr>
</tbody>
</table>
QUESTIONNAIRE  
(Preliminary Study)

Bersamaan dengan angket ini kami berharap kesediaan Siswa/Siswi kelas Sepuluh Al-Azhar BSD untuk memberikan tanggapannya dengan mengisi form kuesioner ini. Tanggapan yang diberikan oleh saudara tidak berpengaruh terhadap skor hasil belajar saudara, oleh karena itu sangat diharapkan dalam menjawab kuesioner ini saudara memberikan tanggapan sesuai dengan kenyataan dan pengalaman saudara.

Untuk menjawab pertanyaan yang tersedia, saudara cukup memberikan tanda silang ( x ) pada pilihan jawaban yang merepresentasikan/mewakili jawaban saudara. Atas perhatian dan kesediaan saudara dalam mengisi kuesioner ini, kami mengucapkan terima kasih.

Nama : 
Jenis Kelamin : 
Kelas : 

1. Apakah Anda akrab dengan beberapa gadget seperti, Smartphone, Tablet Komputer, dan Musik / video player? Jawaban: ( ) YA ( ) TIDAK
2. Apakah Anda menggunakan Smartphone, Tablet Komputer, dan Musik / video player untuk belajar bahasa Inggris? Jawaban: ( ) YA ( ) TIDAK
3. Apakah Anda menggunakan gadgets tersebut untuk belajar menulis (writing) dalam bahasa Inggris? Jawaban: ( ) YA ( ) TIDAK
4. Apakah Anda akrab dengan blog seperti Wordpress, Tumblr, BlogSpot? Jawaban: ( ) YA ( ) TIDAK
5. Apakah Anda memiliki profil Anda sendiri di blog? (Wordpress, Tumblr, BlogSpot) Jawaban: ( ) YA ( ) TIDAK
6. Apakah Anda menggunakan blog tersebut untuk belajar menulis (writing) dalam bahasa Inggris? Jawaban: ( ) YA ( ) TIDAK
7. Apakah Anda akrab dengan jejaring sosial seperti Facebook dan Twitter? Jawaban: ( ) YA ( ) TIDAK
8. Apakah Anda memiliki akun dari salah satu jejaring sosial tersebut? Jawaban: ( ) YA ( ) TIDAK
9. Apakah Anda pernah menggunakan jejaring sosial tersebut untuk belajar bahasa Inggris (Saat Anda berada di SMP)? Jawaban: ( ) YA ( ) TIDAK
10. Apakah Anda pikir menggunakan situs jejaring sosial dalam bahasa Inggris dapat membantu Anda meningkatkan kemampuan bahasa Inggris Anda? Jawaban: ( ) YA ( ) TIDAK
11. Apakah menurut anda belajar menulis (writing) dengan menggunakan media sosial itu merupakan hal yang menarik untuk dilakukan? Jawaban: ( ) YA ( ) TIDAK

12. Seberapa tertarik kamu dalam menggunakan situs jejaring sosial untuk meningkatkan kemampuan bahasa Inggris Anda? Jawaban: ( ) Sangat tertarik ( ) Tertarik ( ) sedikit ( ) Tidak tertarik

13. Bagaimana pendapat anda tentang keahlian komputer yang anda kuasai? Jawaban: ( ) Sangat baik ( ) Baik ( ) Buruk ( ) Sangat Buruk

14. Seberapa baik anda mengetik pada komputer dalam bahasa Inggris? Jawaban: ( ) Sangat cepat ( ) Cepat ( ) OK ( ) Lambat ( ) Sangat lambat

15. Manakah dari kegiatan yang Anda butuhkan untuk dapat menulis dalam bahasa Inggris? Anda dapat memilih lebih dari satu! ( ) Deskriptif dan menulis cerita ( ) Email dan surat ( ) Laporan Pilihan lainnya silakan! ________________________________
Questionnaire Result on Preliminary Study

1. Are you familiar with some gadgets like smartphones, Tablet Computer, and Music/video player? and with blogs such as Wordpress, Tumblr, blogsquat?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0%</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

2. Are you familiar with social networking such as Facebook, Twitter, Myspace?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0%</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

3. Have you used those social networking for learning English (when you were in the Junior High School)?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83.3%</td>
</tr>
<tr>
<td>No</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

4. Do you think using social networking sites in English could help you improve your English?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>100.0%</td>
</tr>
<tr>
<td>No</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

5. What do you think about your skill in using a computer?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>18.1%</td>
</tr>
<tr>
<td>Good</td>
<td>81.9%</td>
</tr>
<tr>
<td>Not so Good</td>
<td>0.0%</td>
</tr>
<tr>
<td>Poor</td>
<td>0.0%</td>
</tr>
<tr>
<td>Very Poor</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

6. What do you think about your typing on a computer in English?

<table>
<thead>
<tr>
<th>Typing</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Fast</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fast</td>
<td>43.3%</td>
</tr>
<tr>
<td>OK</td>
<td>56.7%</td>
</tr>
<tr>
<td>Slow</td>
<td>0.0%</td>
</tr>
<tr>
<td>Very Slow</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
7. How interested are you in using social networking sites to help you improve your English?

<table>
<thead>
<tr>
<th>Very Interested</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>55.8%</td>
</tr>
<tr>
<td>Interested</td>
<td></td>
<td>20.8%</td>
</tr>
<tr>
<td>A Little Interested</td>
<td></td>
<td>6.3%</td>
</tr>
<tr>
<td>Not Interested</td>
<td></td>
<td>0.0%</td>
</tr>
</tbody>
</table>

8. Which of these activities do you need to be able to write in English? You may choose more than one.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive and Story Writing</td>
<td></td>
<td>75.0%</td>
</tr>
<tr>
<td>Emails and Personal Letter</td>
<td></td>
<td>66.8%</td>
</tr>
<tr>
<td>Reports</td>
<td></td>
<td>12.5%</td>
</tr>
</tbody>
</table>

9. Do you use Smartphone, Tablet Computer, and Music/video player for learning English?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>0.0%</td>
</tr>
</tbody>
</table>

10. Do you have account on one of those social networking?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>0.0%</td>
</tr>
</tbody>
</table>
LESSON PLAN

SCHOOL NAME: AL AZHAR ISLAMIC SENIOR HIGH SCHOOL
SUBJECT: ENGLISH
CLASS/ SEMESTER: X/ 1
TIME ALLOCATION: 4 X 45 minutes
MEETING: 1th and 2nd

1. Standard Of Competence
   Communicate and express in written short functional discourse and simple essay in the form Recount and Narrative in their daily life.

2. Basic Competence of Writing
   Understand meaning leading to complex interpersonal meanings, in spoken monologue, particularly in the form of recount and understand to use simple past and past progressive tense.

3. Learning Material
   Video tutorial on how to create personal account on Edmodo

4. Indicator
   - Students are able to make personal account on edmodo
   - Students are able to post simple writing on Edmodo such as; greeting and introductory posting

5. Method
   Group’s Discussion

6. Students Activity and Evaluation
   The First Activity
   a. Apperception
      Teacher asked students whether or not they have ever heard about micro-blogging. Teacher told the students that facebook and twitter are some examples of micro-blogging.
   b. Motivation
      Teacher gave motivation to the students that Edmodo can be used as a tool for writing activity by which teacher and students are able to post classroom materials, share links and videos, and access homework, grades and school notices.
The Main Activity

- Teacher played the video about edmodo micro-blogging
- Students are divided into several groups to discuss about the advantages and disadvantages of using such tool in learning writing

The Last Activity

a. Reflection
   Teacher asks students about the purpose why they have to learn writing with edmodo micro-blogging. Then he asks them to make the conclusion. He asks students about the activities.

b. Evaluation
   Students post their simple writing on edmodo.

c. Duty
   Teacher asks students to write a draft of recount text and asked them to post it on edmodo.

7. Sources, Instrument, Equipment
   http://www/youtube.com
   Work Sheet
   Equipment
   LCD, Lap top
1. **Standard Of Competence**
   Understand the meaning in transactional and interpersonal discourse formally, and it sustained in their daily life. Students are able to express some functional expressions (transactional and interpersonal) formally and informally such as offering sympathy, getting and showing attention, and making invitation and short monolog text in the form of **Recount**.

2. **Basic Competence of Writing**
   Understand meaning leading to complex interpersonal meanings, in spoken monologue, particularly in the form of narrative and understand to use simple past and past progressive tense.

3. **Learning Material**
   Brainstorming writing in the form of recount text

4. **Indicator**
   - Students are able to make a good draft in writing recount text
   - Students are able to post recount text on edmodo

5. **Method**
   **Group’s Discussion**

6. **Students Activity and Evaluation**
   The First Activity
   a. **Apperception**
      Teacher asked students whether or not they have ever heard about brainstorming in writing activity? Teacher told the students brainstorming activity can be used to help them make a good draft in writing
   b. **Motivation**
      Teacher gave motivation to the students that brainstorming activity are really helpful to do before making a recount text. By using it, student’s
writing could be made in a good sequence and having coherence as well as clarity.

The Main Activity
- Students asked to write draft by using brainstorming technique
- Students are divided into several groups to give correction on student’s writing

The Last Activity

a. Reflection
Teacher ask students about the purpose why they have to learn writing with edmodo micro-blogging. Then he asks them to make the conclusion. He asks students opinion about the activities.

b. Evaluation
Students post their simple writing on edmodo.

c. Duty
Teacher asked students to write a draft of recount text and asked them to post it on edmodo.

7. Sources, Instrument, Equipment
- Work Sheet
- Equipment
- LCD, Lap top
LESSON PLAN

SCHOOL NAME : AL AZHAR ISLAMIC SENIOR HIGH SCHOOL
SUBJECT : ENGLISH
CLASS/ SEMESTER : X/ 1
TIME ALLOCATION: 4 X 45 minutes
MEETING : 5th and 6th

1. Standard Of Competence
   Communicate and express in written short functional discourse and simple essay in the form Recount, Narrative, and Procedure in their daily life for knowledge.

2. Basic Competence of Writing
   Understand meaning leading to complex interpersonal meanings, in spoken monologue, particularly in the form of narrative and understand to use simple past and past progressive tense.

3. Learning Material
   - Simple Past Tense
     Examples : I was sick yesterday; Mr. Alfian went to Bandung last week; Iwan did not come to school yesterday
   - Past Progressive Tense
     Examples : - I was watching TV when you came to my house.
                 - She was sleeping when I called.
                 - They were practicing “SAMAN” while we were playing futsal.

4. Indicator
   - Understanding some stories in the form of Recount, and tenses used in the Recount text.
   - Students are able to write some sentences using the simple past.
   - Students are able to write a composition in the form of Recount using the correct tenses.

5. Method
   Pair works discussion
6. **Students Activity and Evaluation**
   
   **The First Activity**
   
   a. **Apperception**
      
      Teacher reminds students about story they’ve discussed at previous days, and asked them about activity they did before.
   
   b. **Motivation**
      
      Teacher gives motivation to students that by much writing can improve their ability in understanding English such as increasing the vocabularies, improving the quality of writing, etc.

   **The Main Activity**
   
   - Teacher explains about the form of Simple Past and Past Progressive.
   - Identify the structures of Past Progressive and simple past tense.
   - Writing some sentences in the form of Past Progressive and Simple Past Tense.

   **The Last Activity**
   
   d. **Reflection**
      
      Teacher ask students about the purpose why they learn such activities. Then he asks them to make the conclusion. He asks students opinion about the activities.

   e. **Evaluation**
      
      Students write some sentences in the form of Past progressive and Simple Past Tense.

   f. **Duty**
      
      Teacher ask students to write some sentences using Past progressive and Simple Past Tense related with their life activity.

7. **Sources, Instrument, Equipment**
   
   Betty Azzar Grammar Book
   English Book for grade X
   Instrument
   Work Sheet
   Equipment
   LCD, Lap top
1. **Standard of Competence**

Understand the meaning in transactional and interpersonal discourse formally, and it sustained in their daily life. Students are able to express some functional expressions (transactional and interpersonal) formally and informally such as offering sympathy, getting and showing attention, and making invitation and short monolog text in the form of **Narrative**.

2. **Basic Competence of Writing**

Understand meaning leading to complex interpersonal meanings, in spoken monologue, particularly in the form of **Narrative**.

3. **Learning Material**

Narrative text/reading passages entitle “The legend of Lake Toba”

4. **Indicator**

- Students are able to make a good draft in writing narrative text
- Students are able to post narrative text on edmodo

5. **Method**

Collaborative learning and Pair works Discussion.

6. **Students Activity and Evaluation**

**The First Activity**

a. **Apperception**

Teacher reviews about the generic structure of Narrative text. Teacher asks about the use of coda in the narrative text.

b. **Motivation**

Teacher gave motivation that by using edmodo they are able to share their narrative text to other students even from the different countries, so that they are hoped to make a good draft of narrative text before posting it on edmodo.
The Main Activity
- Writing a draft of narrative text on edmodo, and invite other students to give correction
- Identify some generic structures of Narrative text.
- Rewrite the draft and post their final narrative text on edmodo

The Last Activity
a. Reflection
   Teacher asks students about the purpose why they learn such activities. Then he asks them to make the conclusion and at last he asks students opinion about the activities.

b. Evaluation
   - Students will do some exercises.
   - And write the answer well.

c. Duty
   Teacher asks students to check the grammar mistakes of their narrative text posted on edmodo.

7. Sources, Instrument, Equipment
   English Book for grade X
   Note book
   Lap Top
   LCD, book
LESSON PLAN

SCHOOL NAME : AL AZHAR ISLAMIC SENIOR HIGH SCHOOL
SUBJECT : ENGLISH
CLASS/ SEMESTER : X/ 1
TIME ALLOCATION: 4 X 45 minutes
MEETING : 9th and 10th

1. Standard Of Competence
   Communicate and express in written short functional discourse and simple essay in the form **Recount** and **Narrative** in their daily life.

2. Basic Competence of Writing
   Understand meaning leading to complex interpersonal meanings, in spoken monologue, particularly in the form of recount and understand to use simple past and past progressive tense.

3. Learning Material
   Video tutorial on how to do a collaborative writing with other students

4. Indicator
   - Students are able to do collaborative writing on edmodo
   - Students are able to do a discussion about teen dating and post the result on “Our Global Classroom” group.
   - Students are able to give comment or response about the topic being discussed.

5. Method
   Group’s Discussion

6. Students Activity and Evaluation
   The First Activity
   a. Apperception
      Teacher asked students whether or not they have ever learned writing collaboratively with other students from different country?
   b. Motivation
      Teacher gave motivation to the students that by using Edmodo, teacher and students are able to do collaborative writing activity such as pen-pal activity, group discussion, and so forth.
The Main Activity

- Teacher asked student to do a small research about the topic “teen dating”
- Students are divided into several groups to discuss about the advantages and disadvantages of using such tool in learning writing
- Students are asked about the advantages and disadvantages they got from “Our Global Classroom” group.

The Last Activity

  c. Reflection
     Teacher asked students about the obstacle they face during the activity
  d. Evaluation
     Students post their response about the topic ‘teen dating”
  e. Duty
     Teacher asked students to see the video from Mrs. Dale about the instruction on how to work on Our Global Classroom Group

Jakarta, August 24th 2011
The Principal of Al Azhar BSD English Teacher

Drs. Lukman Hakim Alfian
Pre Interview

Name :
Class :

Questions

Could you tell me a little about yourself?
Age, family background, interests

Tell me about your language learning experiences
When did you start learning English? Where?
Did you enjoy it?
Informal and formal experiences of learning English?
What is your reason for studying here at SMAI Al-Azhar BSD? What is your aim?
What do you intend to do when you graduated?

Writing skill
How do you feel about writing in your language and in English?

Tell me about your experience in using technology
What applications are you used to using/have you used in class/and or at home?
Internet? E-mail? Word processors? Edmodo?

Tell me your thoughts and feelings about using technology in your language classes
Do you think technology can be useful when learning a language? Why?
Did you enjoy using technology for learning language/writing? (if used before) why?
Post Interview

Name :
Class :

Questions

Technology
How did you used the Edmodo in class so far?
Do you like using it for writing? Why/why not?
Do you find it difficult? Why?
What can we do to make Edmodo easier for you?
Have you accessed the Edmodo outside of class? How often?

Collaboration
When you publish your work how do you feel?
Has the audience changed your attitude to your work?
Do you check other peoples work? Who? Why?
Have you commented on other peoples work? Why not?
What kind of comments have you left? Text, sentence, word, other focus?
How did you feel about commenting on other peoples work?
Has anyone left comments on your work?
What kind of comments? What areas of your work did they focus on?
How did you feel? Were these comments useful?
Did you edit your text according to the comments made?
Do you think this process will help you to improve your writing? How?

Concluding remarks.
What are your thoughts on using a Edmodo as a learning tool for writing?
Do you have any suggestions on how to use it in a different way?
Questionnaire

CIRCLE THE OPTIONS (1-4)!

Number 1 indicates Strongly Disagree (sangat tidak setuju)
Number 2 indicates Disagree (tidak setuju)
Number 3 indicates Agree (setuju)
Number 4 indicates Strongly Agree (sangat setuju)

Name : 
Class : 

1. An Edmodo micro-blog is a useful tool for you to share your writing / ideas with others in the cyberspace/world 4 3 2 1
2. Posting my recount and narrative text on my Edmodo is a good idea 4 3 2 1
3. I agree it is a good idea to use Edmodo for writing in an English class 4 3 2 1
4. I learn to write better when writing on Edmodo. 4 3 2 1
5. I check my work carefully before posting it on Edmodo. 4 3 2 1
6. I don’t check my work carefully when I write on paper. 4 3 2 1
7. I like to write on Edmodo because I can write freely to express myself 4 3 2 1
8. I check my grammar carefully before posting it. 4 3 2 1
9. I feel that my writing is better when writing on my Edmodo than writing on paper in class. 4 3 2 1
10. I can express my idea better when writing on my Edmodo than on paper 4 3 2 1
11. I can be more creative when writing on my Edmodo than on paper 4 3 2 1
12. I feel more confident with my writing ability when writing on my Edmodo than on paper 4 3 2 1
13. I feel that I can write longer when writing on my Edmodo than on paper 4 3 2 1
14. I feel no pressure when writing on Edmodo because I have more time to write 4 3 2 1
15. I like to read the comments from friends and teachers on my Edmodo because they are useful for me in improving my writing ability. 4 3 2 1
16. Overall, I feel that I have improved my writing in English in the areas of grammar, structure, and vocabulary. 4 3 2 1
17. Edmodo should be used as part of writing activities in class because of its benefits. 4 3 2 1
18. I have improve my writing skills since I began use Edmodo 4 3 2 1
19. I can express my ideas better on my Edmodo than in oral communication (speaking) 4 3 2 1
20. I can participate in the group discussion better when I have discussed the issue previously on Edmodo 4 3 2 1
21. I like to read my friends’ ideas on my Edmodo 4 3 2 1
22. The discussion in Edmodo helped me improve my writing
Yes, because ________________________________
No, because ________________________________
23. When I participated in discussions on my Edmodo, I was free to express myself 4 3 2 1
24. When I participated in discussions on my Edmodo I could take my time 4 3 2 1
25. I will continue to use Edmodo outside the class 4 3 2 1
26. I am not ashamed to express my thoughts on my Edmodo 4 3 2 1
27. Edmodo should be a part of the writing activities in classes 4 3 2 1
28. I like my friends to read my writing on my Edmodo 4 3 2 1
29. I write effectively when using Edmodo 4 3 2 1
30. I think effectively when discussing my ideas on the Edmodo 4 3 2 1
31. I responded effectively during discussion on the Edmodo 4 3 2 1
32. I can write effectively although my English is limited 4 3 2 1
33. I believe that Edmodo micro-blogging is good writing practice 4 3 2 1
34. I believe I can improve my written English if I participate actively in the discussion 4 3 2 1
35. I can increase my knowledge on the topic discussed when I read my friends’ opinions 4 3 2 1
36. I feel that writing on my Edmodo is fun 4 3 2 1
37. I am more careful with my writing when writing on Edmodo 4 3 2 1
38. I always check my sentences before I post my writing on the Edmodo 4 3 2 1
39. I have more freedom in writing when using Edmodo 4 3 2 1
40. I can express myself easily when using Edmodo 4 3 2 1

---------
THANK YOU
Alfian, the fifth of five siblings, was born on September 23rd, 1987 in Cengkareng, West Jakarta.

He completed his education in his birthplace MIAI-Khairiyah Cengkareng, MTs Annida Al-Islami Rawa Buaya, and MAN 12 Jakarta.

Having graduated for the Bachelor Degree from the Department of English Education at State Islamic University (UIN) Syarif Hidayatullah Jakarta, He continued his study at the same University to pursue his passion to be a teacher or lecturer. His experience was begun in 2008 started from teaching English course at LPIA, and Ganesha Operation (GO). He taught at Al-Azhar BSD for couple years, but now he has been teaching in the Department of English Education, University of Muhammadiyah Tangerang (UMT)