THE EFFECT OF USING EDMODO APPLICATION TO FOSTER STUDENTS’ WRITING OF NARRATIVE TEXT

(A Quasi-experimental Study at the Tenth Grade of SMAN 8 Kota Tangerang Selatan in Academic Year 2017/2018)

A ‘Skripsi’

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (S-1)
in Department of English Education

By
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2018
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JAKARTA
2018
ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “Skripsi” (scientific paper) entitled, “THE EFFECT OF USING EDmodo APPLICATION TO FOSTER STUDENTS’ WRITING OF NARRATIVE TEXT” (A Quasi-experimental Study at the Tenth Grade of SMAN 8 Kota Tangerang Selatan in Academic Year 2017/2018), written by Sarah Humairah, student’s registration number: 11140140000009, was examined by the committee on Monday, October 1st 2018. The “skripsi” has been declared to have passed and fulfilled one of the requirements for the degree of “S.Pd,” (Strata-1) in English Education.

Jakarta, October 1st 2018

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ABSTRACT


Advisor I : Dr. Farida Hamid, M.Pd.
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Keywords : Writing, Narrative Text, Language Management System (LMS), Edmodo Application.

The objective of this research was to get empirical evidence of the effect of using Edmodo application on students’ writing of narrative text at the tenth grade of SMAN 8 Kota Tangerang Selatan. The sample of this study were 50 students, which were classified into the controlled class and the experimental class through purposive sampling technique. The method used in this research was a quantitative method. The design used was a quasi-experimental study and the instrument of this research was test that consisted of pre-test and post-test form. Based on the results of statistical calculation from pre-test in the experimental class, the average of study result gained in tests with the average value was 58.08 and the average of study result gained in post-tests was 72.64. Whereas in post-test of after applying Edmodo application enhanced 14.56 point from pre-test in the experimental class. The calculation of this research was conducted by using SPSS 22 with t-test formula. From this research finding, it shows that Edmodo application gives a significant effect on students’ writing of narrative text.
ABSTRAK


Pembimbing I : Dr. Farida Hamid, M.Pd.
Pembimbing II : Teguh Khaerudin, M.App.Ling.
Kata kunci : Menulis, Teks Naratif, Sistem Manajemen Bahasa, Aplikasi Edmodo.

ACKNOWLEDGEMENT

In the name of Allah, The Beneficent, The Merciful

All praises be to Allah, Lord of the world, who has given the writer His Blessing and Mercy upon the writer in completing the last assignment in her study. Peace and salutation always be upon to the prophet Muhammad shallallahu ‘alaihi wasallam, his family, his companions, and also his followers.

In this occasion, the writer would like to express her greatest appreciation, honour and gratitude to her beloved parents (Drs. H. Abdullah Marzuki, M.Ag. and Hj. Munawaroh), for their valuable supports and moral encouragement in motivating the writer to finish her study. Then, the writer thanks to her beloved sister (Ulfah Azizah) and brothers (Fahmi Fuady, Akmal Hakim, Asyraf Adnan) for their love and support to the writer in writing this Skripsi.

Next, the writer also would like to express her deepest gratitude for her wonderful and excellent advisors, Dr. Farida Hamid, M.Pd. and Teguh Khaerudin, M.App.Ling. for all the precious and uncountable time, advice, guidance, corrections, and suggestions during the process of doing this assignment.

Thirdly, the writer also wants to express her appreciation to the people who helped her to finish this assignment. Therefore, her appreciation goes to:

1. Prof. Dr. Ahmad Thib Raya, M.A., as the Dean of the Faculty of Educational Sciences.
2. Dr. Alek, M.Pd., as the Head of Department of English Education.
3. Zaharil Anasy, M.Hum., as the Secretary of Department of English Education.
4. Ismalianing Eviyuliwati, M. Hum., as the researcher’s academic advisor who was always there for her to give motivation, advice, guidance, and support for her from the first semester until she finished the last assignment.
5. Imam Supingi, M.M., as the Headmaster of SMAN 8 Kota Tangerang Selatan for giving her permission to conduct the research.
6. The students of X IPS 1 and X IPS 2 at SMAN 8 Kota Tangerang Selatan who were willing to contribute their time and participation during the research.
7. All the beloved friends in DEE 2014 for colouring the writer’s life during her study in university, especially for A class.

8. The very close friends; Cynthia Rosdiana Dewi, Etek Sri Belangi, Siti Haryati, Isma Mufida, Ellyyana Susanty, Rahma Deni, and Futia Mursela for the laughs and tears.

9. All bestfriends; Indah, Wulan, Ila, Yunita, Eka, Fina and Salwa for their support and irreplaceable encouragement to motivate the writer to accomplish this “skripsi”.

10. All those countless people, who could not be mentioned for all the sincerely contribution and support during finishing this assignment.

The writer hopes and wishes for all the people who have been there for her during her academic life to have Allah’s blessings. May Allah ease everything for them and give them success in this world and hereafter. The writer realizes that this skripsi is far from perfection. Therefore, it would be a pleasure to give constructive comments and any kinds of suggestion from the reader in order to create a better research paper in the future.

Jakarta, July 5th 2018

The Writer

Sarah Humairah
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CHAPTER I
INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Study

The world in the 21st century has changed in every aspect of life. The advancement of technology encourages people to replace their habit until it can be said that human cannot live without the help of technology. Technology has become increasingly important in both personal and professional lives. Technology can help people in communication, transportation, and also education. The use of technology in education is developed very fast presenting a situation which helps the students to have new authentic and meaningful learning experiences engaging their effort and behavior by providing more fun and effective learning atmosphere.

In addition, it provides the chance for the students to work collaboratively and simply access the information that can supplement their learning experience. Those benefits become the central part of 21st-century education which should be optimized in order to create sophisticated learning immersion and maximize the quality of students in the future.

The development of advanced information and communication technologies (ICT) has led to computer application in education such as e-mail, chat room, video conference, discussion forum, social network and learning management system. These technologies become potentially useful tools to enhance the effective learning environment for students.

Current applications such as gadgets compatible with smartphones are developed to support a trendy lifestyle for daily use. Similarly, these applications are also available and become a potential tool for educational objectives and

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learning can take place anytime anywhere. Based on this fact, it is necessary to take advantage of the modern technological facilities in the educational field with technology.

Based on the writer’s experience during her school life, the teaching and learning process is limited only by four walls classroom which places the teachers as the main sources for the students. Furthermore, the writer also found that most of the teachers of SMAN 8 Kota Tangerang Selatan did not use any technology as a media in teaching learning process.

Meanwhile, in this era, technology helps the teachers to create innovative teaching strategy by providing interesting activities helping the students improve their competence. The teacher is not only delivering the material using blackboard in the class, but the teacher must be creative and understand with the development of technology as a media in teaching learning process.

Moreover, the students called as Z generation effortlessly update and get the information with the help of technology. They are easy to search for the materials from the internet and increase their skills through educational technologies provided on their gadget.

The learning methods through face-to-face between teachers and students are still widely used. However, many teachers feel not face-to-face enough to cover all the subject matter. This is marked by a large amount of time learning cuts their holiday, the XII national exam, and other school activity agendas that cut face-to-face time in class lessons.

In this research, the writer is going to see how if social media are used in teaching and learning writing because in this era many social media that are emerging and widely used by the students. Most of the students use social media. They usually use social media to make friends or chat each other. Whereas with social media the students can explore many information about various science.

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More specifically, social media in education version is Edmodo. So, the writer would like to see if Edmodo used in the classroom.

In addition, there are some previous studies which attempts to examine the effectiveness of Edmodo. The first study was conducted by Bita Bahrami Shams-Abadi indicated that the use of Edmodo in writing was more effective on EFL learners’ writing performance participating in the study. Several studies on the use of Edmodo in teaching writing had also been conducted in Indonesia. One of them was conducted by Alfian. The study found that the students respond positively to the use of Edmodo, and had been found that the social media helped the students to improve their writing through the collaborative learning environment.

However, when the writer was doing observation at SMAN 8 Kota Tangerang Selatan, there were some problems that faced by students when they were learning about writing. The first one is the students have limited time in the classroom, whereas they need to think before they start to write. The second is the students have lack ideas and basic knowledge about what they have to write. The last is most students feel bored because the teacher use conventional way in teaching writing in the classroom.

Writing is taught in Indonesian Senior High School integratedly with other language skills. Writing is one of the productive skills that should be mastered in order to be able to use a language. In line with this, Brown states that writing is a process and product activity. Writing is not only a productive skill, but also a complicated skill in English. This is supported by Marion Tillema who asserted that writing is one of the most essential skills for educational success but also one of the most complex skills to be learned.

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When someone decides to write something, he or she is required to be able to communicate with the reader without face to face interaction. Writing needs more efforts such as how to think critically, how to produce words, phrases, sentences, paragraph into a good paragraph. In addition, it also needs right words choice, spelling, punctuation, and grammar. Many things should be considered in order to make an effective writing.

Students cannot learn to create good writing instantly, it needs process. According to John Langan, it is a skill like driving, typing, or cooking, and like any skill, it can be learned. Writing is not only ‘write’ but also transferring ideas of the author. Writing has a process that should be practiced as much as possible to his/her writing become better.

Many kinds of writing texts should be learned by students; procedure, narrative, recount, report, exposition, descriptive, etc. Narrative is one of the writing genres which is taught in the tenth grade of senior high school. According to the 2013 curriculum also known as K13, narrative text had been being taught at the tenth grade of senior high school. So, the tenth grade senior high school students of SMAN 8 Kota Tangerang Selatan has been chosen as the population of this research. From those explanations, the writer wanted to construct a research entitled “The Effect of Using Edmodo Application to Foster Students’ Writing of Narrative Text (A Quasi-experimental Study at the Tenth Grade of Senior High School). This research aims to find the effect of using Edmodo application to students’ writing of narrative text.

B. Identification of the Problem

Based on the research background of the study above, the writer is trying to conduct a study concerning to the effect of Edmodo application to students’ writing of narrative text. The problems are identified as follows:

1. Most of the tenth grade students of SMAN 8 Kota Tangerang Selatan feeling bored because the teacher uses conventional way in teaching.

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2. The students of SMAN 8 Kota Tangerang Selatan have limited time in the classroom, whereas they should think before they start to write and it takes much time.

3. The students have lack ideas and basic knowledge about what they have to write.

4. English teacher of SMAN 8 Kota Tangerang Selatan found that it is difficult to teach English writing in the large class.

C. Limitation of the Problem

Based on background and identification of the problem, the writer limits this study into finding the effect of using Edmodo as a media in teaching writing of narrative text. Then the writer intends to know the effectiveness of Edmodo to students’ writing of narrative text at the tenth grade of SMAN 8 Tangerang Selatan.

D. Formulation of the Problem

Based on the research problems, the researcher posed a research question: “Was there any effect of using Edmodo application to foster students’ writing of narrative text?”

E. Objective of the Study

The objective of the study was to see the effect of using Edmodo application to students’ writing of narrative text at the tenth grade of SMAN 8 Kota Tangerang Selatan year 2017/2018.

F. Significance of the Study

From this study, the researcher expected to contribute to the improvement of English language teaching at SMAN 8 Kota Tangerang Selatan. The results of this study were expected to provide useful information.

For English teachers, if the use of Edmodo application was effective to be used on students’ writing of narrative text, the teachers might use the theories of this study and apply Edmodo application to students.
The result can foster teachers’ teaching knowledge, especially in technology use. In addition, teacher knows the effect of using Edmodo in teaching narrative text at the first grade of SMAN 8 Tangerang Selatan. For other researchers, the findings hopefully can be used by other researchers as the basic consideration to conduct the further study.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter discusses some theories related to the research. The discussion focused on Learning Management System (LMS), Edmodo application, narrative text, the previous related study and hypothesis.

A. Learning Management System (LMS)

Learning management systems are simple web-based applications that are being applied today by many educational groups and various companies. These systems are created by many enterprises or educational groups according to their necessities and requirements. This sub-chapter will discuss the definition of LMS, kinds of LMS, advantages, and disadvantages of LMS.

1. The Definition of Learning Management System (LMS)

A Learning Management System (LMS) may be represented as a software application for the administration, documentation, tracking, reporting, and delivery of e-learning education courses or training programs.\(^9\)

Learning Management System is a general term that is utilized for a broad range of systems that build and present access to online learning services for students, teachers, and administrators. These services usually cover access control, provision of learning content, communication tools, and administration of user groups. Another term that often is used as a synonym for LMS is a learning platform\(^10\).

2. Kinds of Learning Management System

Many open source projects dedicated to eLearning. Below several selected organizations that are involved in creating open source software for LMSs.

a. ATutor (http://www.atutor.ca)

ATutor is an Open Source Web-based Learning Content Management System (LCMS) that creates ccessibility and adjustability in mind. It is a cost-

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effective tool for both small and large companies presenting their instructional
materials on the Web or presenting fully independent online courses. It enables
content developers to create reusable content that can be swapped between
different eLearning systems.

b. Claroline (http://www.claroline.net)

Claroline is an Open Source eLearning and eWorking platform. It enables
teachers to develop effective online courses and to conduct learning and
collaborative activities on the web. It has a large worldwide users’ and
developers’ community.

c. Dokeos (http://www.dokeos.com)

Dokeos is an integrated learning management suite integrating an LMS, a
reporting dashboard, live conferencing ability and rapid content authoring. It is
one of the largest and most recognized companies dedicated to open source
Learning Management Systems. It is practiced by multinational companies,
federal administrations and colleges in some 60 countries for a total of 1,000,000
users.

d. LRN Course Management (http://www.dotlrn.org/).

LRN is the world's most widely used enterprise-class open source software
for helping eLearning and digital communities in higher education, government,
non-profit and K-12. It can be extended readily by small and large companies. It
was originally developed at MIT, US. It is backed by the .LRN Consortium, a
non-profit organization committed to advancing innovation in educational
technology through open source principles.

e. Moodle (http://moodle.org)

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a
course management system (CMS) - a free, Open Source software package for
learning management. It is created using sound pedagogical principles, to help
educators design effective online learning communities. It has a great number of
developers. It has a significant user base with 38934 registered sites with
26,820,482 users in 2,668,094 courses (as of August 2009)
f. Sakai (http://www.sakaiproject.org)

Sakai is an online Collaboration and Learning Environment. It is free and open source product. Sakai was built and maintained by the Sakai community. Many users of Sakai use it to improve teaching and learning, group collaboration, support for portfolios and research collaboration. The Sakai community is actively promoting new Sakai tools: IMS Common Cartridge, SCORM, blog tool, shared whiteboard, shared display, multipoint audio, multipoint audio, pod-casting, IMS Tool Interoperability, and others.

g. Worldcircle CMS (http://wordcircle.org/)

Worldcircle is an open-source, commercial, free and course management tool. It focused on the needs of teachers, students and those looking to organize and manage online web courses. It includes a calendar, discussion board, and course materials (files) module as well as a project module for students to collect journal entries and documents correlated to teaching and self-assigned activities.

3. Advantages and Disadvantages of Using LMS

There are several advantages and disadvantages of applying LMS.

a. Advantages

The first one is LMS can boost the motivation of students. Some students of the experimental class as participants in this research are excited when teaching-learning activities using LMS. By practicing the correct learning strategies, LMS can support learning, improve interaction, supply feedback and support can be presented during the learning process.  

The second advantage is easy to access. A virtual classroom is accessible to anyone who has a smartphone computer, or tablet. All of the information is structured in an organized way in the same place, making it convenient for all users. Courses, calendars, multimedia content, archives, and evaluations are available in just one click. All of the students in the experimental class in this research have at least a smartphone. They have access to learn the materials at any time and from any place where they have an internet connection.

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Next, using LMS decreases the costs of setting up a learning management system and virtual classroom compared with the cost of expanding into additional physical classrooms. Teachers do not need to print, copy, and distribute the material to all students in the classroom. Teachers can share the material using LMS and students can download it. This is effective as compared to traditional forms of learning.

In addition, it offers less impact on the environment because using LMS is paperless. It protects the environment to a lot of extents. It has been found that distance-based learning programs spent around 90% less power and produced 85% less amount of CO2 emissions as compared to traditional campus-based educational courses. There is no need to cut trees for getting paper. Thus, using LMS is a highly eco-friendly way of learning.12

The next advantage, LMS provides contents in various formats. LMS enables educational companies to design multimedia learning content which is comprehensive and practical, using video, pictures, audio, and text which all work as excellent tools for learning new skills or information. Learners can also interact with their teachers and their classmates via chat platforms and online forums, building a more collaborative, interactive, attractive, and personal learning environment.

b. Disadvantages

However, using LMS have some disadvantages. Most virtual classrooms are created to be utilized intuitively. Some teachers and students who have limited computer and information literacy skills may need additional training. They will not be as confident using digital tools and may need additional support.

The next is no human interaction. Only in a small group, a person can develop properly. At school, students learn how to make friends, be patient, get rid of disappointment, and especially to compete. Competition between colleagues can be very exciting and students will only benefit from it. Online learning cannot offer human interaction.13

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Another disadvantage concerns the fact that online courses cannot cope with thousands of students who try to follow discussions. Also, online learning can be hard, if it is meant for disciplines that require practice.

However, while the advantages of e-learning are obvious, it’s still important to remember that not all courses can be taught online. Some education needs the physical presence, working with non-digital objects and in a different environment. Moreover, sometimes only the physical presence can support students build necessary skills, both professional and social.

Using LMS can become a great addition to the traditional learning process, making it more diverse and allowing students from all over the world to obtain additional knowledge about certain subjects. However, it is important to develop both types of educational technologies equally and learn how to combine them in a most effective way in order to get the best outcomes.

B. Edmodo Application

Media is a tool used by the teacher in explaining, delivering and transferring material in the teaching-learning process. Media is expected to give the teacher more helps in transferring the materials in a way with a hope that the students will be easy to understand the knowledge. The right choice of media will motivate the students in teaching-learning process. The effectiveness a teaching media used by the teacher in the learning process can be seen from the students’ motivation in joining the learning activities.

As the use of social networking sites and online collaborative tools increases, educators can utilize these technologies to improve student engagement in the virtual classrooms. Edmodo, an Internet-based learning management system (LMS), offers a secure virtual classroom that can be moderated by teacher. It is online educational platform which is designed by Jeff O’ Hara and Nick Borg in 2008 for educational purposes. Edmodo was used to create supportive learning by facilitating channels for students to communicate with the teacher and participate in class activities.

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Edmodo is a social learning service for both teachers and students. It was established in Chicago, Illinois, and was designed to bring education into the 21st century. Nowadays, Edmodo is based in San Mateo, California. It has become one of the leading K-12 social learning networks in the world. Concerning the case, Edmodo is a private micro-blogging service which provides a free and secure learning platform. It looks similar to Facebook but is much more private and safe for a learning environment because it allows only teachers to create and manage accounts, and only their students, who receive a group code and register in the group, can access the group.

By using Edmodo, teachers can engage their students and get them excited about learning because the design of Edmodo is quite similar to Facebook, the biggest social media in the world. On Edmodo, teachers can continue classroom discussions online, offer polls to measure student understanding, and award badges to students based on behavior or performance.

The main purpose of Edmodo is to help educators harness the power of social media to allow easy customization of the classroom. Edmodo is used by approximately 32 million people including teachers, educators and students around the world in various fields of subjects and students’ grades. Unlike other social media community, Edmodo generally focuses on helping teachers and educators along with students to manage their own strategies in working online regarding the tasks.

1. The advantages and disadvantages of Using Edmodo Application

In using Edmodo application, there are several advantages and disadvantages. To make the learning process can run smoothly, a good teacher needs to pay attention to this. The advantages and disadvantages of Edmodo application are as follows:

a. Advantages

Edmodo has several advantages why teacher should try to use it in classroom. The first advantage is that Edmodo has many features that allows students to access class information quickly. The features like online assignment,
quiz and polling. It also provide timer, so the assignment can be done in the same time. Teachers are able to respond online through the site to the students.

Next, Edmodo is easy to use. Even there are so many features and tools, teachers and students can learn to use the tool in a short period of time and therefore will be more inclined to use it for classroom discussion, content and learning management.\(^\text{15}\) In this research, the students in experimental class only need one meeting to learn how to use Edmodo.

The next advantage is students can interact each other. On Edmodo, students can post any contents and material in the group. Students can share their assignment in the group and their friends will give likes and comments. They can give positive feedback and suggestion. As the writer’s experience, the students who give feedback to their friend’s post will get additional score. It can be one of tricks for teacher to make students become active in the group.

Edmodo is safe and interesting. Edmodo provides teachers and students with a privacy and a safe space for digital learning. Students are not distracted from unappropriate advertisement. In addition, if teachers make a class group, the member who did not join the group cannot see the activities in the group.

Another advantage, teachers can connect to all teachers around the world by following some teachers communities which exists based on their interest. They can exchange material each other and it is very helpful. The last, Edmodo can be downloaded at Google Play, and it is free. It become easier for teachers and students because they can check the application anytime and anywhere.

b. Disadvantages

The first disadvantage of Edmodo application is that it is not available in off-line form. The process of using Edmodo requires internet network. If students do not have access to a computer and the internet or a mobile device, they would not be able to use the tool. Even though every student in the experimental class has at least one smartphone, some of them have no internet connection. Slow internet connection also can affect the ease of the learning process, because it

\(^{15}\)Gail Alleyne Bayne, Asynchronous Communication Tools, (EDIT 5370-Foundations of Distance Education), http://gailalleynebayne.weebly.com, p. 3.
causes weak performance for multimedia: video, sound and graphics, as well as long waits for download.

The second disadvantage is the use of language programs that are still in English. Sometimes it is difficult for other subject teachers who want to use Edmodo but have limitations in using English, or parents and students who do not to understand English. However, it does not matter for English subject because students can familiarize themselves using English language.

2. Getting Started for Edmodo application

This page will appear when opening the Edmodo link (www.edmodo.com) in the browser.

**Figure 2.1**
**Edmodo’s first page from PC and mobile phone**

The figure on the right side is the look when opening Edmodo on the mobile phone. It has a look like social media, so the students do not feel bored because the looks of Edmodo is interesting. A new user can choose his/her identity as a teacher or student.

3. The Navigation of Edmodo Application

Edmodo has many features to support teaching and learning activities. The first is the Assignment Feature. Teachers can give a writing assignment online by creating the post the question online, students answer online, you grade it online.
No more giant piles of paper in your briefcase. Include any web video, power point presentation, or document with the assignment.

The next is Library. This feature can be used as storage of learning sources with the variety of content. Both teachers and students can post multimedia; material, presentation, reference, picture, audio, video and other content to Edmodo Library. Every file uploaded in any assignment is stored for the class here.

Another feature is the Grade book. Teacher can give score to students automatically or manually. The score is based on the assignment and quiz that teacher have given. Then, students can access the grades they have received on an Edmodo assignment at any time. Teacher can be exported into file.csv. and it can be printed out every grade as a spreadsheet.

The next feature is the message feature. This is helpful for both teachers and students. If teacher forget to say something in the class before the bell rang, teachers can post a note to the whole class, or send a private note to a single student. The students can post notes too and help each other in an online setting where teacher can moderate.

The next feature is the calendar. Every assignment posted on Edmodo will automatically be added to the calendar and the calendar of each student in that Group. Post important dates on the Class Calendar. The due dates and a short description of all assignments post to your calendar automatically.

With Edmodo, teachers can truly bring the classroom online. With the ability to give assignments, quizzes, and polls to students, Edmodo users can manage their classes and consolidate all of their activities in one place. Users also have unlimited options in terms of sharing digital content. Teachers can embed instructional videos, create learning groups for students, and manage calendar events. Communities allow teachers to browse subjects in order to find and share information within a broad stream of content related to that topic.

Besides, the platform offers numerous organizational features for teachers, even offering an option for users to print out rosters for substitutes. Badges are another fun feature, allowing educators to monitor the progress of student groups
and issue awards for their achievements. Enterprising educators can even use Edmodo to connect with other classrooms around the globe. Whether they’re studying a foreign language, history, economics or another subject, partnering with a class online can be both socially engaging and culturally rewarding for students. Students also stand to benefit from the platform. They’re also able to turn in work for teacher review and get instant feedback, including teacher annotations. Beyond being able to join groups for clubs, sports, and other activities, students can learn how to interact safely and appropriately online.

C. Narrative Text

Narrative is a piece of text that tells a story, entertains or informs the readers and listeners. It can be fictional or even taken from real events. Narrative can be in some forms such as fable, story, legend, fantasy, myth, ballad, anecdote, fairy tales, etc.

Narrative text has a social function to amuse or to entertain the reader with a story that deals with complications or problematic events and in turn finds a resolution. In writing narrative text, there are language features that used such as direct indirect speech, action verbs, thinking verbs, connections, past tense, adjectives and many more.

Based on syllabus of curriculum 13 (see Appendix 1), the social function of narrative text is examining the moral values, increasing patriotism, and appreciating other cultures. The structures of narrative text are the introduction of character and setting (orientation), complications of main character, and the solutions where the problems in the story are solved (re-orientation).

The language features in the syllabus are; the use of adjective, the use of modal auxiliary verbs, the spelling and punctuation, the intonation of presenting orally and the pronoun. The topic is an exemplary about noble behavior and values. The time allocation of this material is six meetings; each meeting consists of two lesson hours.

In assessing students’ writing of narrative text, there are assessment criteria from syllabus. They are the achievement of social functions, the completeness and coherence of the narrative text structures, the correctness of language features;
grammar, vocabulary, speech, intonation and spelling. The last criteria is compatibility of writing format. Those are the aspects that teacher assess from students.

The process of teaching-learning narrative text based on this syllabus are by implementing “Scientific Approach” that consists of observing, questioning, exploring, associating and communicating. The sequence process of how teacher teaching English to students in the classroom are started from observation activity to communication activity.

D. Previous Related Studies

There are some types of research have been conducted to know the whether there is effect of using Edmodo application to foster students’ writing, or not. There are three previous related studies that will be described.

The first previous study was conducted by Alfian. The title of his research was “Micro-blogging Assisted Learning Strategy in Teaching Writing”\textsuperscript{16}. He studied at Department of English Education in UIN Syarif Hidayatullah Jakarta. The main objective of his study is aimed at investigating the utilization of a micro-blogging, Edmodo in particular, to be used as a tool 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.

In his thesis, he used classroom action research as its basic design. Action research cycles consist of plan, action, observation, and reflection. 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 his research indicated that the utilization of Edmodo micro-blogging in which the process approach used in its activity such as writing for an

\textsuperscript{16}Alfian, \textit{Op.Cit.}, p.17
audience, peer feedback, 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.

The next previous study entitled "The Effectiveness of Edmodo to Teach Writing Viewed from Students’ Motivation." The research was done by Tommy Hastomo from Sebelas Maret University. This article refers to an experimental study on the effectiveness of Edmodo media to teach writing at one of Senior High School in Bandar Lampung. The samples were two classes namely experimental class which was taught using Edmodo and control class which was taught without Edmodo. Each class was divided into two groups in which each consisted of students having high motivation and those having low motivation.

To gain the data, two instruments were used namely writing test and motivation test. The data were analysed by using Multifactor Analysis of Variance ANOVA 2x2 and Tukey test. Before conducting the ANOVA test, pre-requisite test namely normality and homogeneity test were conducted. The findings of this research are: (1) Edmodo is more effective than Picture Series to teach writing; (2) The students with high motivation have better writing skill than those having low motivation; and (3) There is an interaction between teaching media and students’ motivation in teaching writing.

The third previous study entitled “The Effect of Edmodo on EFL Learners’ Writing Performance” which was conducted by Bita Bahrami Shams-Abadi, Seyyed Dariush Ahmadi, and Ali Gholami Mehrdad from Islamic Azad University. This present study investigates the effect of Edmodo on EFL learners’ writing performance. A quasi-experimental design was used in this study. The participants were 40 female advanced-level students attending advanced writing classes at Irana English Institute, Razan - Hamedan. The focus

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17 Tommy Hastomo, The Effectiveness of Edmodo to Teach Writing Viewed from Students’ Motivation. (Sebelas Maret University, 2016). p. 06
was on the composition writing ability. Edmodo was used in the experimental group. Mann-Whitney U test was used for data analysis; the results indicated that the use of Edmodo in writing was more effective on EFL learners’ writing performance participating in this study.

The last previous related study was a thesis by Lina Ermawati entitled “The Use of Edmodo in Teaching Process of Writing Skill at the Eleventh Grade Students of SMA Muhammadiyah 1 Klaten Academic Year 2016/2017”.19 This study was conducted based on the problem statement how the Edmodo is used in teaching process of writing skill, what problems are faced by teachers of using Edmodo in teaching process of writing skill, and what the solutions to solve the problems of Edmodo in teaching process of writing skill.

In answering the problem statements, she used a descriptive qualitative approach. The data was collected by doing observation, interview, and documents. The data were analyzed by reducing the data, presenting the data, analyzing the data by using and taking the conclusion and verification. This research used resources triangulation in which the researcher rechecks the information from observations, interviews and the documents.

The problems of using Edmodo in teaching process in school is that there is no wi-fi connection. From the teacher side, the teaching-learning using Edmodo is still unfamiliar. From the students side, some students do not have a computer or laptop at home. However, the results of her research concluded that Edmodo was easy to use by the teacher and by the students, the Edmodo media are good in implementing and improving the students interest and attention in English teaching process of writing skill.

From the four previous related studies explained above, the two of them are thesis and the rest are articles. All of the researches are about teaching-learning by using Edmodo, and all of them are focus on students’ writing. The problems faced by the researchers are different, but the writer have similarity with the fourth research which was conducted by Lina Ermawati. She explained that the problems

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are internet connection, unfamiliarity and lack of gadget. In this research, when the writer introduced Edmodo for the first time, only a student who already knew Edmodo. The rest of them are confused yet excited to know Edmodo. The next problem is even all of students in experimental class have at least a smartphone, but some of them have no internet connection.

However, all of the research showed the positive effect of using Edmodo in teaching and learning writing. The result of all the research are Edmodo is effective to be used as a tool of teaching writing and improve students’ motivation.

E. Research Hypothesis

Based on the theories and problem of writing that have been showed, the writer proposes the hypothesis as follows:

1. Null hypothesis (H0): There was no significant effect of using Edmodo application to students’ writing skill of narrative text at the tenth grade students of SMAN 8 Kota Tangerang Selatan.

2. Alternative Hypothesis (Ha): There was significant effect of using Edmodo application to students’ writing skill of narrative text at the tenth grade students of SMAN 8 Kota Tangerang Selatan.

The writer uses some criteria to test the hypothesis of the research, such as:

1. If the t-test result > t-table with the significance level of 0.05 if the Sig (2-tailed) < 0.05, then H0 (Null Hypothesis) is rejected. It shows that the mean scores of the experimental class are higher than the mean scores of controlled class. Therefore, the Edmodo Aplication gives effect in improving the students’ writing skill of narrative text.

2. If the t-test result < t-table with the significance level of 0.05 if the Sig (2-tailed) > 0.05, then H0 (Null Hypothesis) is accepted. It shows that the mean scores of the experimental class are lower than the mean scores of controlled class. Therefore, the Edmodo Aplication does not give effect in improving the students’ writing skill of narrative text.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents about the research methodology used in this study. It presents the design of the research, place and time of the research, population and sample of the research, instrument of the research, data collection technique, data analysis technique and statistical hypothesis.

A. The Design of the Research

The researcher used quantitative method in this research. According to Ary, “An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)”. This study focused on giving treatment to the experimental class by applying Edmodo Application in teaching writing, and observed the result through students’ test.

B. Place and Time of the Research

This research conducted at SMAN 8 Tangerang Selatan which is located at Jl. Cirendeu Raya No 5, South Tangerang City, Banten. The researcher chose this school because it is using 2013 curriculum for the tenth grade students. The research started on March to April, 2018. It is done by giving pre-test, some treatments and post-tests to the tenth grade students. The writer had a meeting for pre-test, 3 meetings for giving treatments and a meeting for post-test.

C. Population and Sample of the Research

In this quantitative research, the writer did the research at SMAN 8 Tangerang Selatan in academic year 2017/2018. The population of this research is students of tenth grade. They are divided into 9 classes; X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPA 5, X IPS 1, X IPS 2, X IPS 3 and X IPS 4.

Sampling technique used is purposive technique to choose the classes. The writer took two classes as the sample of this research which consists of 80

students. They divided into two classes, namely X.IPS 1 and X IPS 2. Based on the information given by English teacher at SMAN 8, those classes have similar average scores of writing. So, the writer assigned randomly X.IPS 2 as experimental class and X.IPS 1 as controlled class.

**D. Instrument Research**

This research was done to find out whether students who learn narrative text by using Edmodo application will produce different outcomes with students who learn by conventional teaching. To see the differences, the writer used experiment technique by pre-test and post-test in form of writing.

To assess the students’ writing of narrative text, the writer used the following grading rubric with the scale from 1 to 5. The rubric consists of some aspects; generic structures, adjectives, pronoun, modal auxiliary verbs, spelling and punctuation of the students’ writing.

**Table 3.1**

**Narrative Grading Rubric**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text follows the generic structures of narrative text</td>
<td></td>
</tr>
<tr>
<td>The text uses noun phrase</td>
<td></td>
</tr>
<tr>
<td>The text uses pronoun</td>
<td></td>
</tr>
<tr>
<td>The text uses modal auxiliary verbs</td>
<td></td>
</tr>
<tr>
<td>The text uses spelling and punctuation</td>
<td></td>
</tr>
</tbody>
</table>
The writer assessed the students’ writing of narrative text by using a rubric that was made by the writer so it will be appropriate with the syllabus. Based on syllabus of curriculum 2013, the subject matter are; generic structures, noun phrase, pronoun, modal auxiliary verbs, spelling and punctuation.

The rubric is used to assess students’ writing of narrative text for both control group and experiment group for pre-test and post-test. Pre-test was given in both classes to make sure that they have the same level of background knowledge and to determine both classes in the beginning of the session (before the treatments). Then, post-test was given in the end of the session (after the treatments) to know whether the implementation of Edmodo application in teaching narrative text effects students.

In addition, this research also would like to see in detail whether there are different aspects of students’ writing of narrative text which are influenced by different teaching strategies.

E. Collecting Data Technique

In this research, there were six meetings started from March to May 2018. In the first meeting, the pre-test was held on March 15th 2018 to know the basic skill of students writing of narrative text. Next, in the second to fifth meeting, the experimental class was taught by using Edmodo application while the controlled class was taught without using Edmodo application. After the treatment was applied, the post-test was held in the last meeting to know the students’ achievement or score, so that researcher could find the effect of Edmodo application on students’ writing of narrative text. The writer compared the score of pre-test and the post-test of the experimental and controlled group to see whether the treatment given succeed. The result score of both pre-test and post-test in experimental and controlled class is analyzed by using t test with level of significance 5%.
F. Analysis Data Technique

The writer used T-test to find out the differences between the students’ scores which were taken from pre-test and post-test in experiment class and controlled class.

1. Normality Test

Normality test will be done towards two classes; those are experimental class and control class. Normality test was one of the important requirements that might be followed in analyzing the data of the research. It was done to examine if the distribution of data collected was normal or not. Then, if the normality score was more than 0.05, it could be said that the data distribution were normal. On the contrary, if the score of normality test showed less than 0.05, it could be said that the data distributions were not normal. In this study, the analysis of normality test in this research used Kolmogorov Smirnov by using SPSS version 22 software. This is Lilliefors test (by significant α 0.05) using the following formula is used to know the normality of the data.\(^{21}\)

\[
L_o = F(Z_i) - S(Z_i)
\]

Specification:
- \(L_o\) = the highest absolute value
- \(F(Z_i)\) = opportunities figure raw
- \(S(Z_i)\) = proportions figure raw

Normality testing criteria:
- If \(L_{table}\) > \(L_{observe}\), so the data distribution are normal.
- If \(L_{table}\) < \(L_{observe}\), so the data distribution are not normal.

2. Homogeneity Test

After normality test gives indication that data is distributed normally, homogeneity test is needed to be done. It is used to know the similarity of the two conditions or population. This study uses Barlet test on Riduwan\(^{22}\) with significance level \(\alpha = 0.05\), with \(db1 = (N1 - 1)\) and \(db2 = (N2 - 1)\).

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\[ F = \frac{\text{The biggest varians}}{\text{The smallest varians}} \]

Terms homogeneous:

If \( F_0 \leq F_t \), then \( H_0 \) is accepted (homogeneous) and \( H_a \) rejected.

If \( F_0 \geq F_t \), then \( H_0 \) is rejected (not homogeneous) and \( H_a \) accepted.

3. Hypothesis Test

For the hypothesis test, the researcher uses T-Test to find out whether there are the differences between two variables in this study. After gaining the t-value, the writer compares T-value and T-table using formula for the manual calculation as Sudjiono stated on his book as follows:23

\[ t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \]

\( t_0 \) = The value of “t observe”

\( M_1 \) = Mean of the difference of experimental class

\( M_2 \) = Mean of the difference of controlled class

\( SE_{M_1} \) = Standard error of experimental class

\( SE_{M_2} \) = Standard error of controlled class

Before accounting the data using t-test, the procedure of calculation will be as follows:

a) Determining mean of variable X:

\[ M_1 = \frac{\Sigma X}{n} \]

b) Determining mean of variable Y:

\[ M_2 = \frac{\Sigma Y}{n} \]

c) Determining standard of deviation score of variable X:

\[ SD_1 = \sqrt{\frac{\Sigma X^2}{n}} \]

d) Determining standard of deviation score of variable Y:

\[ SD_2 = \sqrt{\frac{\Sigma Y^2}{n}} \]

---

e) Determining standard error of mean of variable X:

\[ SE_{M_1} = \frac{SD_1}{\sqrt{N_1} - 1} \]

f) Determining standard error of mean of variable Y:

\[ SE_{M_2} = \frac{SD_2}{\sqrt{N_2} - 1} \]

g) Determining standard error of difference of mean of variable X and Y:

\[ SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \]

h) Determining \( t_0 \):

\[ t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \]

i) Determining \( t_{table} \) in significant level 5%, with degree of freedom:

\[ df = (N_1 + N_2) - 1 \]

**Specification**:

- \( M_1 \): The mean of gain score of experimental class.
- \( M_2 \): The mean of gain score of controlled class.
- \( \Sigma X \): The total score of experimental class’ gain score.
- \( \Sigma Y \): The total score of controlled class’ gain score.
- \( \Sigma X^2 \): The total of experimental class’ gain score minus \( M_1 \).
- \( \Sigma Y^2 \): The total of controlled class’ gain score minus \( M_1 \).
- \( SD_1 \): The standard deviation of gain score of experimental class.
- \( SD_2 \): The standard deviation of gain score of controlled class.
- \( SE_{m1} \): The standard error mean of experimental class.
- \( SE_{m2} \): The standard error mean of controlled class.
- \( N_1 \): The total number of students in experimental class.
- \( N_2 \): The total number of students in controlled class.

The data in this study were analyzed by using statistical analysis then, the researcher compared the score of pre-test and post-test in experimental class and control class. In analyzing the data, the t-test formula was used to know the effect
of Edmodo Application on students’ writing skill. Before analyzing the data by using t-test, the normality and homogeneity must be measured first.

G. Statistical Hypothesis

After calculating the $t_0$, the writer compares $t_0$ and $t$-table. Testing hypothesis uses criteria with significance degree 0.05. The calculation of statistical measurement as follows:

Ha: There is an effect of Edmodo Application on the students’ writing of narrative text (the mean score of the experimental class post-test is higher than the mean score of the controlled class, or $\rho < \alpha$; sig. 2 tailed is lower than alpha; there are differences from the score of the classes).

Ho: There is no effect of Edmodo Application on the students’ writing of narrative text. (the mean score of the experimental class post-test is lower than the mean score of the controlled class, or $\rho > \alpha$; sig. 2 tailed is higher than alpha; there are no differences from the score of the classes).
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this part, the writer shows the description of pre-test and post-test data. The data was gathered from students’ pre-test and post in both two classes; experiment and control. The experimental class and controlled class were taught differently. In the experimental class, the students were taught English about how to write a narrative text by using Edmodo. However, in the controlled class, the students were taught English about how to write a narrative text without Edmodo application. In order to see the differences in students’ writing of narrative text who were taught narrative text by using Edmodo application and without using Edmodo application, the data were collected from the results of the pre-test and post-test that were conducted in the beginning and at the end of the research.

A. Research Findings
1. Data Descriptions

Tests are the primary data of this research. There are two test results from each experimental class and controlled class had been collected. To see the test results of both classes are presented below.

a. Students’ Scores of Experimental Class

The experimental class in the research was students of class X IPS 2 at SMAN 8 Kota Tangerang Selatan. There are 25 students in this class; 16 of them are female students, and the rest of them are male students. In the pre-test, the students were asked to write a narrative text. Here is a sample of student’s writing of narrative text in pre-test.

The pre-test was done in order to see the students’ writing of narrative text before they were taught by using Edmodo application. Based on the result of the pre-test, the mean score was 58.08 with the lowest score was 40 and the highest was 80. After the data were obtained from pre-test, the treatments for the experimental class were conducted by using Edmodo application. After the treatment was done, the post-test was conducted. Here is a sample of student’s writing of narrative text in the post-test.
From the post-test that was done, the result of the post-test showed that there was a difference compared to the result of the pre-test. The mean score of the students increased to be 72.64 with the lowest score was 52, while the highest
score was 92. After the data were obtained from the pre-test and post-test, it was found that the range of the mean score from the pre-test to post-test was 14.56. The summary result could be seen as follows:

**Table 4.1**

<table>
<thead>
<tr>
<th>Score</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>F (%)</td>
</tr>
<tr>
<td>&lt;50</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>51-60</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>61-70</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>71-80</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>&gt;81</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Students’ Scores of Controlled Class

In this research, the controlled class was X IPS 1 at SMAN 8 Kota Tangerang Selatan. This class consisted of 25 students, 18 are females students and 7 are male students. The pre-test was done in order to know the students’ writing of the narrative text. Here is an example of student’s writing of pre-test.

**Figure 4.3**

Student’s Pre-test of Controlled Class
After the students were given treatments, they are asked to write a narrative text. Here is the student’s writing of narrative text in the post-test.

Snow White

Once upon a time, there was a beautiful girl named Snow White. She was so kind and soft-hearted and also has many animal friends. One day, Snow White met with a charming Prince. When they sang a love song, Snow White fell in love with him. The Queen was very jealous with Snow White’s beauty that she ordered her Huntsman to kill the Prince. But the Huntsman didn’t want to kill her. He told the Princess to run away so that the Queen would never find her.

Snow White ran deep into the woods. She found a cottage. The cottage was a mess! Snow White cleaned every room and cleaned. “Hello whoever lives here, will let me stay?” Snow White asked when they found Princess inside the bed. The seven Dwarfs were surprised to live with them.

In the castle, The Queen knew that Snow White still alive. She made a magic potion to change her style and she went to jungle, disguised as an old woman, offered Snow White a red apple. When Snow White took a bit of the apple and fell into deep sleep. The Queen had awakened Snow White with a true love kiss.

Figure 4.4

Students’ Post-test of Controlled Class

After the data of pre-test and post-test were collected, the summary result could be seen as follows:

Table 4.2

<table>
<thead>
<tr>
<th>Score</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>F (%)</td>
</tr>
<tr>
<td>&lt; 50</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>51-60</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>61-70</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>71-80</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>&gt;81</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

From Table 4.2, it could be seen that the mean score was the total of all students’ score in a class and divided with the total of the students in a group, the mean score of pre-test was 55,02 and post-test was 61,44. Median of the data was
the value that separated between the highest and the lowest data. In this pre-test, the median of pre-test was 56, and post-test was 60. Modus was the scores that were frequently appeared which were 52 for pre-test and 64 for post-test. For the minimum score from the pre-test was 40 and post-test was 52. Meanwhile, the maximum score of both pre-test and post-test was 80.

Table 4.3
The Gained Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental Class</th>
<th>Freq</th>
<th>F (%)</th>
<th>Mean</th>
<th>Controlled Class</th>
<th>Freq</th>
<th>F(%)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>-15-0</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1-10</td>
<td></td>
<td>8</td>
<td>32</td>
<td>14,56</td>
<td></td>
<td>19</td>
<td>76</td>
<td>6,24</td>
</tr>
<tr>
<td>11-20</td>
<td></td>
<td>12</td>
<td>48</td>
<td></td>
<td></td>
<td>4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td></td>
<td>5</td>
<td>20</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

In order to provide more detailed data of result in this study, the summary box plot below contained students’ pre-test and post-test score in both classes.

Figure 4.5
Box Plot of Pre-Test and Post-Test in Experimental and Controlled Class
The above box plot showed that both classes increased their score in post-test. However, the score in experimental class increased significantly compared to score in the controlled class.

2. Data Analysis

In data analysis, the collected scores of both pre-test and post-test from experimental and controlled class are analyzed by using t-test. However, there are two things that needed to analyze before calculating statistical hypothesis; test of normality and test of homogeneity.

a) Test of Normality

Test of normality and homogeneity in this research were done by using SPSS 22 program. Kolmogorov-Smirnov and Shapiro-Wilk table was used for this test. In order to achieve the normal value, the significant score must be more than 0.05. If the significant score was lower than 0.05, it could be interpreted that the data was not normal. Based on the results of pre-test score, the normality test could be seen as follows:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
</tbody>
</table>
| PRETEST
| EXPERIMENTCLASS | 0.149 | 25 | 0.154 | 0.955 | 25 | 0.332 |
| CONTROLLEDCLASS | 0.144 | 25 | 0.192 | 0.950 | 25 | 0.256 |

From Table 4.4, it could be seen that the normality significance of pre-test in experimental class was 0.154 and 0.192 in controlled class. The significance of both results in pre-test indicated that the data are normally distributed because the significance is above α= 0.05 (0.154 > 0.05; 0.192 > 0.05).
Table 4.5

Normality Test Result of Post-test in Experiment Class and Controlled Class

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>POSTTEST EXPERIMENTALCLASS</td>
<td>.131</td>
<td>25</td>
</tr>
<tr>
<td>CONTROLLEDCLASS</td>
<td>.138</td>
<td>25</td>
</tr>
</tbody>
</table>

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

However, from Table 4.5, the significance of post-test in both experimental class and controlled class was 0.200. The results also indicated that the post-test data are distributed normally because the significance are above $\alpha= 0.05$ ($0.200 > 0.05; 0.200 > 0.05$).

a) Test of Homogeneity

To calculate the homogeneity test, the writer used Levene Statistic test. The homogeneity results are presented in the following table.

Table 4.6

<table>
<thead>
<tr>
<th>PRETEST</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,779</td>
<td>1</td>
<td>48</td>
<td>.189</td>
</tr>
</tbody>
</table>

Based on Table 4.6, it presented the result of homogeneity test of pre-test from both classes. The significance of the data was 0.203, which was higher than $\alpha= 0.05$ ($0.189 > 0.05$). Therefore, it can be said that based on the pre-test result, both of the class are homogeneous.

Table 4.7

Homogeneity of Post-Test

<table>
<thead>
<tr>
<th>POSTTEST</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.463</td>
<td>1</td>
<td>48</td>
<td>.500</td>
</tr>
</tbody>
</table>
In addition, Table 4.7 showed the result of homogeneity test of post-test from both classes. The significance of the data was 0.500, which is higher than α = 0.05 (0.500 > 0.05). Therefore, it can be said that the post-test data result of both classes is homogeneous.

b) Test of Hypothesis

After the normality and homogeneity test have been done, the collected data can be analyzed to examine the hypothesis by using t-test. A hypothesis test was done to see whether or not there was a significant difference in the result of post-test after the treatment was conducted. The result will indicate the effectiveness of Edmodo application on students’ writing of narrative text. The results are shown in the following tables:

1) Pre-test Result

<table>
<thead>
<tr>
<th>Table 4.8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T-test Result of Pre-test Scores</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRETEST EXPERIMENTALCLASS</td>
<td>25</td>
<td>58.08</td>
<td>11.022</td>
<td>2.204</td>
</tr>
<tr>
<td>CONTROLLEDCLASS</td>
<td>25</td>
<td>55.20</td>
<td>8.869</td>
<td>1.774</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent Samples Test Result of Pre-test Scores</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variance</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>df</td>
<td>Sig</td>
<td>t</td>
</tr>
<tr>
<td>PRETEST</td>
<td></td>
<td></td>
<td>1.179</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

From Table 4.9, it indicated the result of t-test analysis of pre-test score in experimental class and control class. In analyzing this data, the equal variances assumed is used to read the result because the data is homogeneous as previously recognized. From the table, the independent sample test shows a result of p-value
or \( \text{sig (2-tailed)} = 0.314 \). As this research refers to a significance value of \( \text{sig } \alpha = 0.05 \) (5%), therefore, the p-value is higher than the significance value.

In other words, when \( p\)-value = 0.314 > \( \text{sig } \alpha = 0.05 \), so the null hypothesis is accepted while the alternative hypothesis is rejected. This indicated that there was no statistically significant difference of the pre-test result between the two classes.

2) Post-Test Result

Table 4.10

T-test Result of Post-Test Scores

<table>
<thead>
<tr>
<th>CLASS</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTTEST</td>
<td>25</td>
<td>72.64</td>
<td>10.177</td>
<td>2.035</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTROLLED</td>
<td>25</td>
<td>61.44</td>
<td>8.237</td>
<td>1.647</td>
</tr>
</tbody>
</table>

Table 4.11

Independent Samples Test Result of Post-test Scores

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>Hotelling’s T² Test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>df</td>
<td>Sig</td>
<td>df</td>
</tr>
<tr>
<td>POSTTEST</td>
<td>21</td>
<td>0.00</td>
<td>48</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>68</td>
<td>0.000</td>
<td>48</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>68</td>
<td>0.000</td>
<td>48</td>
</tr>
</tbody>
</table>

From Table 4.11, it indicated the result of t-test analysis of post-test score in both experimental and controlled class. The \( \text{equal variances assumed} \) is also used to read the result and refers to a significance value of \( \text{sig } \alpha = 0.05 \) (5%). The independent sample test resulted in p-value or \( \text{sig (2-tailed)} = 0.000 \). From the result, it can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted because the p-value (0.000) was lower than \( \text{sig } \alpha = 0.05 \) (5 %). It also meant that there was a significant difference statistically between the experimental and control class in the results of post-test.
3) Gained Score Result

Table 4.12
T-test Result of Gained Score

<table>
<thead>
<tr>
<th>CLASS</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAINEDSCORE</td>
<td>25</td>
<td>14.56</td>
<td>6.917</td>
<td>1.383</td>
</tr>
<tr>
<td>CONTROLLEDCLASS</td>
<td>25</td>
<td>6.24</td>
<td>3.479</td>
<td>0.696</td>
</tr>
</tbody>
</table>

Table 4.13
Independent Samples Test Result of Gained Scores

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th></th>
<th>Test for Equality of Means</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>df</td>
<td>Sig (2-tailed)</td>
<td>Mean Difference</td>
<td>Std Error Difference</td>
</tr>
<tr>
<td>GAINEDSCORE</td>
<td></td>
<td>11.964</td>
<td>.000</td>
<td>6.371</td>
<td>40</td>
<td>.000</td>
</tr>
</tbody>
</table>

In addition to t-test analysis of pre-test and post-test scores, the gained scores of the pre-test and the post-test result are also analyzed as shown in Table 4.13. Based on the table, the independent sample test resulted in p-value or sig (2-tailed) = 0.000. From the result, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted because the p-value (0.000) is lower than sig α = 0.05 (5 %). It also means that there is a significant difference between the gained score in experimental class and control class from their pre-test to post-test results.

B. Discussion

After collecting the data of the research and analyzing all of them by using SPSS 22, the writer attained several information that supported the research. Teaching and learning about narrative text was performed well. However, the students’ writing skill were still needed to be improved.

In the description of the data which was taken from 25 students of experimental class, Table 4.1 showed the description of the experimental class score. The mean score of pre-test was 58.08 before the Edmodo application was applied in the classroom. Moreover, the students’ lowest score achieved was 40
and the highest score was 80. After the Edmodo application was applied, the mean score of post-test was 72.64 with the minimum score was 52 and the maximum was 92.

Table 4.2 showed the description of the control class score that has the mean score of pre-test 55.02 with the highest score was 80 and the lowest was 40. In addition, the mean score of post-test was 61.44 with the maximum score was 80 and the minimum was 52. Based on the mean scores in experimental class and controlled class, it can be seen that both of classes has a little gap. Then, to foster the students’ writing skill of narrative text the writer asked students to write a narrative text through Edmodo Application.

During the treatments, the students’ writing of narrative text through Edmodo Application was implemented in the experimental class to foster their writing skill. In addition, the writer gave treatments to the students in the experimental class for about four weeks. Before asking students to create a narrative text and post to Edmodo application, the writer introduced and gave the explanation about the use of Edmodo Application in the classroom in the first meeting. Also, the writer gave a tutorial about how to register, join the group, download material, submit task, etc. After they have known how to use the Edmodo’s features, they are so excited. In several meetings, they always asked the writer to post material on Edmodo. This is different compared to the first time the writer met them, they do not have high motivation. This is in line with the research conducted by Tommy Hastomo that there is an interaction between teaching media and students’ motivation in teaching writing. In addition, the students with high motivation will have better writing skill than those having low motivation.24

In another research which was done by Noviana, her finding showed that there was a difference score after receiving the treatments using Edmodo.25 The researcher used Edmodo to improve students’ English writing skill. She stated that

learning through the process of Edmodo could increase students’ English writing motivation. Edmodo can be a good media in teaching English.

In the experimental class, the students’ writing of narrative text was written in Edmodo Application. Also, they need to analyze the generic structures, language features and moral values of their writing. The other students give feedback to each other for getting an additional score. Students can put their feedback in the comments column. In the research conducted by Alfian, comments are useful in improving writing ability.\(^{26}\) 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 that most 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 skills.

This is in line with the study conducted by Putri Nur Indah Sari that teaching writing using Edmodo help the students to interact with other friend and the teacher.\(^ {27}\) In Edmodo, students can share their idea, and they can learn about writing everywhere and anywhere because in Edmodo there is no limitation time the students just need to connect in Internet after that they can ask and sharing about what they want to write. The result in her research showed that Edmodo made students better in writing.

In writing narrative, the students are free to decide the genres. They may choose fable, folklore, myth, etc. In the Edmodo Application, the teacher can decide the time of deadline for submitting the writing, so the teacher can see the students who submit the writing overdue.

From the scores in the classes of experimental and control, it means that both classes have increased in the post-test score. However, the experimental class achieved higher score than the control class. Based on the statistical analysis, the increasing point of the experimental class was 14,56; from 58,08 to 72,64. As for

\(^{26}\) Alfian, *op. cit.* p. 115.

the control class, it increased 6.24 points; from 55.02 to 61.44. It means that the experimental class had more significantly increasing points rather than the control class.

Based on the t-test from the SPSS calculation, it can be proved that $\rho$ (sig.(2-tailed)) < $\alpha$ ; 0.000 < 0.05. it means that $H_0$ – which is null hypothesis that Edmodo application did not give significant effect in fostering the students’ writing skill of narrative text at the tenth grade students of SMAN 8 Kota Tangerang Selatan as rejected and the $H_a$ –which is alternative hypothesis that the Edmodo application showed the significant effect in fostering students’ writing skill of narrative at the tenth grade students of SMAN 8 Kota Tangerang Selatan- was accepted.

From the data analysis of the research, it can be assumed that Edmodo application can give significant effect of students’ writing of narrative text because the students’ score of writing after being taught by applying Edmodo application is higher than before the writer gave the treatment. So, the final result answer the question whether Edmodo application give effects or not to foster students’ writing of narrative text.
A. Conclusion

After doing the experiment in teaching narrative text by using Edmodo application and without using Edmodo application, then the writer analyzed the data of experiment and continued to conclude it. The purpose of this research is to see the empirical evidence about the effect of Edmodo application on students’ writing of narrative text at SMAN 8 Kota Tangerang Selatan in academic year 2017/2018. Based on the data, the writer concluded that there is a significance difference of students’ writing of narrative text between students who are taught by Edmodo application and students who are taught without using Edmodo application.

The researcher has applied Edmodo application in an experimental class for three weeks. Before the treatments were implemented, students were asked to download Edmodo application and create an account. After all students have created their own accounts, they were automatically joined a teacher-created Edmodo group by entering the code given by the writer. During the first to the third treatment, the students were excited using Edmodo application in writing narrative text. They were curious to find out the features of Edmodo, to learn collaboratively with their friends in group, to give “like” and comments as feedback to each other. Those things made students have high motivation in learning narrative writing. The result in this research is supported by some previous literature studies who have conducted the same research about the use of Edmodo application in teaching writing.

The writer got the result of students’ writing of narrative text between students in experiment class by using Edmodo application and students in control class without using Edmodo application by comparing the post test score of these two classes. After the writer calculated the data, the writer analyzed the data by using t-test formula.
T-test formula showed that the mean score of pretest in experimental class students was 58.08 before the Edmodo application was applied in the classroom. After the Edmodo application was applied, the mean score of post-test was 72.64. Meanwhile, the control class score that has the mean score of pre-test 55.02 and the post-test was 61.44. Based on the mean scores in experimental class and controlled class, it can be seen that both of classes has a little gap. It is concluded there is a significance of using Edmodo application toward the students’ writing of narrative text at SMAN 8 Kota Tangerang Selatan.

The statistical data also showed the high improving score that was created by the experimental class compared to the controlled class. In the hypothesis test, it showed that $\rho \ (\text{sig.(2-tailed)}) < \alpha ; 0.000 < 0.05$. It means that $H_0$ – which is null hypothesis that Edmodo application did not give significant effect in fostering the students’ writing skill of narrative text at the tenth grade students of SMAN 8 Kota Tangerang Selatan as rejected and the $H_a$ –which is alternative hypothesis that the Edmodo application showed the significant effect in fostering students’ writing skill of narrative at the tenth grade students of SMAN 8 Kota Tangerang Selatan- was accepted.

Finally, the use of Edmodo application is effective to tenth grade students at SMAN 8 Kota Tangerang Selatan. It means that using Edmodo application in teaching and learning narrative text give improvement to students’ writing skill of narrative text.

B. Suggestion

Based on the result study, the writer suggests that Edmodo application in improving students’ writing skill in writing narrative text because it gives advantages for some roles in educational side.

The first one is the teacher is hoped to be more creative and innovative in order to make students become more interested and engaged in learning narrative text.

Then, the role of technology in human’s life is inseparable. They have been using it to facilitate every business. However, in this era of technology, many
students still cannot see the potential of it to be included in their learning. In here, the writer expects students to use technology not only to amuse themselves, but also to fulfill their learning needs.

The third, Edmodo Application can serve as the alternative and appropriate technique to teach writing of narrative text to the students to avoid students’ boredom and improve their writing skill.

Then, this technique is suggested to the English teacher or other researchers who want to conduct similar research or those who have the same problems or interests in conducting research.

For the further research, the researcher should anticipate that every student has a smart phone, but it does not always have internet access. Furthermore, this research assigned that students wrote at least 200 words, but in reality it was quite hard for students to write in that many words. Further research might want to allowed students to consult with dictionary in order to help them find difficult words.
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APPENDIX 1

Syllabus

SILABUS

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemanusiaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Alokasi waktu : 6 x 2 JP

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai</td>
<td>Teks naratif lisan dan tulis berbentuk legenda sederhana.</td>
<td>Mengamati</td>
<td>Kriteria penilaian:</td>
<td>Audio CD/VCD/DVD</td>
</tr>
<tr>
<td></td>
<td>Fungsi sosial</td>
<td></td>
<td></td>
<td>SUARA GURU</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Koran/</td>
</tr>
</tbody>
</table>

```
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat.</td>
<td>hasil terbaik untuk dipublikasi</td>
<td>referensi belajar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa mengasosiasi secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</td>
<td>Kumpulan hasil tes dan latihan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</td>
<td>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa menyampaikan informasi fungsi social, struktur, dan unsure</td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</td>
<td></td>
</tr>
</tbody>
</table>

**Mengkomunikasikan**

- Siswa menyampaikan informasi fungsi social, struktur, dan unsure.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>kebahasanyang ditemukan setelah membaca teks legenda.</td>
<td>• Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</td>
<td>• Siswa membuat ‘learning journal’</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2

Instrument of Pre-test in the Experimental and Controlled Class

Name: ___________________________  Class: ____________

WORKSHEET
Test of Narrative Text

Direction: Write a narrative text (fairy tale/ fable/ folklore) based on your knowledge on the given writing prompt below. You may use more paper if necessary.

Writing Prompt:
- Make sure that the story has a good plot
- Explain the characters well
- Use a good and correct English
- You have 60 minutes to write your story
- You are required to write, at least 200 words
APPENDIX 3

Instrument of Post-test in the Experimental and Controlled Class

Name: ___________________________ Class: ____________

WORKSHEET
Test of Narrative Text

Direction: Write a narrative text (fairy tale/ fable/ folklore) based on your knowledge on the given writing prompt below. You may use more paper if necessary.

Writing Prompt:
- Make sure that the story has a good plot
- Explain the characters well
- Use a good and correct English
- You have 60 minutes to write your story
- You are required to write, at least 200 words
APPENDIX 4

Lesson Plan of the Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Sekolah : SMAN 8 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Materi Pokok : Teks Naratif
Alokasi Waktu : 2x 45 menit

A. KOMPETENSI INTI

KI-1 dan KI-2: Menunjukkan perilaku jujur, disiplin, jawab, peduli, kerja sama, tangung toleran, santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia dan menyadari dirinya sebagai mahluk ciptaan yang Maha Kuasa serta menjalankan kewajibannya sesuai dengan agama yang dianutnya.

KI-3: Kompetensi Pengetahuan, yaitu memahami, menerapkan, menganalisis pengetahuan fakultas, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Kompetensi Keterampilan, yaitu mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK):

<table>
<thead>
<tr>
<th>Kompetensi Dasar (KD)</th>
<th>Indikator Pencapaian Kompetensi (IPK)</th>
</tr>
</thead>
</table>

3.5. membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.

4.5 menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek

3.5.1 Mengidentifikasi karakter, watak dan setting yang ada dalam suatu fabel.
3.5.2 Mengidentifikasi fungsi sosial dari fabel
3.5.3 Mengidentifikasi struktur teks naratif dari fabel
3.5.4 Menjelaskan unsur kebahasaan dalam cerita fabel
3.5.5. Menjelaskan pesan moral yang dapat diambil dari fabel

4.5.1 Menjawab pertanyaan terkait dengan teks fabel yang dibaca
4.5.2 Menyusun fabel dengan tepat
4.5.3 Menceritakan kembali fabel yang dibaca baik tulisan maupun lisan.

C. Tujuan Pembelajaran

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif berbentuk fabel.
2. Dengan penggunaan aplikasi dan website Edmodo (www.edmodo.com), siswa mampu mendukung kemajuan teknologi (terutama penggunaan blog dan komputer) dalam dunia pendidikan.
3. Menyetujui karakter, watak dan setting dalam fabel.
5. Mengembangkan kreativitas dalam menulis teks naratif dengan tepat.
7. Memberikan masukan (feedback) yang membangun terhadap hasil tulisan teman mereka dengan tepat.

D. Materi Pembelajaran

What is Narrative?
Porter Abbott (2002) defines narrative as “the representation of an event or a series of events that happens over a length of time and has an order of events”. Besides, Narrative can be also defined as a complicated or
problematic events which the meaning is to find out the solution of that problem.

**Social Purpose of Narrative:**
- To amuse or entertain the readers with actual or imaginary experiences in different way. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

**Generic Structure of Narrative**
- Orientation (who were involved in the story, when and where)
- Complication (a problem arises followed by other problems)
- Resolution (solution to the problem)

**Language Feature of Narrative**
- The use of adjective (*a beautiful princess, a huge temple*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple past tense (*He walked away from the village*)
- The use of action verbs (*walk, sleep, wake up*)
- The use of time words (*once upon a time, long time ago, then, last week*)
- The use of pronoun
- The use of modal auxiliary verbs
- The spelling and punctuation

**Types of Narrative**: Myth, fable, legend, fairy tale, science fiction, etc.

**Example of Narrative**: The Ant and The Dove, Malin Kundang, Beauty and the Beast, etc.

**E. Metode Pembelajaran**
1. Tanya jawab
2. Kerja kelompok
3. Diskusi
4. Penugasan

**F. Media Pembelajaran**
1. Media : Edmodo
2. Bahan : Wacana/teks

**G. Sumber Belajar :**
a. Kurikulum 2013
b. Gambar cerita naratif Bahasa Inggris:  [www.google.com](http://www.google.com).

c. Online Article:
   - [http://guruberbagirasa.blogspot.com/2013/06/narrative-text-definition-purposes.html](http://guruberbagirasa.blogspot.com/2013/06/narrative-text-definition-purposes.html)


### H. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Tahapan Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td>Guru memasuki ruangan kelas dan menyapa siswa dengan salam dan menanyakan kondisi siswa.</td>
<td>10’</td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan Inti</td>
<td>Guru menanyakan kehadiran siswa dan kesiapan siswa dalam mengikuti kegiatan pembelajaran.</td>
<td>70’</td>
</tr>
<tr>
<td>5.</td>
<td>Kegiatan Inti</td>
<td>Guru meminta siswa membuka aplikasi Edmodo yang telah mereka download dan register di pertemuan sebelumnya.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Kegiatan Inti</td>
<td>Guru bersama siswa mengatasi masalah dan kesulitan yang dihadapi dalam beradaptasi dengan aplikasi Edmodo</td>
<td></td>
</tr>
</tbody>
</table>
10. **Kegiatan Awal**  
Guru memberikan waktu kepada siswa untuk menjelajahi fitur-fitur yang ada di aplikasi Edmodo.

11. **Kegiatan Akhir**  
Guru mereview pembelajaran hari ini dengan cara bertanya pada siswa tentang aplikasi Edmodo.  
**Waktu:** 10’

12.  
Guru menanyakan bagaimana perasaan siswa setelah mengenal aplikasi Edmodo.

13.  
Guru menutup kegiatan pembelajaran.

---

### Pertemuan II

<table>
<thead>
<tr>
<th>No</th>
<th>Tahapan Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td>Guru memasuki ruangan kelas dan menyapa siswa dengan salam dan menanyakan kondisi siswa.</td>
<td>10’</td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan Inti</td>
<td>Guru menanyakan kehadiran siswa dan kesiapan siswa dalam mengikuti kegiatan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Guru meminta siswa duduk sesuai kelompok pertemuan sebelumnya.</td>
<td>70’</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Guru meminta setiap kelompok untuk membuka “Resources” dan klik folder “Narrative Text” di grup kelas Edmodo.</td>
<td></td>
</tr>
</tbody>
</table>
| 7. |                  | Setelah setiap kelompok mendapat nomor, guru meminta siswa untuk berdiskusi tentang language feature di nomor yg mereka dapat di dalam folder tersebut tentang:  
  1) *generic structures* (guru yang mejelaskan)  
  2) *noun phrases*  
  3) *adverb of time and place* |       |
8. Guru meminta kelompok untuk menjelaskan di depan kelas tentang bagian language features yang telah mereka diskusikan.

9. Guru membuka sesi tanya jawab perihal materi narrative text.


11. **Kegiatan Akhir**

   **Guru mereview materi pembelajaran hari ini dengan cara bertanya pada siswa tentang generic structures dan language features of narrative text.**

12. Guru menanyakan bagaimana perasaan siswa setelah belajar *narrative text*.


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<table>
<thead>
<tr>
<th>Pertemuan III</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>No</th>
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<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td>Guru memasuki ruangan kelas dan menyapa siswa dengan salam dan menanyakan kondisi siswa.</td>
<td>10’</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Guru menanyakan kehadiran siswa dan kesiapan siswa dalam mengikuti kegiatan pembelajaran.</td>
<td></td>
</tr>
</tbody>
</table>
4. **Kegiatan Inti**  
Guru meminta siswa untuk duduk bersama teman kelompok seperti pertemuan sebelumnya.

5.  
Guru menanyakan generic structures dan language features untuk mengingatkan kembali ingatan siswa tentang pelajaran minggu lalu.

6.  
Guru meminta siswa membuka aplikasi Edmodo pada handphone atau laptop mereka.

7.  
Guru meminta setiap kelompok untuk membuka “Resources” dan klik folder “Narrative Text” di grup kelas Edmodo.

8.  
Guru meminta setiap kelompok untuk melihat teks naratif berjudul “Panyalahan Village” yang disediakan pada folder “Narrative Text”

9.  
Guru meminta setiap kelompok untuk menganalisa generic structures dan language featuresnya yang ada di dalam teks “Panyalahan Village”

10.  
Guru meminta siswa memposting hasil analisa mereka dan pesan moral yang mereka dapatkan dari teks tersebut.

11. **Kegiatan Akhir**  
Bersama siswa, guru mereview materi pembelajaran hari ini.

12.  
Guru menanyakan bagaimana perasaan siswa setelah belajar narrative text.

13.  
Guru menutup kegiatan pembelajaran dengan berdoa bersama.

---

**Pertemuan IV**

<table>
<thead>
<tr>
<th>No</th>
<th>Tahapan Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td>Guru memasuki ruangan kelas dan menyapa siswa dengan salam dan menanyakan kondisi siswa.</td>
<td>10’</td>
</tr>
</tbody>
</table>
2. Guru menanyakan kehadiran siswa dan kesiapan siswa dalam mengikuti kegiatan pembelajaran.


4. **Kegiatan Inti**
   - Guru meminta siswa untuk duduk bersama teman kelompok seperti pertemuan sebelumnya.
   - 70’

5. Guru meminta siswa membuka aplikasi Edmodo pada handphone atau laptop mereka.


7. Guru meminta setiap kelompok membuat sebuah cerita naratif dengan ide kreativitas mereka sendiri berdasarkan gambar yang telah disediakan sebanyak kurang lebih 200 words.

8. Guru meminta perwakilan kelompok untuk menerbitkan/ mempublikasikan hasil tulisan mereka ke Edmodo yang sudah disediakan.

9. Guru meminta siswa wajib memberikan paling sedikit dua (2) komentar untuk setiap hasil cerita teman mereka. Komentar yang diberikan dapat berupa saran yang membangun (suggestion for improvement). Sebagai contoh, mengenai grammar, kelengkapan unsur kebahasaan dan keterkaitan isi cerita dengan topik yang diangkat.

10. **Kegiatan Akhir**
   - Guru dan siswa membuat hasil kesimpulan atas materi yang telah dibahas.
   - 10’

11. Guru dan siswa berdiskusi mengenai kesulitan siswa atas materi yang telah dibahas, serta topik cerita yang diangkat oleh masing-masing siswa.

12. Guru dan siswa berdiskusi mengenai nilai
kehidupan yang dapat dipetik dari materi cerita naratif terutama keteladanan dan nilai moral dan budaya bangsa Indonesia.

I. Penilaian Hasil Pembelajaran

A. Penilaian Kognitif

Untuk menilai hasil cerita, guru menggunakan rubric penilaian sebagai berikut:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Generic structures**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective</td>
<td></td>
</tr>
<tr>
<td>Pronoun</td>
<td></td>
</tr>
<tr>
<td>Modal auxiliary verbs</td>
<td></td>
</tr>
<tr>
<td>Spelling and Punctuation</td>
<td></td>
</tr>
</tbody>
</table>

**Narrative Grading Rubric**

**Contoh Lembar Observasi Diskusi Kelompok**

Nama peserta didik: ________ Kelas: _____
### Keterangan:
- Baik mendapat skor 1
- Tidak baik mendapat skor 0

Nilai akhir = \( \frac{\text{skor perolehan}}{\text{jumlah skor}} \times 100 \)

### B. Penilaian Psikomotorik

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek Yang Dinilai</th>
<th>Baik</th>
<th>Tidak baik</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kemampuan mengemukakan pendapat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kemampuan bertanya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Kemampuan mempertahankan pendapat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Penguasaan Substansi materi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skor yang dicapai

Skor maksimum

#### Keterangan:
- Benar mendapat skor 1
- Salah mendapat skor 0

### C. Penilaian Afektif

<table>
<thead>
<tr>
<th>Attitude</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently</td>
<td>Ready to</td>
<td>Will</td>
<td>Refuses to</td>
<td></td>
</tr>
</tbody>
</table>

#### Keterangan:
- Benar mendapat skor 1
- Salah mendapat skor 0
<table>
<thead>
<tr>
<th></th>
<th>ready to participate. Supports others. Works to include others. Enthusiastic.</th>
<th>participate. Comes with a positive attitude and stays positive.</th>
<th>participate with prodding and able to change to a more positive attitude.</th>
<th>participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Prepared with all materials. Manages time and produces best work. Materials and space are organized, neat, and precise. Reminds others to be ready.</td>
<td>Prepared with all materials. Work done on time. Materials and space organized and neat.</td>
<td>Some missing materials. Work is sometimes turned in late. Materials and space are sometimes messy and disorganized.</td>
<td>Does not bring materials. Work turned in late. Materials and space are messy and disorganized.</td>
</tr>
<tr>
<td>Respect For Others</td>
<td>No disruptions. Supportive of others. Takes leadership role.</td>
<td>No disruptions. Polite to others. Regularly ready to work with others.</td>
<td>Occasionally disrupts and makes unsupportive comments. Prodding needed to work with others.</td>
<td>Disrupts others. Unsupportive comments and unwilling to work with others.</td>
</tr>
<tr>
<td>Attention</td>
<td>Attentive, involved. Initiates discussion. Encourages others. Helps bring back focus.</td>
<td>Focused, involved, asks relevant questions, and makes relevant comments.</td>
<td>Inconsistent engagement and sometimes distracted.</td>
<td>Inattentive, disengaged, and distracted.</td>
</tr>
</tbody>
</table>

(Taken from: http://www.teacherjet.com/rubrics/general/AttitudeandEffort.html)

**Scoring:**

\[
\text{score} = \frac{\text{total score}}{20} \times 100
\]

Mengetahui, Tangerang, 27 Maret 2018
Guru Pamong

Mengetahui, Tangerang, 27
Guru Mata Pelajaran

Drs. Taufik Ibnu Hajar
NIP. 19650602200711011

Sarah Humairah
NIM 11140140000009
APPENDIX 5

Lesson Plan of the Controlled Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas Sekolah : SMAN 8 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Materi Pokok : Teks Naratif
Alokasi Waktu : 3x 45 menit

A. KOMPETENSI INTI

KI-1 dan KI-2: Menunjukkan perilaku jujur, disiplin, jawab, peduli, kerja sama, tangung toleran, santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia dan menyadari dirinya sebagai mahluk ciptaan yang Maha Kuasa serta menjalankan kewajibannya sesuai dengan agama yang dianutnya.

KI-3: Kompetensi Pengetahuan, yaitu memahami, menerapkan, menganalisis pengetahuan fakta, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Kompetensi Keterampilan, yaitu mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi (IPK):

<table>
<thead>
<tr>
<th>Kompetensi Dasar (KD)</th>
<th>Indikator Pencapaian Kompetensi (IPK)</th>
</tr>
</thead>
</table>

membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.

| 3.5. | 3.5.1 Mengidentifikasi karakter, watak dan setting yang ada dalam suatu fabel. |
|      | 3.5.2 Mengidentifikasi fungsi sosial dari fabel |
|      | 3.5.3 Mengidentifikasi struktur teks naratif dari fabel |
|      | 3.5.4 Menjelaskan unsur kebahasaan dalam cerita fabel |
|      | 3.5.5. Menjelaskan pesan moral yang dapat diambil dari fabel |

| 4.5 | 4.5.1 Menjawab pertanyaan terkait dengan teks fabel yang dibaca |
|     | 4.5.2 Menyusun fabel dengan tepat |
|     | 4.5.3 Menceritakan kembali fabel yang dibaca baik tulisan maupun lisan. |

C. Tujuan Pembelajaran

8. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif berbentuk fabel.
9. Menyebutkan karakter, watak dan setting dalam fabel.
10. Menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dari jenis teks naratif lisan dan tulis, sederhana, tentang fabel.
11. Mengembangkan kreativitas dalam menulis teks naratif dengan tepat.
12. Memproduksi teks naratif lisan dan tulis sederhana.

D. Materi Pembelajaran

What is Narrative?

Porter Abbott (2002) defines narrative as “the representation of an event or a series pf events that happens over a length of time and has an order of events”. Besides, Narrative can be also defined as a complicated or problematic events which the meaning is to find out the solution of that problem.
Social Purpose of Narrative:
• To amuse or entertain the readers with actual or imaginary experiences in
different way. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

Generic Structure of Narrative
• Orientation (who were involved in the story, when and where)
• Complication (a problem arises followed by other problems)
• Resolution (solution to the problem)

Language Feature of Narrative
• The use of adjective (a beautiful princess, a huge temple)
• The use of adverbial phrases of time and place (in the garden, two days ago)
• The use of the simple past tense (He walked away from the village)
• The use of action verbs (walk, sleep, wake up)
• The use of time words (once upon a time, long time ago, then, last week)
• The use of pronoun
• The use of modal auxiliary verbs
• The spelling and punctuation

Types of Narrative: Myth, fable, legend, fairy tale, science fiction, etc.
Example of Narrative: The Ant and The Dove, Malin Kundang, Beauty and the Beast, etc.

E. Metode Pembelajaran
   5. Tanya jawab
   6. Kerja kelompok
   7. Diskusi
   8. Penugasan

F. Media Pembelajaran
   3. Media : Edmodo
   4. Bahan : Wacana/teks

G. Sumber Belajar:
e. Kurikulum 2013
**H. Langkah-langkah Pembelajaran**

<table>
<thead>
<tr>
<th>No</th>
<th>Tahapan Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td>Guru memasuki ruangan kelas dan menyapa siswa dengan salam dan menanyakan kondisi siswa.</td>
<td>10'</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Guru menanyakan kehadiran siswa dan kesiapan siswa dalam mengikuti kegiatan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Kegiatan Inti</td>
<td>Guru meminta siswa membuka buku Bahasa Inggris kelas X tentang Narrative Text</td>
<td>70'</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Guru meminta siswa membaca teks tentang Pond Snail Girl secara bergantian.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>Guru meminta siswa saling sharing dengan teman sebangkunya tentang moral value yang dapat diambil dari kisah tersebut.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Guru meminta siswa menggarisbawahi 10 kata yang paling sulit.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>Guru memberikan waktu kepada siswa menghafal kata-kata dalam narrative text.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Kegiatan Akhir</td>
<td>Guru mereview pembelajaran hari ini dengan cara bertanya pada siswa tentang kesulitan yang mereka hadapi.</td>
<td>10'</td>
</tr>
<tr>
<td>No</td>
<td>Tahapan Kegiatan</td>
<td>Kegiatan Pembelajaran</td>
<td>Waktu</td>
</tr>
<tr>
<td>----</td>
<td>------------------</td>
<td>-----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>Kegiatan Awal</td>
<td>Guru memasuki ruangan kelas dan menyapa siswa dengan salam dan menanyakan kondisi siswa.</td>
<td>10’</td>
</tr>
<tr>
<td>2</td>
<td>Kegiatan Inti</td>
<td>Guru menanyakan kehadiran siswa dan kesiapan siswa dalam mengikuti kegiatan pembelajaran.</td>
<td>70’</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Guru meminta ketua kelas untuk memimpin doa bersama.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Guru meminta siswa duduk berkelompok dengan masing-masing 6 orang.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Guru meminta setiap kelompok untuk membuka buku Bahasa Inggris kelas x dan membuka teks naratif tentang Issumboshi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guru menjelaskan generic structures didalam teks Issumboshi.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Guru meminta perwakilan kelompok untuk membacanya secara silent.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Guru meminta siswa untuk berdiskusi tentang language generic strutures pada teks Issumboshi.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Guru meminta kelompok untuk menjelaskan didepan kelas tentang bagian language features yang telah mereka diskusikan.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Guru membuka sesi tanya jawab perihal materi narrative text.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Guru bertanya pada siswa kesulitan yang dihadapi dalam belajar teks naratif.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Kegiatan Akhir</td>
<td>Guru mereview materi pembelajaran hari ini dengan cara bertanya pada siswa tentang generic structures dan language features of narrative text.</td>
<td>10’</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Guru menanyakan bagaimana perasaan siswa setelah belajar narrative text.</td>
<td></td>
</tr>
</tbody>
</table>
Pertemuan III

<table>
<thead>
<tr>
<th>No</th>
<th>Tahapan Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td>Guru memasuki ruangan kelas dan menyapa siswa dengan salam dan menanyakan kondisi siswa.</td>
<td>10’</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Guru menanyakan kehadiran siswa dan kesiapan siswa dalam mengikuti kegiatan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Guru menanyakan generic structures untuk mengingatkan kembali ingatan siswa tentang pelajaran minggu lalu.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>Guru meminta setiap kelompok untuk membuka buku Bahasa Inggris kelas x.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Guru meminta setiap kelompok untuk melihat teks naratif berjudul “Malin Kundang”.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>Guru meminta setiap kelompok untuk menggarisbawahi language featuresnya pada teks “Malin Kundang”</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>Guru meminta siswa mengumpulkan hasil pekerjaan mereka</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Kegiatan Akhir</td>
<td>Bersama siswa, guru mereview materi pembelajaran hari ini</td>
<td>10’</td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>Guru menutup kegiatan pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>
dengan berdoa bersama.

## Pertemuan IV

<table>
<thead>
<tr>
<th>No</th>
<th>Tahapan Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kegiatan Awal</td>
<td>Guru memasuki ruangan kelas dan menyapa siswa dengan salam dan menanyakan kondisi siswa.</td>
<td>10’</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Guru menanyakan kehadiran siswa dan kesiapan siswa dalam mengikuti kegiatan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Kegiatan Inti</td>
<td>Guru meminta siswa untuk menulis satu teks naratif yang singkat.</td>
<td>70’</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Guru meminta siswa menggaris generic structures pada teks yang telah dibuat.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Guru meminta siswa menuliskan language features pada teks yang telah mereka buat</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>Guru meminta siswa membaca teks tersebut didepan kelas</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Guru meminta siswa lain untuk menyimak cerita naratif temannya.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>Guru meminta siswa lain untuk memberikan pesan moral yang ida dapat setelah mendengar cerita temannya.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Kegiatan Akhir</td>
<td>Guru dan siswa membuat hasil kesimpulan atas materi yang telah dibahas.</td>
<td>10’</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>Guru dan siswa berdiskusi mengenai kesulitan siswa atas materi yang telah dibahas, serta topik cerita yang diangkat oleh masing-masing siswa.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>Guru dan siswa berdiskusi mengenai nilai kehidupan yang dapat dipetik dari materi cerita naratif terutama keteladanan dan nilai</td>
<td></td>
</tr>
</tbody>
</table>
I. Penilaian Hasil Pembelajaran

D. Penilaian Kognitif

Untuk menilai hasil cerita, guru menggunakan rubric penilaian sebagai berikut:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

| Generic structures          |       |      |      |      |      |
| Adjective                   |       |      |      |      |      |
| Pronoun                     |       |      |      |      |      |
| Modal auxiliary verbs       |       |      |      |      |      |
| Spelling and Punctuation    |       |      |      |      |      |

Contoh Lembar Observasi Diskusi Kelompok
Nama peserta didik: ________ Kelas: _____

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek Yang Dinilai</th>
<th>Baik</th>
<th>Tidak baik</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kemampuan mengemukakan pendapat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kemampuan bertanya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Kemampuan mempertahankan pendapat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Penguasaan Substansi materi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skor yang dicapai

Skor maksimum
<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
<td>Consistently ready to participate. Supports others. Works to include others. Enthusiastic.</td>
<td>Ready to participate. Comes with a positive attitude and stays positive.</td>
<td>Will participate with prodding and able to change to a more positive attitude.</td>
<td>Refuses to participate.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Prepared with all materials. Manages time and produces best work. Materials and space are organized, neat, and precise. Reminds others to be ready.</td>
<td>Prepared with all materials. Work done on time. Materials and space organized and neat.</td>
<td>Some missing materials. Work is sometimes turned in late. Materials and space are sometimes messy and disorganized.</td>
<td>Does not bring materials. Work turned in late. Materials and space are messy and disorganized.</td>
</tr>
<tr>
<td><strong>Respect For Others</strong></td>
<td>No disruptions. Supportive of others. Takes leadership role.</td>
<td>No disruptions. Polite to others. Regularly ready to work with others.</td>
<td>Occasionally disrupts and makes unsupportive comments. Prodding needed to work with others.</td>
<td>Disrupts others. Unsupportive comments and unwilling to work with others.</td>
</tr>
<tr>
<td><strong>Initiative</strong></td>
<td>After trying independently, always asks for help. Consistently goes beyond expectations.</td>
<td>Regularly asks for help when needed and ready to work. Regularly</td>
<td>Sometimes asks for help when needed. Sometimes requires cues to begin</td>
<td>Does not ask for help. Needs frequent clues to begin tasks.</td>
</tr>
<tr>
<td>No.</td>
<td>Kegiatan</td>
<td>Benar</td>
<td>Salah</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Membaca dengan pelafalan serta intonasi yang benar.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Merangkai kalimat demi kalimat dalam menyusun sebuah teks secara akurat.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Menggunakan eye contact dengan baik pada saat mempresentasikan hasil diskusi di depan kelas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Menulis dan mempresentasikan karya cerita naratif mereka sesuai dengan persyaratan minimal.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:
Benar mendapat skor 1
Salah mendapat skor 0

**E. Penilaian Psikomotorik**

<table>
<thead>
<tr>
<th>Attention</th>
<th>Benar</th>
<th>Salah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attentive, involved. Initiates discussion. Encourages others. Helps bring back focus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused, involved, asks relevant questions, and makes relevant comments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inconsistent engagement and sometimes distracted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inattentive, disengaged, and distracted.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**F. Penilaian Afektif**

(Taken from: http://www.teacherjet.com/rubrics/general/AttitudeandEffort.html)

**Scoring:**

\[
\text{Nilai akhir} = \frac{\text{skor perolehan}}{\text{jumlah skor}} \times 100
\]
Mengetahui, Tangerang, 27 Maret 2018
Guru Pamong

Guru Mata Pelajaran

Drs. Taufik Ibnu Haja
NI. 196506022007011011

Sarah Humairah
NIM. 11140140000009

\[
    \text{score} = \frac{\text{total score}}{20} \times 100
\]
APPENDIX 6

The Students’ Score of Experimental Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test Score (X)</th>
<th>Post-Test Score (Y)</th>
<th>Gain Score (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68</td>
<td>76</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>52</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>84</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>76</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>68</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>68</td>
<td>80</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
<td>84</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>52</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>52</td>
<td>76</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>80</td>
<td>92</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>44</td>
<td>56</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>60</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>68</td>
<td>76</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>52</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
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<td>8</td>
</tr>
<tr>
<td>16</td>
<td>52</td>
<td>76</td>
<td>24</td>
</tr>
<tr>
<td>17</td>
<td>64</td>
<td>72</td>
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</tr>
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<td>18</td>
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<td>19</td>
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</tr>
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<td>20</td>
<td>52</td>
<td>68</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>48</td>
<td>64</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>64</td>
<td>72</td>
<td>8</td>
</tr>
<tr>
<td>23</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>24</td>
<td>72</td>
<td>92</td>
<td>20</td>
</tr>
<tr>
<td>25</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1452</td>
<td>1816</td>
<td>364</td>
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APPENDIX 8

Surat Pengesahan Proposal Skripsi

<table>
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<tr>
<th>Nama</th>
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</tr>
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<tbody>
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<td>NIM</td>
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Proposal skripsi dengan judul tersebut di atas telah disahkan pada tanggal 29 Januari 2018

Jakarta, 14 Februari 2018

Penguji 1: Dr. Fauzi Hamid, M.Pd
NIP: 19631010 1991032003

Penguji 2: [Signature]
NIP: [Signature]

[Logo UIN Jakarta]
APPENDIX 9

Surat Bimbingan Skripsi

KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. A.H. Nasution No.95 Cilandak 15412 Indonesia

FORM (FR)

No. Dokumen : FITK-FA-JKD-081
Tgl. Terbit : 1 Maret 2010
No. Revisi : 01
Hal : Bimbingan Skripsi

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/K.M.01.3/296/2018
Lamp. :

Jakarta, 13 Februari 2018

Kepada Yth:

Dr. Farida Hamid, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamualaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Sarah Humairah
NIM : 1114014000009
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)

JUDUL SKRIPSI : The Effect of Using Edmodo Application To Foster Students’ Writing of Narrative Text (A Quasi-experiment Study at the Tenth Grade of SMAN 8 Tangerang Selatan).


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wasalamualaikum wr.wb.

Saya, Dekan

[Signature]

Pendekatan Bahasa Inggris

Penerima:

8. Dekan FITK

[Signature]

[Signature]
KEUMENTERIAN AGAMA
UIN JAKARTA
FITK
A.Y.H. Mampang Prapatan, Jakarta Selatan 10430

SURAT BIMBINGAN SKRIPSI

No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 17 Maret 2018
No. Revisi : 1
Hal : 1/1

Jakarta, 13 Februari 2018

Nomor : Ur.01/F.I/KM.01.3/296/2018
Lamp. : -
Hal : Bimbingan Skripsi

Kepada Yth.

Teguh Khaerudin, M. App. Ling
Pembimbing Skripsi
Fakultas Ilmu Pembantu dan Keagamaan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing UIV (materi/teknisi) penulisan skripsi mahasiswa:

Nama : Sarah Hanalrah
NIM : 1114014000009
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : The Effect of Using Edmodo Application To Foster Students’
Writing of Narrative Text (A Quasi-experiment Study at the Tenth Grade of SMAN 8 Tangerang Selatan).


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

[Signature]

[Signature]

[Signature]

[Signature]

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
APPENDIX 10

Surat Keterangan Penelitian

PEMERINTAH PROVINSI BANTEN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UNIT PELAKSANA TEKNIK
SMA NEGERI 8 KOTA TANGERANG SELATAN
Jl. Cireundeu Raya No. 5 RT.204 RW.01 Cireundeu, Dusun Timur, Kota Tangerang Selatan 15419
Tel. (021) 7445375, Fax. (021) 7445401
Website: www.smane8tangerang.sch.id e-mail: smane8tangerang@gmail.com

SURAT KETERANGAN
Nomor: 071/904/Kurikulum

Yang bertanda tangan di bawah ini, Pt. Kepala SMA Negeri 8 Kota Tangerang Selatan
mencanangkan bahwa:

Nama: SARAH HUMAIRAH
NIM: 11140140000009
Program Studi: Pendidikan Bahasa Inggris
Jenjang Pendidikan: Strata Satu (S1)
Fakultas: Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Syarif Hidayatullah Jakarta

Benar telah melaksanakan penelitian (t Lis) di SMA Negeri 8 Kota Tangerang Selatan pada
bulan Februari s.d Mei 2018, guna memperoleh data dalam rangka penyusunan Skripsi dengan
judul “The Effect of Edmodo Application to Foster Students’ Writing of Narrative Text (A
Quasi-experimental Study at the Tenth Grade of SMAN 8 Kota Tangerang Selatan)”.

Demikian surat keterangan ini kami berikan, agar dapat diperuntukan sebagaimana mestinya

Tangerang Selatan, 29 Juni 2018

Pt. Kepala Sekolah,

[signature]

NIP. 19740514 199101 2 001
APPENDIX 11

Sample of Student’s Pre-test

WORKSHEET

Test of Narrative Text

Direction: Write a narrative text (fairy tale/ fable/ folklore) based on the given writing prompt below. For example: Malin Kundang, Cinderella, Snow White, etc. You may use more paper if necessary.

Writing Prompt:
- Make sure the story has a good plot
- Explain the characters well
- Use a good and correct English
- You have 60 minutes to write your story
- You are required to write, at least 200 words

"Beauty and the Beast"

Once upon a time, there was a prince. He is very arrogant because he does not want to receive a rose from a witch. Because the witch is angry, she finally cursed the prince and made him become ugly. Different with his servants who turned into the goods in the place.

And then in the village lived a very beautiful daughter named Bella. And then in the village lived a very beautiful daughter named Bella. And then in the village lived a very beautiful daughter named Bella. And then in the village lived a very beautiful daughter named Bella.

Because they next finally be close and love each other end of the ugly back into the prince and finally they married and happy.
Name: Adrian Conrado  
Class: 1PS  

WORKSHEET

Test of Narrative Text

Direction: Write a narrative text (fairy tale/fable/folklore) based on the given writing prompt below. For example: Malin Kundang, Cinderella, Snow White, etc. You may use more paper if necessary.

Writing Prompt:

- Make sure the story has a good plot
- Explain the characters well
- Use a good and correct English
- You have 60 minutes to write your story
- You are required to write, at least 200 words

Cinderella

Once upon a time, there was a beautiful heroine girl who lived with her father and mother. They live in a simple house in the village. Their happy family broken when her mother sick and finally pass away. Her father married again with the widow that had two daughters.

In the beginning, Cinderella's step-sisters loving and carrying Cinderella very much. But after her father pass away because of accident in the road, they change their behavior and they are cruel and treated as Cinderella their maid. They always asked Cinderella to doing many activities such as sweeping the floor, washing, cooking and many things. Someday, there was a news from Palace that said prince find his princess who is lonely to win his heart. So the prince will be organized large party at his castle.

Cinderella also want to go to the party, but her step mother and stepsister avoid her to go to party and ask to clean their house. Cinderella so sad and cry, when she was cry, a fairy came and made miracle for Cinderella, the fairy give Cinderella the beauty dress and complete with her beautiful shoes that made from glass. But she was said to Cinderella that she should come back to home until 12 o'clock or all the miracle will disappear. So...
APPENDIX 12

Sample of Student’s Post-test

WORKSHEET
Test of Narrative Text

Direction: Write a narrative text (fairy tale/fable/folklore) based on the given writing prompt below. For example: Malin Kundang, Cinderella, Snow White, etc. You may use more paper if necessary.

Writing Prompt:
- Make sure the story has a good plot
- Explain the characters well
- Use a good and correct English
- You have 60 minutes to write your story
- You are required to write, at least 200 words

After Shresta and Viona got married, they had a little time to spend their time to honeymoon. They went to the beach, forest, and finger lake's force. After they had honeymoon, they came back home and took a rest. Suddenly, there was a guard from Far Far Away Kingdom. They went Viona and her new husband to come to the kingdom. The king of Far Far Away is Viona’s Parents. They want to see Viona’s new husband and want to see Viona because Viona has been trapped for a long time in a haunted castle with a dragon. And Shresta is the one who saved her and decides to be Viona’s husband. But Shresta doesn’t want to come to the kingdom because he really miss his parents. After a little argument, they decide to go to the king’s home. And Shresta and Devsty also follow Shresta and Viona to Far Far Away. 1000 Miles away from home. They finally arrived at the king’s home, and everyone in Far Far Away kingdom is welcoming Viona. And Shresta is felt afraid. He afraid if he get killed by the human. They arrives to the castle where Viona’s parents are here. And after they get out from the carriage, Ms. everyone was shocked.
They all shouted because everybody thought that Viroma's husband is Prince Charming. Prince Charming is a Prince who can do anything with his power, and he is very kind. She is the One Who Can Save Viroma at the Haunted Castle. And someone who can save Viroma is Prince Charming (her son), but Shrew saved Viroma. Aristotle.

Dinner Time. Viroma and her parents, and Shrew had a dinner. Viroma's father doesn't like Shrew because he is an Ogre, and Shrew saved Viroma's mother. But Shrew can't be Prince Charming. When Viroma's father was going to sleep, suddenly, Fairy Godmother came to him, his reason, and went the wings (Viroma's father) to follow with him. Fairy Godmother got angry because Shrew is Viroma's husband, not her. The wings Arms of Fairy Godmother, Fairy Godmother, Fairy Godmother, Fairy Godmother, Fairy Godmother died and they live happily ever after.
WORKSHEET

Test of Narrative Text

Direction: Write a narrative text (fairy tale/ fable/ folklore) based on the given writing prompt below. For example: Malin Kundang, Cinderella, Snow White, etc. You may use more paper if necessary.

Writing Prompt:
- Make sure the story has a good plot
- Explain the characters well
- Use a good and correct English
- You have 60 minutes to write your story
- You are required to write, at least 200 words

Snow White

Once upon a time, there was a beautiful girl named Snow White. She was so kind and soft-hearted and also has many animal friends. One day, Snow white met with a charming Prince. When they sang a love song, Snow White evil stepmother, the Queen, keep an eye on them.

The Queen was very jealous with Snow White’s beauty that she ordered her Huntsman to kill the princess. But the Huntsman didn’t want to kill her. He told the princess to run away so far so the Queen would never find her.

Snow White ran deep into the woods. She found a cottage. The cottage was a mess! Snow white cleaned every nook and cranny. “Maybe whoever lives here will let me stay” said Snow white. Then she found Princess inside their home. The Dwarfs were surprised to live with them.

In the castle, The Queen knew that Snow White still alive. She made a magic potion to change her style and she went to garden, disguised as an old woman, offered Snow White a red apple. When Snow white took a bit of the apple and fell into deep sleep. The Queen had poisoned her. The seven Dwarfs kept watch over, night and day. Finally the prince came. The prince

A, a, 9
## APPENDIX 13

**References Examination Paper**

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<td>Gail Alleyne Bayne, Asynchronous Communication Tools (EDIT 5370-Foundations of Distance Education), <a href="http://gailalleynebayne.weebly.com">http://gailalleynebayne.weebly.com</a>, p. 3</td>
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<td>Tommy Hastomo, “The Effectiveness of Edmodo to Teach Writing Viewed from Students’ Motivation”, (Sebelas Maret University, 2016)</td>
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### Chapter III


### Chapter IV

1. Tommy, *op. cit.* p.126

2. Afriani, *op. cit.* p. 115

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**Advisor I**

Dr. Farida Hamid, M. Pd  
NIP. 19631010 199103 2 003

**Advisor II**

Tecuh Khaeradin, M.App. Ling  
NIP. 19811031 201101 1 006
APPENDIX 14

Pictures