CHAPTER I

INTRODUCTION

A. Background

Nowadays, technology advances rapidly, and is used in many segments of life, including education. Computer is one examples of technology used in educational world, not only as typing tools, but computer also used as computer-based learning platform. The computer-based learning platforms has been used by many organizations and educational institutions. It has various tools that can be used to create interactive academic courses which are used by a lot of people in the world. For example, the usage of CBT (Computer Based Test) on TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) exams. Computer-based learning platforms also called e-learning or electronic learning. According to Cristina, Florentina, Beatrice, and Cezar (2009), E-learning is a type of technology supported education or learning where the medium of instruction is computer technology, particularly involving digital technologies and has been defined as pedagogy empowered by digital technology. E-learning comes to bring another way in teaching since it offers teachers and learners to access information sources anywhere and anytime.

With the growth of internet and technology today, it affects the way how teachers teach in the classroom and how the students learn. Both teachers and students can browse academic articles, online learning and many other educational tools in the internet with no cost. Instead of applying the conversional teaching method, teacher should be able to integrate technologies with teaching content to create classroom atmosphere to make learning process become more attractive that will support learning process focused on students' self-learning or understanding in collaborative work and real-world problem solving through effective exploitation of Information and Communication Technology (ICT). According to Hwee, Koh, and Chai (2016), 21st century learning is characterized by students ability in developing social skills for collaboration, conflict resolution, and multicultural communication, cognitive skills to engage in critical thinking for innovation and complex problem solving, metacognitive skills to engage in self-reflection and self-learning, productivity skills to organize work effectively and efficiently, and technological skills to exploit ICT tools appropriately. Based on it, teachers should be able to improve their ability to use technology to fulfill students' learning needs.

Technology advances more rapidly, and computer-based learning platform evolves became online Learning Management Systems (LMS). The examples such as: Lessonly, Moodle, Schoology, Canvas, SkyPrep, Edmodo, and etc. The online LMS aims to engage with participants using the internet, so the participants can

access it wherever they need and whenever they can and educators can reach as many as possible participants to engage in education process.

In this globalization era, specifically in educational world, the learning process should not only occur in the classroom, technological devices can be used by teachers and students to facilitate it. With technology advances, it is now possible to implement technology in education processes. The implementation of technology in educational activity can bring a change in education process.

In English Education Department, Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta, the using of Edmodo as an additional component in learning process has been already applied for some subjects. Edmodo used in order to deliver materials, share information, exchange ideas, submit assignments, post and do quizzes or tests, etc. The teacher uploaded the learning materials, and as feedback students could download or read them anytime. With Edmodo the teacher could ask students to participate actively in learning process by providing students' self-learning environment.

In August 2017, Edmodo has full redesigned their website and mobile apps in order to make their user interface much ease-to-use both in website and mobile apps. And this year, in the age of a decade and as a new approaches, Edmodo has rebuilt and redesigned again the most used features to better serve both teachers and students inside or outside the classroom and involve the parents more actively in students' learning processes. Although there were several researches have been

conducted to reveal the benefits of using Edmodo and some education institutions have already used Edmodo to support learning process, but with the changes that has occurred twice, the further investigation about students' perception toward the effectiveness of using Edmodo in learning process are considered still need to be done. This research aims to investigate students' perception toward the effectiveness of using Edmodo as an additional component in learning process at English Education Department, Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta.

B. Research Question

Based on the background mentioned above, the researcher identifies the problem as "What is the students' perception toward the effectiveness of using Edmodo as a complementary tool for learning process at English Education Department, Faculty of Teacher Training and Education, Universitas Kristen Indonesia?"

C. Research Objectives

Thus, the goals of this study were:

1. To investigate the students` perception toward the effectiveness of using Edmodo as a complementary tool for learning process at English Education Department,

Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta.

2. To discover the benefits and weaknesses of using Edmodo as complementary tool for learning.

D. Research Significances

This research hopefully has some benefits, as follows:

1. Teachers

This study will hopefully provide necessary information for developing their strategy by using Edmodo as an additional component in learning process in classroom.

2. Students

This study will provide information on how Edmodo as an additional component can give benefit to facilitate students' self-learning environment in online and offline classroom.

3. Other researchers

Furthermore, also can be used as reference for those who want to conduct further research related to use of Edmodo.

E. Research Scope

Due to the researcher time and to make the research focused, the participants of this research were limited to the seventh and fifth semester`s students of English Education Department, Faculty of Teacher Training and Education, Universitas Kristen Indonesia, Jakarta.

F. Previous Research

In a research entitled Pre-Service EFL Teachers' Perception of Edmodo Use as a Complementary Learning Tool conducted by Pardede (2015), the researcher stated that the purpose of the research is to find out the perception of pre-service EFL teachers toward of using Edmodo as a complementary learning tool. After the quantitative and qualitative data were collected, he revealed the finding that the most of the participants were ready to use Edmodo as a complementary learning tool in English classroom contemplated the use of Edmodo is a beneficial learning tool to support traditional face-to-face classroom settings, and had a positive point of view on their experiences in using Edmodo. He concluded that for the participants in his research:

> Edmodo is an effective tool for learning site because: (1) it is a user-friendly learning tool so that students have no technical problem to use it; (2) it provides many advantages that face-to-face learning approach cannot offer, such as the opportunity to learn anywhere and anytime, to submit assignment from anywhere, and to access references, to do online quizzes, and to share ideas from anywhere and anytime, and all of these improved learning. Despite that, the participants also perceived two disadvantages: (1)

poor internet connection; and (2) the possibility to access and copy other students' answers were the most possible factors. Referring to the finding that language anxiety, psychological aspect, and cultural factor could hinder the students from using Edmodo optimally as a learning platform to supplement the face-to-face classes, future studies are recommended to include a focus on participants with various background, including these three aspects. Additionally, studies concerning the most appropriate learning styles that work best with Edmodo and other social networking educational sites are also recommended. (Pardede, 2015, p. 35)

Kodriyah (2015) in her research entitled Students' Perceptions toward the Use of Edmodo as an Effective Tool for Learning English, concluded that Edmodo is very effective to help the students in learning through an online activities. The findings represented that majority of participants gave positive response about Edmodo. The researcher also mentioned that the participants in her research accepted Edmodo as simple, easy and meaningful online learning course which enable the students to learn and do the assessments anywhere and anytime. Furthermore, most of participants agreed that Edmodo is also very effective to support face to face classroom to make a good collaboration between students and teachers in learning.

G. Operational Definition

Electronic Learning (e-Learning) is a type of technology supported education or learning where the medium of instruction is computer technology, particularly involving digital technologies (Nichols, 2008).

Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, to enhance, and optimize the delivery of information (Linways, 2017).

Edmodo is "an online learning site which looks like Facebook but was designed to protect the privacy and security of students and teachers by providing a closed, private platform in which they can collaborate, share content, and leverage educational apps to augment in-classroom learning" (Business Wire, 2014).

Learning Management Systems (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The learning management system concept emerged directly from e-Learning (Ellis, 2009).

Learning is lasting change in behavior, or the capacity to behave in a certain way, resulting from practice or other forms of experience (Schunk, 2012).

Perception is a belief or opinion, often held by many people and based on how things seem.