

## Students' Perspective on Innovative Teaching Model Using Edmodo in Teaching English Phonology: *A Virtual Class Development*

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### Abstract

This paper displayed the students' perspective on innovative teaching model using edmodo in teaching English Phonology as a virtual class development. The data were collected for 6 months starting from compiling proposal in March 2018 to August 2018 in the IAIN Tulungagung campus in the sense of data collection, report preparation, group meetings and most other activities carried out in the Tulungagung and Kediri areas. It involves people who have relevant information about the research theme, they are 46 students from the fourth semester in English majors who answered the pre-observation questionnaire, and post questionnaires but 46 interviewees, consisting of thirty-one women and sixteen men, were interviewed. The data was analysed using a descriptive qualitative approach. The finding revealed that the experienced students of using edmodo affected their readiness to take a part in English Phonology teaching using edmodo as a learning medium. The result of this study proved that the experienced students of using edmodo influences the fluency in learning phonology courses so they found it easier to apply Edmodo, serving as on the advantages (time-effective & efficient, not oblivious about computers, simplifying learning material, interactive, communicative, expressive, reducing cheating task, recognizing class management, creating reading habit) and disadvantages of using edmodo, similarly limited lexical items in content courses; differences in the level of competency, motivation, learning environment and background of previous learning; inadequate internet network; prefer to use gadgets for entertainment communication.

**Keywords:** Edmodo, Students' perspective, advantages and disadvantages of using Edmodo

## **A. Introduction**

Along with the changing times towards to millennial or digitalized era, it cannot be avoided. One of the successfulness of the nation's future depends on how the Youngers conduct some best efforts since today. Most of people agree that to prepare creative students, definitely they need to conduct mutual interaction process and become all their responsibilities, those are family, school, and society. Each of them has the different roles and they should conduct all well so that the education of students could achieve the goals. To educate students in this case, independent, creative and effective students could be started by creating atmosphere in order to make the students ask actively, to build ideas, and proactive, it means that they conduct any activities to give direct experience. In other words, the more efforts of studying they do, the better changing they get. The active changes means that the changes which do not happen unintentionally but they have try to change by themselves.

Nowadays, Indonesian society have faced the new paradigm era, that is to learn could be conducted not only effectively but also enjoyably. To educate actually means that it is not a simple and easy matter. In philosophical level, to educate relates to process of human quality building and the civilization could produce it. Each student has any weaknesses and strengths, the different student from others show the uniqueness of each of them. As teachers and parents should not compare their competence each other if they want to motivate them, it is better to compare the previous students' achievement and the next achievement. The growth, sociable competence and independence of each student could be the important and basic aspects in order to make better the education; one of the ways is innovative teaching model (Gani, 2008). Based on the this topic, it is known that the value of practical and touchable in process of teaching and learning is learning using technology, especially to support the government program and policy related to the information technology and communication. One of the learning models in developing countries and modern countries is active learning model and the use of online media development with the independent of teaching language (Pringgawidagda, 2002). Teaching language is as part of communicative competence, and then language as media of communication plays important role in written or spoken.

In teaching and developing communicative and language competence towards students could not be separated to create learning motivation in conducting teaching English phonology. By equipping technology, lecturers would be easier to apply learning and teaching simulation such as explaining or simulating of the production of speech sounds, and the understanding of speech sounds pattern. Language competence is grammatical knowledge or "deep seated mental state below the level of language" (Harmer, 2007). Then communicative competence is an ability to apply grammatical features of a language in arranging correct sentences and in order to know when, where and to whom those sentences are uttered for. By having those competences, learners could deliver and interpret a message or negotiate meaning interpersonally in specific context.

Instead of those competences, having competence in operating technology and instructional media is also necessary especially living in industrial 4.0. E-learning is one of

the modern or innovative teaching models used in teaching English. Then Edmodo is considered one of the media which could be effective in teaching learning English phonology because it has many facilities to develop the students chance especially to learn using online media to support learning English phonology. Edmodo is a free online management system that offers a secure virtual space for students and teachers to share and discuss texts, images, audio files, and videos. In fact, English students department felt and got bored to read materials such as module, books and they got lazy to do some tasks. They thought that linguistics or Phonology is a difficult course. That is why they got confused to understand the lexical terms and English sounds pattern of this subject. Then, the lecturer tried to create and conduct students need analysis. As the result the lecturer as researcher promotes a virtual class using Edmodo.

Some previous studies related to the role of Edmodo in learning were conducted by researchers, such as: Purnawarman, et al (2016), Yusuf, et al (2018), Al-Naibi et al (2018) are related. Yusuf, et al (2018) observed the effects of teaching writing English narrative text using Edmodo in blended learning and the result of their research revealed that there is an increasing result of the test before and after the treatment. For the further research, Yusuf, et al, (2018) also revealed that many students stated positive respond to Edmodo, but the others who disagree stated that they reluctant to quota in using the internet. Next another study investigated how Edmodo as a learning media in blended learning is implemented in teaching writing, how Edmodo give engagement for students, and how students' perceive the use of Edmodo in teaching and learning activities (Purnawarman et al, 2016). The result of this research revealed that there is possibility to combine Edmodo in teaching writing into GBA writing cycles.

Another research that conducted by Al-Naibi et al (2018) revealed the effectiveness of integrating a social networking website namely "Edmodo" in students' writing performance in an English as Foreign Language (EFL) classroom at Arab University. This research discussed about the use of Edmodo as one of English learning media. The focus of this study is to measure the perceives of students in terms of obstacles and challenges of using Edmodo in learning English (Al-Naibi et al, 2018). From the result of the research, it can be concluded that using Edmodo played a remarkable impact on developing students' writing skills. Students' interaction using Edmodo has created a strong foundation for them to hone their abilities to write and form well-structured sentences.

The above studies together discuss the function of Edmodo in teaching writing. The point of differences occurs in the purpose of the research. Where research conducted by Purnawarman, et al (2016) intend to discover how Edmodo is applied in learning writing, while Yusuf, et al (2018) conducted a study to reveal the results of teaching by using Edmodo and Al-Naibi et al, (2018) more attract on discussions about using Edmodo in learning English. Then other experts also examined teacher development program which was focused on the effectiveness of Edmodo as a learning media and acknowledge how important the literacy level of students in technology era (Sriyanto, 2018). The result of this research discovered that students who use Edmodo as a learning media got higher average in the value than students who use conventional media and

Edmodo is effective for students in learning grammar. Then, Insani, et al (2018) also conducted research about undergraduate students' perspective in using Edmodo as an educational social network. In conducting this research, a mixed method approach is selected as the research design by combining qualitative and quantitative data collection procedures with two main reasons. The data were collected through close-ended and open-ended questionnaires. From the analysis, it could be concluded that undergraduate students showed positive responses and attitudes towards the use of Edmodo in the learning process. They stated that Edmodo provides benefits such as learners' creativity, learners' autonomy, integrating technology, preparation of 21st century learning, and developing their own learning strategies (Insani, et al 2018). The above studies are constantly consider Edmodo's function defined to the teaching of writing skills only, in term of speaking, it requires to be developed and discussed. Furthermore, these studies discuss Edmodo's relationship with students only and do not discuss the relationship with educators or teachers.

In addition, Sumardi (2018) also conducted the research which analysed the phonological errors in 'Pagi-Pagi' TV show on NET TV. These researches explained the boundaries and phonological studies and acknowledge the kinds of language errors at the phonological level. In conducting the study, qualitative descriptive approach is chosen. The result of this study showed that there are inappropriate languages on TV are found, especially in variety shows which are categorized as semiformal events. The language used also often sound like the regional language (dialect) of the host. Furthermore, television is a communication system that serves to provide a source of information for humans. Therefore, television will seem to have become a primary need. If once doesn't watch television, sometimes people will miss the news.

Meanwhile, a study conducted by Izzah & Hadi (2018) described the use of Video-Blog (Vlog) in Introduction to Linguistic subject. This research revealed that using Vlog in Linguistic learning made the learning process effective increasing the students' acknowledgement. In other words, using Vlog in Introduction to Linguistic learning can be used effectively in understanding kinds of concept in Linguistic. Vlogging is an activity that has been carried out widely by the millennial generation today. According to Snelson (2015), almost all creators upload their videos through YouTube; the video can be seen by all people in the world who are interested in video content. The more viewers, the more knowledge gained through the videos shared. The appearance of vlogs is a way that makes it easy for students to enjoy the learning process that is done by listening and viewing videos without any compulsion to read. The use of vlogs by lecturers is very useful to help their students.

The above study is limited in the use of Vlog as online media, but they did not reveal deeply how the material is delivered effectively. Furthermore, they have didn't dig up the students perspectives using any other research instruments such as in depth interview and questionnaire.

Based on the research development above, which is still limited to utilizing edmodo in learners circle. In this study, the research puts on teachers perspective as a facilitator in edmodo study. Furthermore, to create this research, it is previously handled a teaching to

giving opinion and supply for students before conducting the research. That is why, it is crucial to run that research to know their perspective on innovative teaching model using Edmodo in teaching English phonology.

## **B. Literature Review**

In applying E-learning based on learning, Edmodo was chosen for several reasons. In consonant with Hourdequin (2014), Edmodo is a free online management system that offers a secure virtual space for students and teachers to share and discuss texts, images, audio files, and videos. Edmodo is an online tool that can advocate and encourage individual to join and interact with each other, especially in the learning process (Prasad & Prasad, 2012).

By using Edmodo, teachers can compose some quizzes and assignments, give feedback, receive complete assignments, assign grades, store and share content, maintain a class calendar, conduct polls and send alters to individual students or to the entire class (Al-Kathiri, 2014). In that case, Looi and Yusop (2011) mentioned some assistances of using Edmodo in the teaching and learning process. Firstly, the students could post comments about the task, so that, this can be used as a benchmark for teachers to provide further tasks. Secondly, the students can get reward badges that could increase their learning motivation. Motivation is important to improve student learning enthusiasm. Thirdly, the students could discuss anything through sub groups. Next, they could create independent students and knowledgeable (Al-Khathiri, 2014). With Edmodo, they will indirectly become students who are independent and knowledgeable because they do the tasks individually and can explore the ability, expertise, insight that they want to understand. Fifthly, edmodo is increasing an effective communication between teacher and student. Finally, Edmodo furnishes authentic materials which relate to real life situations which applicable in daily life. The things discussed in Edmodo relate to everyday life, for that, students become easier to understand their tasks and can apply them in daily life.

Besides advantages, there are some disadvantages of using edmodo. First, low internet connection (Al- Khathiri, 2015) and (Enriquez, 2014). This is the dominant problem in implementing an Edmodo based learning. Weak internet connection makes learning obstructed. Next, the small sized screen of the phones which makes it difficult for students to understand clearly the materials. The use of mobile phones in accessing the internet tends to be adequate, active, impressive and forceful. But if the use is not proper, suitable and pertinent, such as Edmodo where students needed to read the assignments given, with the narrow screen of the phone (Addison, 2011), of course it would make students burdensome and problematic to understand the material and tasks.

Some researchers conveyed model types which possibly for students to get online learning materials anywhere and anytime by using all types of wireless handled devices equally: mobile phone, Personal Digital Assistant (PDA), and tablet or smartphone (Yusri et al, 2014). It is in line with the result of studies handled by other researchers (Hanafi & Samsudin, 2012; Anggraeni et al, 2018) who stated that possibly all activities of learning instruction could be held through mobile learning especially Android. In this study, the

researcher applies e-learning concept of full virtual class without handling conventional class. Edmodo becomes a virtual class in which all those learning activities, interaction and communication of teaching-learning could be carried out in Edmodo. The researcher demands and wishes to deliver and allow experience towards the students in the process of e-learning that is they accomplish, achieve, and develop directly how the process of teaching-learning without holding any physical meeting and definitely to accord, award and administer chances to advance their self-determination, self-reliance, autonomy, creativity, and competence to manage task, time and create material which advocate, encourage them undoubtedly, carry on analyzing the pattern of English sounds from online native speakers. By operating e-learning the students are expected to adopt, apply and exploit the greatest of all of online features in order to promote, and advocate the competency and capability of the materials of English Phonology.

In the previous study, Insani, et al (2018) found that while conducting the research, it showed positive responses and attitudes towards the use of Edmodo in the learning process. It is used to maximize the potential benefits of edmodo as E-learning strategy and also as an educational social network. Other findings revealed that the effectiveness of Edmodo as a learning media and acknowledge how important the literacy level of students in technology era. It was concluded that this research discovered that students who use Edmodo as a learning media got higher average in the value than students who use conventional media and Edmodo is effective for students in learning grammar (Sriyanto, 2018). Furthermore, Al-Naibi et al, (2018) stated that the use of Edmodo in online learning carries important and more attractive discussions and pedagogical practice for students in learning English.

### **C. Research Methodology**

This research has been conducted for 6 months starting from compiling a proposal in April 2018 to August 2018. The place for conducting this research was in the IAIN Tulungagung campus in the sense of data collection, report preparation, group meetings and most other activities carried out in the Tulungagung and Kediri areas. Then, the research subjects in this study are called informants, namely people who are involved in learning activities and have relevant information about the research theme, namely the fourth semester English major students. The total number of informants was 46 people and answered the pre-observation questionnaire, and post questionnaires; but 46 interviewees, consisting of thirty-one women and sixteen men, were interviewed. Determination of this informant was carried out by involving 4th semester English language students who took English phonology learning with Edmodo media virtually.

The data analysis was inductive so it did not mean to prove the predictions of the researcher. All conclusions and or theories that might be developed are formed from all data obtained in the field. Inductive analysis was carried out through activities: 1) analysis in the field together with data collection, 2) analysis in interactive forms, and 3) analysis of coding process. The interactive analysis model was a data analysis technique in qualitative research following an analysis model developed by several experts (Miles & Huberman,

1994). The analysis was carried out through three components, namely: 1) data reduction, 2) data presentation, and 3) drawing conclusions and verification (Cresswell, 2009).

Besides that, the research also used coding process with 6 component analyzes (Spradley, 2006; Creswell, 2014; Santosa, 2017), namely (1) collecting raw text data, (2) dividing and organizing information segments, (3) reading all data, providing segment codes or parts, and reducing the code or simplify the code, (4) changing the code into themes into four dimensions or themes of research including their perspective as online user and have different background knowledge, advantages and disadvantages using online learning, (5) connecting themes with theory and case studies, (6) interpreting the meaning of the research themes.

#### **D. Findings**

As for the responses of students who have had e-learning experience before joining the *English Phonology* course have an impact on participating in e-learning fully on a virtual class in *English Phonology* course are described for various reasons. The subsequent responses described one by one, according to the answers of the experienced students or the inexperienced ones.

##### **1. The Students' Experiences in Using e-learning Applications in the Virtual Classroom**

The experienced of English students in using e-learning applications was previously defined as the use of e-learning programs in various learning processes in high school or vocational schools including zipper, a blog in computer networking engineering skills and basic introduction as a basis for e-learning learning experiences. The first part presents the findings of research which was the experienced students of using e-learning applications including in domain of Direct Involvement/ Experienced (Dale, 1969). Based on the first problem formulation on the experienced of students who have used e-learning applications before accompanying the English Phonology course impact to the participation on e-learning completely in a virtual class on the English Phonology course. In this study the use of e-learning before entering studying English Phonology courses was found related to students who have never experienced and have experienced the use of E-learning including, (a) impacting learning; (2) very impact on Edmodo learning with the percentage range as follows.

- a. The impacts for the experienced students of using E-learning before pursuing English Phonology

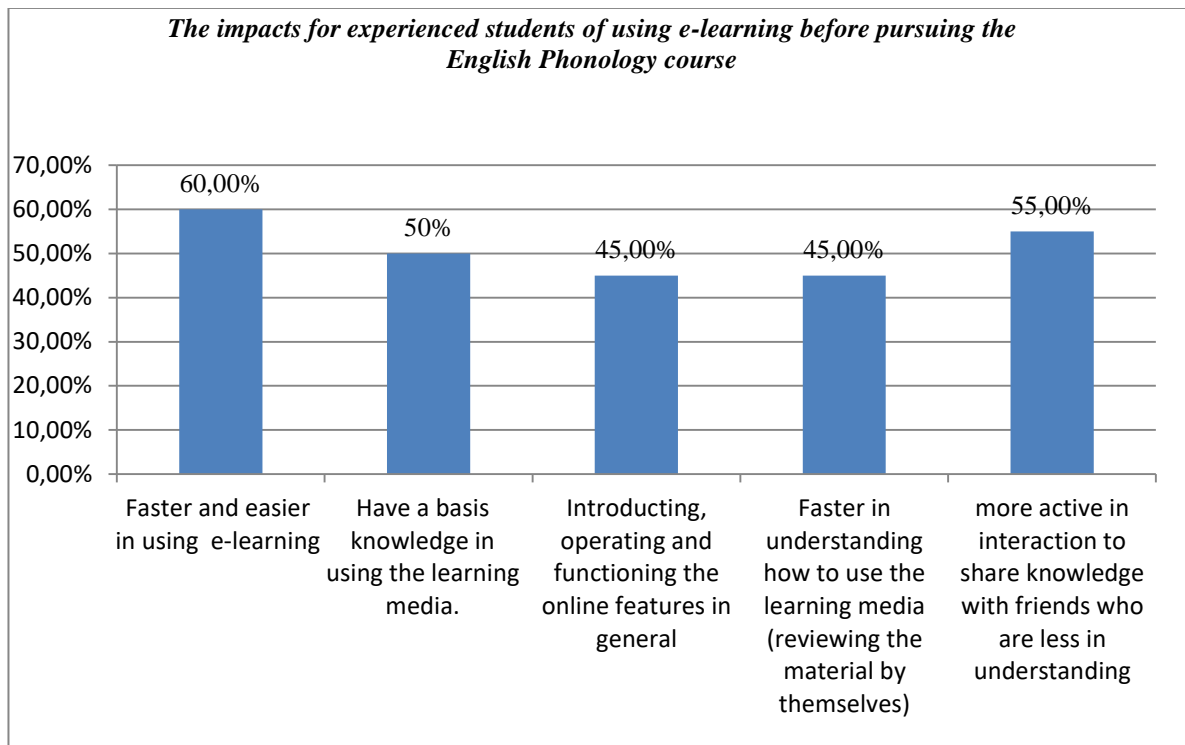


Figure 1: The impacts for experienced students of using e-learning before pursuing the English Phonology course

Proceeding from the figure above it could be said that the experienced students of participating in E-learning were more responsive, easy to adjust using the e-learning (60%). These findings match with the results of the participant questionnaires which stated that personally, the students acknowledged that learning to write and understand text with Edmodo was very easy and simple, so it motivated them to write and communicate. The students also agree that Edmodo gives time and infinite space for learning (Rosenberg, 2001; Allonso, et al, 2005; Aktaruzzaman, 2011). In addition, the students also admitted that they were able to gain access to multimedia learning material. Wilson and Smilanich (2005) recognized that the achievement of broad knowledge comprised access through multimedia sources is one of the advantages of learning the *half virtual* or *blended learning*. Bonk and Graham (2005) claimed that the virtue of the blended learning as another force of *half virtual* or *blended learning*. Furthermore, it was also recognized by other researchers who studied the same case (Garrison & Kanuka, 2004; Jacob, 2011).

Students who have a basic knowledge in using the instructional media (50%) followed by the foundation skills, the introduction, operation and functionality of the online features in general (45%). These findings are supported by Yunus et al (2010) who stated that teachers or college professors need to synchronize themselves with the technology and benefit of available possibilities. A further positive response from the



informant also stated that the participants preferred to use the Edmodo program rather than the other online program because it was easier to implement in the learning process. Next, they more quickly understand how to use (review) the materials by themselves as much as (45%), this is suitable with the objectives of Edmodo offered as an online tool that is effective, and it also helps the students to collect the duties and share information. Then they also admit that they more actively interact with friends share as much as 55%. This finding is suitable with the research that was conducted by Prasad and Prasad (2012) who also examined the objectives of Edmodo, namely the offering of an online tool that promotes individuals to join and interact with each other and especially in *English Phonology* learning process. Furthermore, the students think that the virtual classroom is sometimes absolutely genuine and effective to help them because the students are not brave enough to convey their ideas in real classroom situations. The different research was conducted by Kongchan (2012) and Al-Said (2015) who stated that Edmodo helped passive students to participate comfortably in the class, offering the services of their task schedules get feedback from teachers and commented on friends' essays positively. Students gained great benefits while using Edmodo among others to increase vocabulary, pronunciation, grammar and speaking skills and discussing. In addition, students absolutely like Edmodo, they admitted that Edmodo gave more time in interaction outside the classroom, saves time and effort as well as the collection of tasks through electronic learning and reduce costs.

b. The impacts for the inexperienced students of using E-learning before pursuing the English Phonology

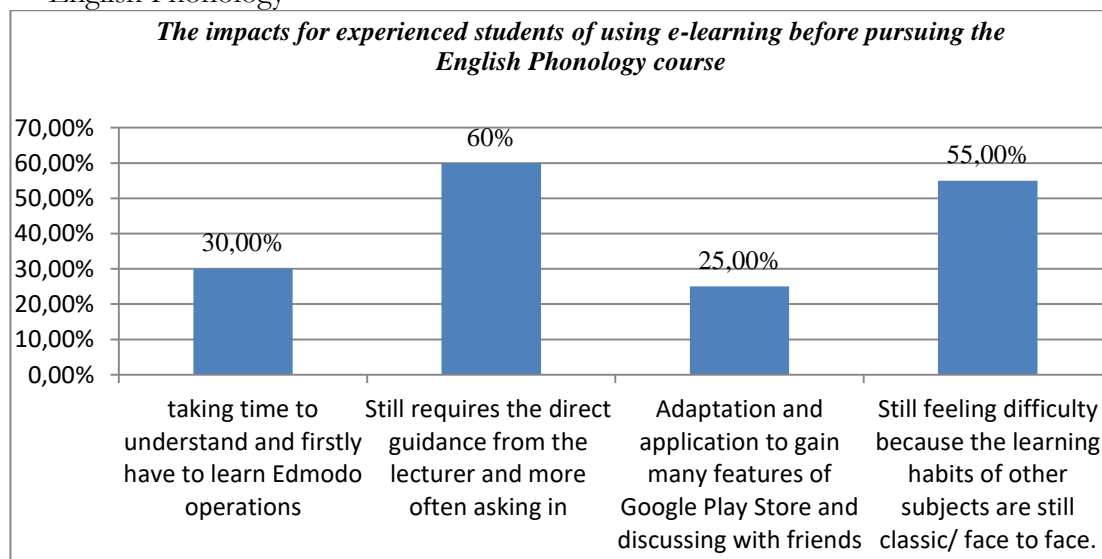


Figure 2: The impacts for the inexperienced students of using E-learning before pursuing the English Phonology course.

In regard to the figure above, it could be terminated that inexperienced students of joining E-learning tends to still need referrals directly from the lecturer and more frequently asked in operating Edmodo (60%); followed by the difficulty in understanding the learning materials so that they needed more explanation by face to face (55%); then they demanded adjustments to get to know the features of Edmodo and its operation (30%) and the habit of trying the application and they also required to discuss it as much as 25%.

These findings were in line with several technical issues such as time allocation and lack of experience in integrating technology and learning process become obstacles in its application. Thus, these obstacles could be solved by giving a few exercises from experts or professors at the beginning of the school year. This was also supported by Thongmak (2013) who stated that a teacher should train students who were not familiar enough with Edmodo to achieve the learning objectives and the results to be achieved. Besides the effectiveness on Edmodo, it also offered blended learning because students gained many benefits such as the development of teamwork and intra-personal skills.

Further, this also focused on using of internet properties which showed how much blended satisfaction and learning experience was accompanied by the interactive capabilities of internet communication technology. Moreover, technology could satisfy their interest in the learning process because the use of a real digital could make students interested in using of technology. Cognitively, most students considered that Edmodo provided them new insights and learning experiences, but not all students were familiar with its use. Therefore, introducing Edmodo was important before the students start using it. As the opinions expressed by Erben et al (2009), in the principles of integrated E-learning in the classroom and proven in a study conducted by Karyawati (2014) who found that the students admitted that the first experience in learning online writing where they admitted that their writing was more organized. The writing mechanism was more organized, in fact, an honor by providing a plot of blended learning programs and GBA. The flow of the Blended learning program adapted from Bersin (2004) offered step-by-step directions for learning offers step-by-step directions to do the learning and GBA theory stated by Halliday as cited in Emilia (2011) used to complete by drafting steps to guide students.

Moreover, Adas & Bakir (2013) and Abadi *et al* (2015) also supported the ideas because they have been observing that blended learning writing produced good writing and responses from the students. In addition, most students agreed that Edmodo facilitated them with a library menu where they could download materials that have been uploaded by teachers or lecturers. This digital library, as reported by Paulsen (2003) as online learning materials is one of the characteristic provided by Edmodo (Stroud, 2010; www.support.edmodo.com, 2013). Additionally, Thorne (2003) and Coffman (2009) believed that easy access to the materials of learning was one of the study accommodations.

## **2. The Perspective of Students for the Advantages and Disadvantages of using e-learning**

The perspective of students in IAIN Tulungagung for the advantages and disadvantages of using E-learning in a full virtual classroom on English Phonology course including the *first*, shorten the learning time (time-effective & efficient). The findings of this research were equivalent with Hammonds *et al* who stated that participants who used Edmodo show responses as educational network of a learning process. Edmodo provided professors and students to do a virtual communication related to the learning process. Students could access their total online classes in one group or line, and this helped them learning easier in a variety of locations and at any time through the computer, tablets or smartphones. *The second*, the use of Edmodo simplify lecturer gave the material, explanations, exercises and easier to collect student assignments, this was equivalent with *the third* perspective that is increasing the sensitivity (not oblivious about computers) against the learning technologies, these research findings were balanced with the opinion stating that Edmodo is considered as an educational social network and user of affable learning tools, some comments from the participants indicates that Edmodo should get an increase to make learning more meaningful. *The fourth* point was, the interactive, communicative and effective of learning media, especially in the example video of pronunciation and *phonetic transcription* symbols; then *the fifth*, the students interacted more actively and expressed their opinions by awarding the previous materials, discussed; the sixth was with the grant of a time limit to make the student independent (reduce cheating task).

These findings were also consistent with the opinion that Edmodo contributed learning independently and developing the autonomy learning. The autonomy classroom learning was a place where students and teachers or lecturers had constructive interactions with and learn from each other. Camilleri (1999) further explained that the teachers or professors were responsible for helping students to be considerate with the alternative strategies and styles of learning. Constant with this, Lengkanawati (2014) stated that in the contexts of autonomy learning Indonesia referred to a situation where students used learning strategies to make themselves become autonomous learners.

These findings were parallel to the study which stated that the participants require to set their time because the teachers or lecturers gave the time limit in collecting the tasks. Moreover, it stated that edmodo also provided recognizing the variations of class management; the last, it also contributed students reading culture (reading habit). All those points were shown in the figure below.

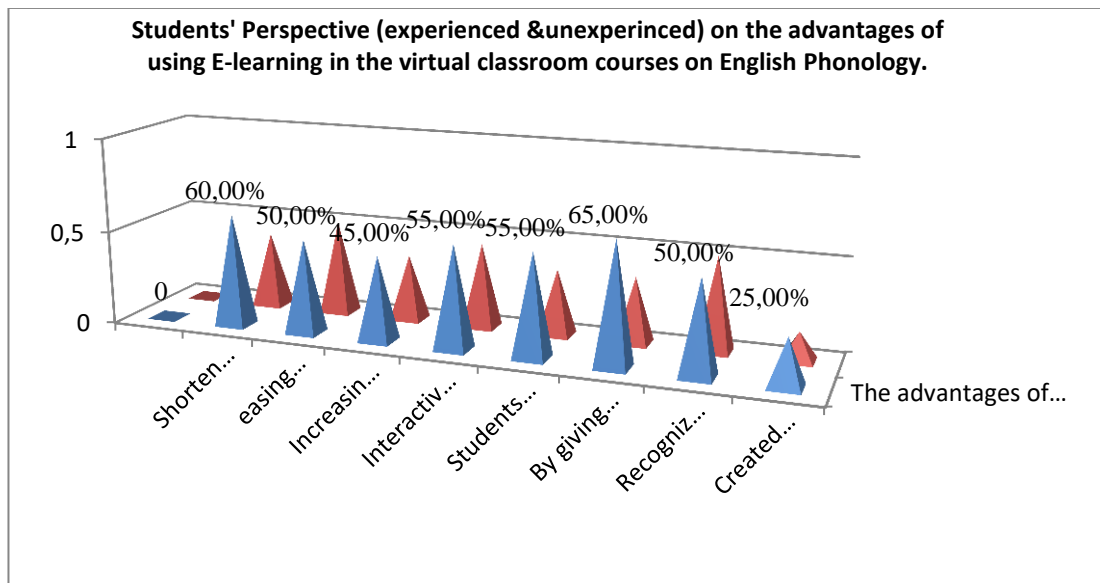


Figure 3: Students' Perspective on the advantages of using E-learning

Based on the data figure above, it was obtained data that the experienced students of using E-learning tend to be more capable or easy (60%) in following or pursuing the learning process and felt challenged with the program, they became more discipline, independent, and timely (65%), while the inexperienced students of joining E-learning still had to adapt (adaptation) and needed more practice the applications (40%), but they had the pleasure in getting the new class atmosphere (class management), and they were more receptive to the materials and asked the lecturer with a balanced result between the two groups of students (50%: 50%). In addition, the inexperienced students of joining E-learning had advance being more active (55%), and around (15-25%) of them accepted that they were motivated to read the materials because the assignment was given online and in a limited time so that the discipline time and preparation in understanding the material had to be prepared previously from the due date of the task. The above findings were also supported by the research that conducted by Janpho *et al* (2014) who stated that use of the Edmodo Website was developed and often provided innovative and creative learning and teaching process, for example students could share homework, quizzes, feedback, and suggestions from teachers directly. Between students and teachers could share documents and online digital media and the more distant connections not only in class but also abroad; the next, they could find the interesting thing from Edmodo such as a personal communications in the classroom and face-to-face interaction, collaborative environment that has been provided by Edmodo guarantees knowledge of parents could also be involved in managing the children activity, raise of the students' ability level of who deal directly with the teacher. This website not only provided a lot of community resources and teachers' connection with the other teachers but also with parents. This website was also guaranteed because it was a closed network; the *third* Edmodo could also assist students in writing, especially students that related with EFL. Edmodo does not

only help students develop writing skills but also enhance motivation in writing English; the *fourth*, to help students either in the ground level or high level in accepting and understanding the learning material presented in any form such as visual, audio, or audio visual; the *fifth*, Edmodo emphasized on an efficient learning system with features such as existing social networks, Facebook but its function was different, namely as an online education portal. So it could be understood that this media offers something different because not only related to distance learning but also embed social networking features which in this era to interest learners. With so many positive benefits that could be felt by the users of Edmodo in getting knowledge from various sources directly, developing capabilities, discuss and communicate online either by fellow, lecturer as well as the elderly. Good online access triggered the students to search for the material independently and together with the working group, working individually and group assignments, connectedness between students, teachers or professors and parents made these cases become very helpful to understand the course of the study and the advancement of knowledge, students' learning and achievements in attending school lessons without being bended by time and space. Many benefits could be felt directly by them without realizing it, the use of online-based learning media (Edmodo) supported the ability to use technology more wisely on gadgets, laptops, computers or smart phones. Furthermore, the student's perspective over the lack of use of E-learning covered 6 factors.

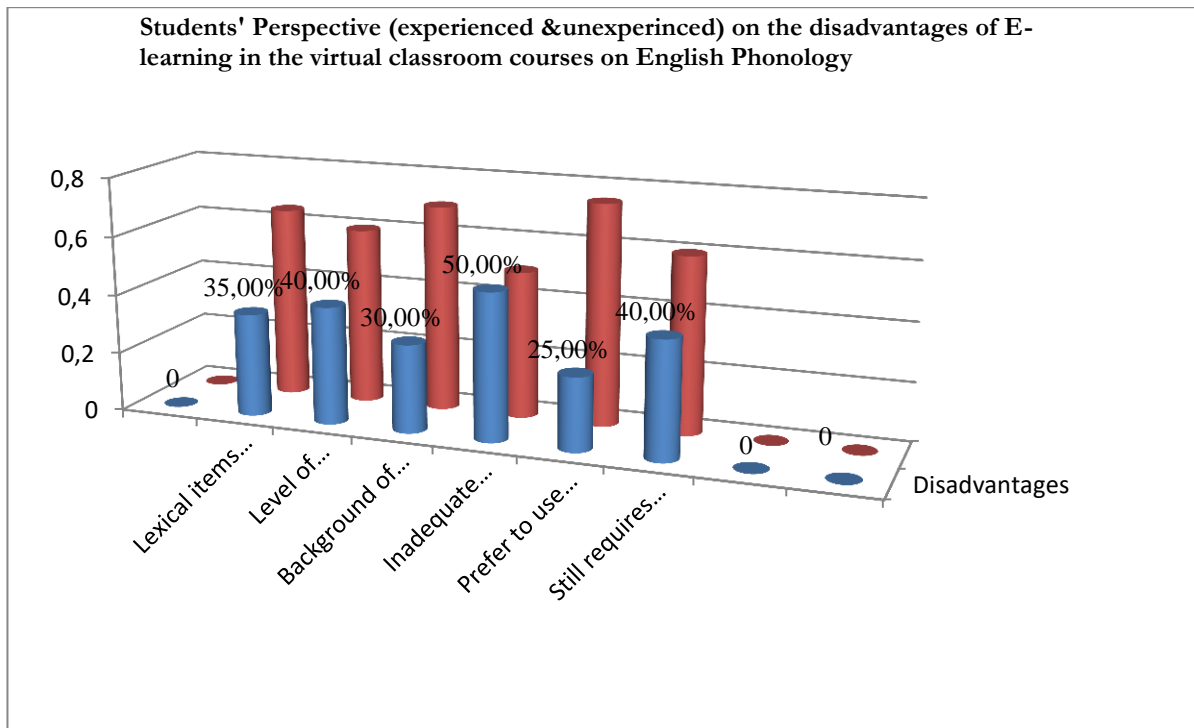


Figure 4: The Students perspective on the disadvantages of using E-learning

The above data was supported by the depth interview with the participants is the perspective of a student over a shortage of complete e-learning in a virtual classroom courses on English Phonology comprised six factors, namely (a) the limitations of the vocabulary (lexical items) in the course content (content courses); (b) the differences in the level of language competence, motivation and readiness to follow online learning; (c) the learning environment and background of classical media usage or face to face (a limited in using online media/ internet/ gadget like Edmodo); (d) inadequate internet network; (e) prefer to use gadget for amusement communication (f) still requires face-to-face with the lecturer to explain the matter and consulted. The findings of this study were also equivalent with the research conducted by Stafford *et al* as cited in Sangwan (2005) who examined that Edmodo used several barriers that included Bandwidth, it was found that bandwidth was a major problem that arise during the research conducted. Ertmer, as cited in Newby *et al.* (2006) and Said (2015) that bandwidth should really be a consideration with technology choices because it was identified by some researchers that the chosen technology should emphasize on important issues.

## **E. Discussion**

### **1. The experienced students of using e-learning in a full virtual class on English Phonology**

Based on the results of the questionnaires and interviews, it was first found that 21 of the 46 students admitted that those who had E-learning experience stated that it was easier to follow the learning process in the range (30% -40%), followed by 12 of 46 students stated that they more easy to follow the learning process in the range (40% - 50%), and is supported by the reason that the more frequent use of the application they are getting accustomed to but 3 out of 46 students admit that they have never used E-learning at all but they try their best to study independently or be motivated to follow the learning process in the range (40-50%); while 21 out of 46 students admitted that they did not know e-learning or Edmodo program at all, so they had to know and learn what e-learning was like, feeling confused, needing direction before using it.

Furthermore, this finding is also supported by the theory of learning experience classification as outlined in the cone of his experience, suggesting that the best learning is learning through direct experience. The importance of direct involvement in learning was expressed by Dewey (1997) with his "learning by doing". Learning should be experienced through direct action. Individual differences in students are unique individuals, meaning that there are not two students who are exactly the same, each student has a difference from others. The differences are in psychological characteristics, personality, and characteristics. This individual difference affects the way and results of student learning. Therefore, individual differences need to be considered by the teacher in learning efforts. From several principles that exist, it can be concluded that in the implementation of learning cannot be done carelessly or without purpose and good direction, so that learning activities carried out in the learning process need effort so that changes can be carried out and run well, principles are needed which can be used as a reference in learning. The principles are aimed at important things that must be done by the instructor or lecturer so

that a good learning process occurs, the learning principle also provides direction about what should be done by the lecturers so that students can play an active role in the learning process. In other words, learning experience or "learning by doing" based on three assumptions that (1) students learn in the best way when they are individually involved in the learning experience; (2) the knowledge gained by each individual will have significance for them or change behavior and; (3) individual commitment to learning is the highest thing when they feel free to assemble learning goals and they can actively influence themselves in a particular frame of mind.

## **2. The Student Perceptions of the advantages and disadvantages of e-learning fully in the virtual on the English Phonology course.**

Their perceptions of the advantages and disadvantages of using Edmodo in learning English include the effectiveness of study time; material is easily available and easier to collect tasks; more technologically sensitive; more interactive media; personally responsible for their respective duties; become more enthusiastic with class management variations; reading culture is slightly increased, learning time is more effective & efficient, they feel that managing time and core material can be learned themselves and they can ask questions online without limited space and time as long as the internet network is still stable.

This research basically focuses on the use of full virtual class, but in reality the ability of students to understand material is still lacking. This causes full virtual or online full learning not yet able to run. In other words, English Phonology learning can run in a virtual half class or blended learning. Weaknesses or shortcomings are caused by several factors. In addition to the lack of understanding of content material, they also have other limitations. Meanwhile, the weaknesses faced include limited vocabulary (lexical items) in the course of content (content courses); differences in the level of competency, motivation, learning environment and background of previous learning; inadequate internet network; prefer to use gadgets for entertainment communication and still have difficulties to understand the linguistic material. It all becomes their constraints and limitations to show self-confidence feeling. Lecturers in this matter communicate with students, conduct the analysis of students needing (students 'need analysis), request suggestion from them, reflect on themselves and think about how English Phonology learning can work better.

Other influencing factors are internal factors and external factors. Internal factors include the capabilities they have. The ability factor of students has a major influence on the success of student learning. Besides, learning motivation, perseverance, socio-economic, physical and psychological factors are the driving factors for the success of student learning from within. The external factors involved the driving factors of the environment; one of the dominant teaching environments that influence the success of learning in school is the quality of teaching. The quality of good teaching is effective and active teaching. In general, Indonesian teachers have a low ability to use ICT, are supported by the findings of Muslem et al s' research (2018), so this is encouraging them to have the capacity and facilities to use it in the learning process. The important thing

which becomes the reason is because the use of technology is an innovation in teaching is one way to increase the quality of student learning outcomes.

Innovation in learning provides experience for teacher and student to use technology as an education media is one of the way or positive alternative that can be done. According to Tsou, et al (2006), many countries that have used technology have had a positive impact on language learning. In written language or terms, "it's hard to write without creativity." In essence, to improve one's creativity, it is necessary to encourage students to be more active by creating a learning environment that is important to be done by lecturers or teachers in the classroom.

Among innovations in language learning is the use of Blended Learning. This learning method is able to provide and create a pleasant learning environment for students because learning combines face-to-face learning with online learning. Thorne (2003) further explained that blended learning namely face to face and online provides an opportunity to master the advances in technology and innovation with interactions that occur in traditional learning. Virtual half classes or blended learning namely face to face and online can be used in all types of courses taught in class. For example in teaching writing skills, Westwood (2008), Silviyanti and Yusuf (2015), Kamarullah *et al* (2016) said that today writing does not have to be done solely on paper, but also can be in other media, such as blogs, quipper logs schools, Quipper School, Edmodo, and many others.

### **3. The use of Edmodo in English Phonology learning on English Students at IAIN Tulungagung**

Based on the results of questionnaires distributed to students and confirmation of interview data, it was attained that the first, 60% the student University of IAIN Tulungagung English Department liked virtual learning and 40% of students still needed a meeting to explain English Phonology materials directly by the lecturer especially the materials that was crucial, severe, demanding for them to understand. On the other hand they still wanted the virtual half (50% online: 50% classroom meetings), this was also supported by the results of interview with subjects 3, 4, 5, 8 as follows.

*"Students cannot understand the material delivered through Edmodo because students are accustomed to face-to-face with lecturers (S5), because phonology is easy to understand if explained in a direct class (S3). I agree with the half virtual mam because even though in all classes teaching is also very influential on learning and knowledge absorbed by students (S4). If I think it's bigger that virtual half mam. Because the arrest process through face to face has been applied since his high school so the adaptation is still lacking if full virtual (S8) ".*

The findings above are accordance with the opinions expressed by several researchers who stated that the offline session or face to face interaction or as stated by Bersin (2004) calling it a physical meeting is one of the initial learning activities. Self-study and the checking process applied during online takes the form of group collaboration to discuss and answer questions given in English Phonology text. Students are guided by lecturers to



discuss text or Phonology material and be helped if they find difficulties in understanding the text. In half virtual or blended learning, the presence of teachers or lecturers at this stage is needed. Furthermore, to borrow Friesen's opinion (2012), blended learning includes the distinctive functions of education and teaching, which also includes the presence of lecturers or teachers.

The second, 45% English department students at IAIN Tulungagung conceded that low motivation to learn is one of the causes of difficulties in understanding English Phonology text or material, especially foreign terms, this is also supported by the results of interviews with subject :

*"My friends rarely want to open other applications that can help Phonology learning such as phonemic charts which are quite helpful for studying phonology. The problem is students still feel hesitant to understand fear of being wrong or lazy or also different levels of understanding". (S1)*

The findings in this study were held up by several other researchers who suggested Edmodo facilities can help students' involvement cognitively; in this case they could also use the Note menu. This is a good reality because basically the involvement of students accommodated in learning is one of the consequences offered by blended learning or virtual half. First, Edmodo through the Note menu allows students to work independently in a small group. Edmodo also confirmed that the collaboration group in Edmodo was intended for persistent learning, in which students would have their own space to study without interference from other parties. This idea is supported by Reading (2008) as well as reinforced by the opinion of Reading and Levins (2010) who declared that technology including learning platforms should provide facilities for students to work individually. Second, it made the students to be able to concentrate on their quality assignments. From the documents that have been sent, it could be concluded that students are eager to justify their assignments by greeting or responding to feedback from the teacher or lecturer, indicating their participation and work involvement occurs. This is also evidenced by the strategy of students becoming more skilled in writing or answering questions as part of involvement; how to do the task and how to master the learning material.

The third, 55% of IAIN Tulungagung students stated that they had awkwardness, adversity and obstacles in figuring out the materials because all references were in English; this was also sustained by the results of interviews with subject 3 and subject 9:

*"Maybe the reference book that reads all English, then the material related to linguistics is difficult" (S3). Content course and unfamiliar lexical. Because at Edmodo you are required to be active and independent. So for explanation we can search for yourself from the source "reading or browsing (S9).*

The fourth, 35% of English Department students at IAIN Tulungagung initiated or accepted that Edmodo already has had features that promoted detailed learning and

intensive communication between lecturers and students, but this must also be supported by a technology-based learning environment as well as Edmodo and must be carried out continuously. Unfortunately, only 20% of lecturers adopted, employed learning technology media on this campus. Socially, the students acknowledge that Edmodo facilitates communication with the surrounding environment (lecturers and students) by joining groups and commenting on posts or chat as well as joining the characteristics learning community. The discussion on the applying of Edmodo to communicate also appeared in the opinions expressed by Piotrowski (2010), Zolkepli & Kamarulzaman (2011) because of the functional capabilities offered by technology in learning and relations between students in the surrounding academic environment. However, the low number of Edmodo users argued that Edmodo does not give them the opportunity to join the learning community because of their limited knowledge and use of Edmodo for bandwidth reasons. This tendency, in line with the study attended by Karimi et al. (2014) who reported that this must be done with motivation in terms of learning. In addition to communication, the students also agreed that the teacher or lecturers provided feedback in Edmodo for learning teaching skills as well as in teaching research in English Phonology. This finding was also bleared by the results of interviews with subjects 7, 8, 30.31 as follows.

*"Because in this campus area, based on the results of research by several TMT students, if a percentage of 80% of students are still rare / even have never used e-learning as learning media, 15% have used it, and 5% are able to operate various types of e-learning ( S7). Nabh it's mam, because in my personal opinion the use of gadgets for me as a learning tool is less supportive and accustomed to face to face. The rest are less familiar too (S8). Students still need consultation with the lecturer considering the task is not fully correct. Background: online learning is still new and not all students can operate it. Some feel new about virtual learning or e-learning (S30,31).*

The research findings afforded students' knowledge about the use of e-learning which was more converged on blended learning or virtual classes. This was accordance with the use of Edmodo which spotlighted on using Edmodo in blended or mixed methods. Kongchan (2013) depicted that Edmodo as one of the technological developments for educational purposes and trusted to help teachers or lecturers in the classroom. He further clarified that educational technology including Facebook, so this could provide a place for teachers, students, and even parents to make the learning process the best. Moreover, Charoenwet and Christensen (2016) construed Edmodo as an internet-based learning management system (LMS) that represents a virtual classroom led by a teacher. This also facilitates channels for students to communicate with teachers and participate in outdoor classroom activities. This virtual class provided opportunities for students could share ideas, takes class assignments, and work on quizzes. As students, they could use Edmodo not only to interact with teachers but also with classmates. Regarding teaching writing skills, Lara (2013) declared that Edmodo could increase learning time more in the classroom by continuing lessons through technology at home

because students could access it wherever and whenever. The learning process could still take place even if students and teachers are in their homes.

## **F. Conclusion**

The experienced students of using e-learning are very helpful for them in participating and learning English Phonology with Edmodo media. This is indicated by the opinion of all informants that more benefits are obtained by developing intensive technology-based language learning and online interaction intensively, while those unexperienced of using e-learning, despite experiencing difficulties they wanted to try harder to follow the developing of learning by asking questions and discussing with lecturers and friends who understood the materials and operated Edmodo more fluently.

The student's perspective on using of Edmodo in learning English Phonology could be categorized into three types, namely agreeing and it was assumed and could be conducted effectively on the grounds that there are few constraints or with a ratio of 80% (online / virtual: 20% (face to face), agreeing with Edmodo in a virtual class 60%: 40% (face to face); and perspective agrees with a comparison of 50% virtual: 50% face to face or classroom meeting).

Many benefits obtained with English Phonology learning using Edmodo which can be extracted from this study include: transfer of knowledge without space and time limits, more disciplined, proactive and independent, creating a culture of reading, increasing media knowledge and class management.

The disadvantages of using Edmodo are also caused by several factors including limitation of lexical items in content courses, still having difficulties with linguistic science, level of language competence, motivation to learn, and readiness to take online learning, less internet networks adequate and learning environments on campus are less supportive (still rarely using online media) and teaching backgrounds in high school that use classical / conventional methods.

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