

Exploring Edmodo-assisted writing formative assessment in English language classroom

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Abstract - This study aims to explore the use of Edmodo in formative assessment and students' perceptions on the use of Edmodo writing. This study uses a basic interpretive design. An English teacher and seven students participated in this research. It used observations, interviews, and documentation to collect data to answer these two research questions. The findings showed that the Edmodo-assisted writing formative assessment builds teacher technological pedagogy and content knowledge. The students' responses are viewed cognitive aspect. Furthermore, students can improve and the ability to write skills. From the emotional perspective, the students feel more enjoyable and enthusiastic when doing a formative test. Whereas in the affective perspective, the students seemed more interested in assessment manually by the teacher through individual correction analysis.

Keywords: edmodo, formative assessment, writing

1. Introduction

In the modern era, the use of technology is an important aspect of change education to innovation. According to Charoenwet & Christensen (2016), the rapid development of technology makes students have a very high interest in learning online as media for learning. Etfita (2019) claimed that Edmodo can be used as an effective assessment tool and as a learning platform. Additionally, using Edmodo of technology advancement that is used as a virtual learning platform to help students discover learning skills in learning English. Moreover, Wibowo (2019) stated that where students are supposed to learn social cognitive advances such as excellent skills, supporting and truthfulness, enjoying the growth of the world and others.

According to Fatimah et al (2018) during the learning process, it can be observed that among all functions of Edmodo some feature support teachers to provide feedback as an assessment for learning. Other than that, Alsahwi and Alhomoud (2016) stated that it provides a sense of flexibility in time and place of learning and gives feedback on students' performance. Formative assessments in Indonesia are needed to review material that has been taught and done when it needs to be tested in a formative test. Traditionally, the teacher in administering formative tests typically uses student worksheets to provide objective proof of student performance in exams.

The connection of formative assessment with Edmodo as a learning media, by assisting the prompt assessment by using the assessment features in Edmodo automatically brings up the score of the test results. According to Black and Wiliam (2018), an approach to the improvement of classroom practice that is focused on assessment must deal with all aspects of assessment in an integrated way. Besides, the researcher found out the differences from previous research by using Edmodo by doing the paperless test to reduce scattered student worksheets, the ability of students to exploring their idea while learning to write English using Edmodo, and students' perceptions of using Edmodo in a virtual learning environment.

There is a previous study which is similar to this study of Huan and Bao (2019) Edmodo used in ESP Writing: students' perceptions they discuss the use of Edmodo in ESP writing by finding out students' perceptions in students' interest of learning. The increasing students' motivation to learn writing English with practice and extend the influence of Edmodo as a learning medium improves student writing performance. According to Huan and Bao (2019), the purpose of these interviews was to gain insights into their perceptions about the use of Edmodo that motivated them to learn writing, thereby addressing what needed to improve or change to their online writing practice for the study.

According to Ekmekci (2016), the research discussed Edmodo as an alternative assessment and students' perceptions of the use of Edmodo as an assessment tool in foreign language classes. The student perception of Edmodo can function as an effective assessment tool in language classrooms. As a user-friendly application, Edmodo will serve as an alternative evaluation tool to analyze. Based on previous research, it is clear that there is a functional gap from previous research this study aims at exploring students' Edmodo-assisted writing formative English language assessment. This research focuses on the teacher approach of employing the Edmodo employ and students' perceptions toward the Edmodo as a virtual learning environment tool.

To develop the problem to be discussed, this study makes two research questions that direct the scope of research. Research questions consist of: How does the teacher employ Edmodo in the students' formative assessment? And How do students perceive Edmodo in writing formative assessments?

2. Method

This research uses qualitative research since the researchers apply directly the knowledge of the natural situation and state. According to Creswell (2007), qualitative research investigates

a problem and offers a detailed explanation of a significant phenomenon. This study aims at exploring how teachers used Edmodo in formative assessment, student perceptions based on experience while learning. As well as collecting data based on words, analyzing data for descriptions interpreting the greater meaning of findings, writing reports using flexible structures based on-field findings.

2.1 Research Design

The researchers used basic interpretative studies to design an appropriate with this research related to the research phenomenon that must be interpreted based on the results of the data that has been collected. Ary et al (2010) in this research to describe the real phenomenon, how the process of collecting data, or how the procedures of learning virtual environment using Edmodo in-class writing the English language. Furthermore, the researcher interprets the things in the research process and the researchers do not provide manipulation of the data. Such as observations, interviews, and document review (Ary et al, 2010). As well as the findings to be achieved in the teaching and learning process.

2.2 Participants

Research subjects are one teacher and seven students in English language classes. The students as the main focus of the study as participants in this study and one English teacher as supporting data that will be generated. The researchers choose participants from one of the oldest high schools in Krw because the school had used Edmodo as a learning media for formative assessment. The students and the teacher have used Edmodo in a virtual learning environment for almost the last two years. Next, the researchers randomly selected seven students from tenth grade, and different classes to be participants and one English teacher at school.

2.3 Data Collection

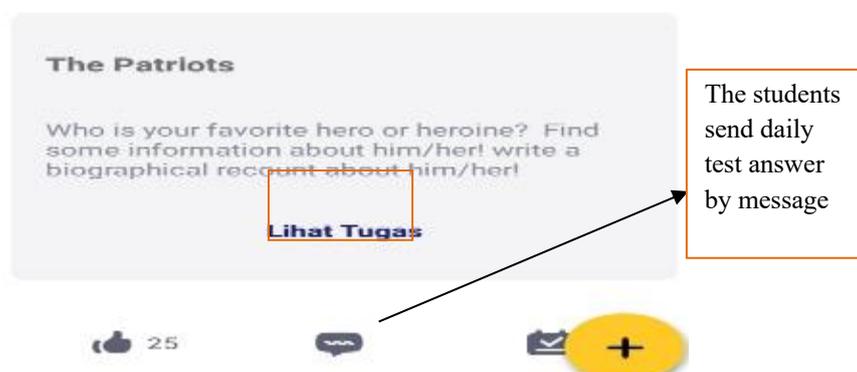
In this study, the researchers collect the data through observation conducting this research, the researchers used several instruments to collect data as evidence from research by observation with descriptive field notes for a personal record to write ideas or theme of during observation, the researchers use non-participants as data collection, interview The researchers interview the participants about the research questions by using a video call, asking with an open-ended question, and open-ended responses answered by participants. The interviews concentrated on the research question on how does the teacher employs the Edmodo in the students' formative assessment and how do students perceive Edmodo in writing formative assessments. In this research, the researchers selected seven students as participants to conduct interviews, through one-on-one interviews (in-depth interviews) to produce valid data and use natural settings. Creswell (2007) mentioned that the one-on-one interview is a data collection process in which the researchers asked questions to and records answers from only one participant in the study at a time. The last is documentation, the researchers collected documents that are a source of good and guaranteed accuracy, in the form of document files that can be obtained from schools. This study requires a photo of the state of students learning, syllabus of learning, school profiles, and screen shots of utilizing Edmodo. The document collection is intended to add data as a support for data analysis, from this study which was collected by researchers from the phenomenon that has been done.

3. Results and Discussion

The teacher employs the Edmodo in the students' formative assessment. Based on the results of data collection, the researchers found the linkages of technological pedagogical content knowledge (TPACK) in writing formative assessments using Edmodo. The technology used is the Edmodo application using several features in the application as a learning media, as well as pedagogical content knowledge results from the teacher and students engaged in the process of learning to write formative assessments utilizing Edmodo. It can be illustrated from the teacher's data verbally. There are several stages of gathering the results of tests to make an

assessment stage. Besides, the teacher conducts formative test activities or daily test with the activities teacher give daily test questions about the theme biographical text of the patriots.

Data observation illustrates, the teacher requests that students immediately send the results of their daily test work to the teacher's account through the "message" feature on Edmodo after students work on writing questions that are done in Edmodo. Intended to eliminate cheating students steal other students' responses when sending them in groups.



The students send daily test answer by message

Picture 1 Features message

Additionally, the screen shot data illustrates the teacher gives formative test questions in the assignment feature, in the form of biographical text into the type of recount text in learning to write.



The students work on the daily test writing answers

Picture 2 Screenshot data

In addition, the screen shot data above illustrates after the teacher inputs the formative test questions, students click on the picture marked of the box in Figure 2 to make sure it automatically enters the message feature for students to work on biographical text answers to questions with a theme of the patriots.

- Participant 1 : In my opinion ms, Edmodo serves well from the way of writing. (E18)
- Participant 4 : Edmodo is quite easy because the Edmodo application can copy files while other learning applications cannot copy the assignments given by the teacher. (E19)

- Participant 5 : In my opinion, the Edmodo application needs to add learning features, and the service assignment is very good. (E20)
- Participant 6 : The service is very well, it's easier than having to send assignments via email. (E21)
- Participant 7 : Edmodo was in terms of service it is still lacking. (I5)

Based on the results of the interview data, seven students as participants answered correctly from the interview questions given. Three participants gave the same answer and the others had different answers. Edmodo can serve students well when doing daily writing tests in English learning, Edmodo is easily applied as a learning media by making it easier to copy files from the Edmodo application. There is an assignment feature that is very easy for the service to do the problem and send it unnecessarily to bother. Other than, one participant gave an answer (I5) which explained that Edmodo application services were still lacking.

Students perception towards Edmodo in writing formative assessments

This research in the application of Edmodo-assisted writing formative assessment to get more data, it is important to increase students' perception of the application of Edmodo in learning. Students' perceptions are obtained from the repetition activities that have been carried out in the past few years making observations and interviewing. Besides, the researchers took seven student samples and were given four questions about their perception of the exploration phase, the communication phase, the learning phase. The students' perceptions of the application of Edmodo assisted writing formative assessment are presented below.

- Researcher : How your experience using the Edmodo application to study online?
- Participant 1 : [My experience Edmodo makes it easy because if there is a direct assignment sent it is not complicated (E42)]
- Participant 2 : [do type more quickly in the process and just send the results (E43)]
- Participant 3 : [to study online Edmodo is quite helpful if there is any exam one class knows (E44)]
- Participant 4 : [My experience Edmodo can help study, work on assignments, and exams. And also easy for copying text and there are no difficulties at all (E45)]
- Participant 5 : [the experience for this year using Edmodo adds vocabulary and it's easy to share with other friends too (E46)]
- Participant 6 : [overall for me, Edmodo helps to study online especially with distance learning like now (E47)]
- Participant 7 : [for me working the test of using Edmodo makes me understand online learning is fun (E48)]

The collecting data generated from interview data regarding the perception of students' online learning experiences using Edmodo, there were seven positive participant perceptions of Edmodo using in writing formative tests. Among other things the participants found it easy to do the test does not need to write on student worksheets and directly sent to the teacher's account, typing in Edmodo application shortens the time because the application can copy text or files from outside the Edmodo application, as well as when the teacher sends assignments to Edmodo throughout members in Edmodo group have notifications. Edmodo can add new vocabulary for students to learn more new knowledge about English, and Edmodo can help students learn distance by learning online without having to face-to-face with teachers who are capable of subjects and students find online learning very enjoyable.

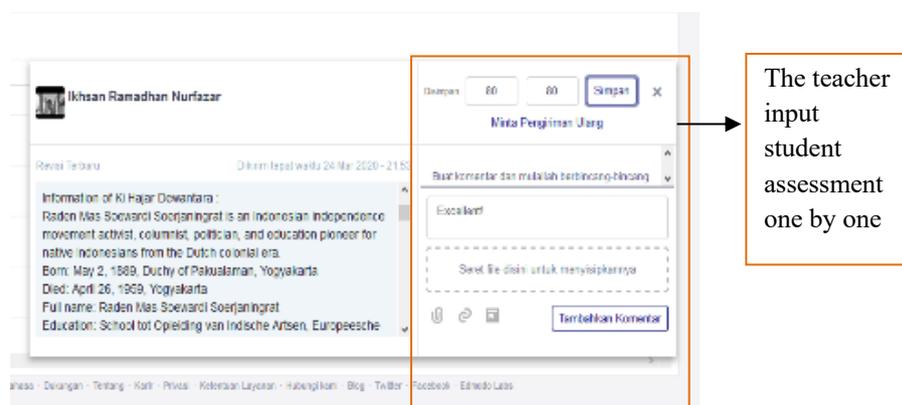
- Researcher(s) : How do you develop writing ideas through the Edmodo application?

- Participant 1 : [First, looking for references to ideas that will be written. Second, looking for summaries of important information from ideas that will be developed. Thirdly, revealing to English as well as learning to write good and right (E37)]
- Participant 2 : [From the experience that I got, it increased my creativity in thinking of writing in English (E38)]
- Participant 4 : [Edmodo could develop my idea, before working on it I looked for references and added a few words. And also translate from Indonesian to English (E39)]
- Participant 5 : [I read first and look for hero figures who motivate, and if it is suitable I take a few words to develop my ideas in my language (E40)]
- Participant 6 : [Yesterday, I wrote the words and then I deliver to English (E41)]

Meanwhile, the participant's perception of interview questions about how to develop writing ideas in the Edmodo respondent application gives a variety of different responses such as before working on formative test questions students look for reference readings for questions with the patriots' theme as writing ideas. Students can put their main ideas and creative thinking into notes, and students develop their own words from findings that have been analysed and translated from Indonesian into English

In addition to the data above that has been explained, there are also other data obtained from observations, namely the evaluation of the test. Teacher's daily test evaluation does not automatically correct through the setting of the Edmodo application, because the essay writing goes into the assignment feature in Edmodo there is no set value automatically. After the teacher has finished analysing the assessment of the results of student tests then the teacher input student grades one by one in the Edmodo application. The teacher can get score analysis from the four points of assessment such as grammar, vocabulary, mechanics or use of punctuation, and forms or ideas that exist in the contents of the text.

Furthermore, from the screen shot image illustrates that the teacher inputted the results of the correction of students' daily tests in writing English with the patriots' theme, inputted by entering the values one by one in the column sent by students from the message feature. Previously the teacher first analyzed the text of the results of student work in conducting formative tests in writing English.



Picture 3 Input of assessment

- Researcher(s) : What kind of assessment do you like during the daily test in Edmodo?
- Participant 1 : The assessment itself, I prefer the value shared at the next meeting (E34)

- Participant 3 : I prefer the assessment analyzed or correction by the teacher because it was there will be no mistakes unlike the assessment in the automatic quiz (E35)
- Participant 4 : In my opinion, the assessment is more on the assignment feature so the teacher corrects and shares the grades through Edmodo application (E36)

The data illustrates that the questions are given by researchers to students regarding the kind of assessment, assessment is related to the learning phase of writing a foreign language where the active ability of students to remember new words and knowledge of English material are tested in the formative test. From the questions, the respondent answered preferred or chose the assessment that was corrected and analyzed in advance by the teacher and given individually through the Edmodo application and inputted individually, because the level of error that would occur when inputting was smaller. Therefore, students become more confident and enthusiastic about learning English by getting the grades corrected first by the teacher, and not feeling embarrassed even though they get bad grades because the inputting values through the user's private message feature are not visible to anyone other than the sender of the message and the recipient message.

The implementation of learning writing formative assessment by using the Edmodo application.

Edmodo serves students and the teacher to be familiar with technology and pedagogy. It equips them in integrating among teaching in the classroom using technology. According to Mishra and Koehler (2006) cited by (Kriek & Coetzee, 2016), they created the TPACK model, which defines the knowledge base for teachers to teach effectively with technology. This model demonstrates the dynamic interplay between three basic components that are necessary for the integration of teaching technology, namely content knowledge (CK), pedagogical knowledge (PK), and knowledge technology (KT). It illustrates that TPACK helps the teacher in teaching writing formative assessments in the formative test by using application Edmodo. The teacher gives formative test questions in the feature “group” with the format test using the feature “assignment”. Other than the teacher asks students to do formative tests and send test results through the “message” feature in Edmodo.

The states, the description includes the profound understanding of subject matter by teachers and the essence of knowledge among the subject areas Mishra an Koehler, (2006). The teacher before doing the formative test gives a little review to students about the material that will be given in the formative test. In addition, Kriek an Coetzee (2016), they claim Technological Content Knowledge (TCK) is knowledge of how technology can generate new representations for specific information. Technological pedagogical knowledge (TPK) emphasizes the existence, components, and capacities of different technologies as they are used in the teaching and learning settings. Based on the data illustrate, the student can be operating some features in application Edmodo and Edmodo can serve students for doing the formative test. The students are easier to understand how to use the application and open their minds about learning online. According to Baran, Chuang, & Thompson (2011), TPACK serves as a useful framework for thinking about what knowledge teachers need to incorporate technology into teaching, and how this information could be created. before conducting a formative test the teacher considers based on the ability of students, to do an online-based writing test using Edmodo as a medium for formative tests. in addition, the teacher can explain the knowledge of the steps to do the test using Edmodo until students understand the procedures that must be done when the online learning process takes place.

The student's perception to learning writing formative by using the Edmodo application

The researchers interviews seven students based on the observed of the researcher found three essential points related to three aspects, namely: students perception in the

cognitive aspects, students perception in the emotional aspects, and students perception in the affective aspects.

Students perception in the cognitive aspects

Point out that writing is an extremely complex cognitive activity where the writer is required to simultaneously demonstrate control of a variable Fauzi, (2017). The students' positive perception to the learning process of writing formative tests by using the Edmodo application make students interested in easier doing formative tests in writing control. related to features in the application supporting students exploring the ability to writing skills, Edmodo can help improve English language skills Al-kathiri, (2015). It encourages thought, forces learners to focus and coordinate their thoughts, and fosters its ability to summarize, and critique them Alsmari,(2019). Moreover, it makes it easier for students to communicate. According to (Tavukcu, 2018) it can be said that the interactions between the students and the student-teacher interaction are at a high level during the lesson by using the Edmodo site's attachments. The responses given by students to using Edmodo are better used for learning foreign languages, "the first one add vocabulary, the second is more practical and shortens the time and doesn't need to be tired of writing in a book"(E28). So the student assumes the learning process by using the Edmodo application as a media for learning writing skills a formative test is easier and is helping students aware for learn new knowledge.

Students perception in the emotional aspects

According to Alsmari, (2019) the writing process to efficiently express their emotions and ideas effectively and communicate a meaningful message to the readers. The students' response using the Edmodo application can make students more enjoyable, fun, enthusiastic when writing formative tests because students do not write use books. "In my opinion, Edmodo is very simple, it does not require carrying a stationary while working on tests or work on assignments" (E33). In addition, "for me working the test of using Edmodo makes me understand online learning is fun" (E48). Based on Harackiewicz & Hulleman, (2010), students with more interest in writing are likely to improve their skills and do better than other peers from the motivational theory of achievement and expectation perspectives, then gaining a positive effect. It is one potential way to achieve such goals that develop students' interests in learning writing by using the Edmodo application. The students are more likely to make their efforts and challenges with orders to attain their goals in learning by using the Edmodo application.

Students perception in the affective aspect

The results show that using authentic evaluation to evaluate writing skills is useful and effective in helping students write better in writing formative assessment. The presence of online media that benefit process writing which needs little time and place to accommodate the sequence of writing exercises, the Edmodo can be applied in learning activity as one kind of online application. In addition, items for assessing the success of students at the post-writing stage included certain activities that could lead students towards their potential development, such as focusing on future progress, teacher-oriented input, and portfolio assessment Tavakoli, Amirian, Buner, Davoudi, & Ghaniabadi, (2019). The students perception in writing formative assessment by using Edmodo application. The students more interested in choosing assessment manually by the teacher through individual correction analysis, and input assessment via the Edmodo application one by one through the message feature. Additionally, implementation and difficulties in carrying out the learning assessment before the implementation of Edmodo to provide feedback to students Fatimah, Wulan, & Solihat, (2018). The Edmodo features that helping is the message feature, it can be seen during the learning process that some of Edmodo's functions support teachers in providing feedback as a learning assessment.

4. Conclusion

Based on the findings of the research, the research questions can be answered clearly. It can be concluded that Edmodo-assisted peer-assessment builds teacher to use Technological, Pedagogical, and Content Knowledge (TPACK). It promotes the teacher to utilize technology properly, apply suitable pedagogy in teaching, and provide meaningful content knowledge. The students respond Edmodo-assisted peer-assessment well. Into cognitive, emotional, and affective aspects. The benefits for students in Edmodo-assisted assessment consist of adding vocabulary, more having enthusiasm for doing assignments or tests. Besides, Edmodo features to assist students easily in giving and accept writing' suggestions.

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