

**USING EDMODO AND STUDENTS' READING MOTIVATION ON
STUDENTS' WRITING ABILITY IN NARRATIVE TEXT**

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Abstract: Writing ability is the power of students to write something with a good way. In writing there are some aspects influences in good writing. The aspects are organization, content, grammar, mechanic, and vocabulary. Besides that, having ideas or opinion also influent in writing activity. The population of the research consisted of all the eighth-grade students of SMP 35 Palembang in the academic year of 2020-2021, and there were 32 students of them chosen as the samples of the research. The samples were selected by using proportional random sampling technique, because all of individuals in the population have the same opportunity to be chosen as the sample. In this research, the researcher investigates the correlation among the the use of edmodo, students' reading motivation and writing ability. In analyzing the data, it was used multiple correlation in SPSS 22.0 Program for Windows. The data analysis shows that $R_{yx1x2} = 0,663$ at the significant level of 0,05. And for the criteria of significant test is gotten $F_{count} 9,798 > F_{table} (0,05) (4,02)$. The result of hypothesis test showed that there is a significant correlation among the use of edmodo, students' reading motivation and writing ability.

Key words: Using Edmodo, Reading motivation, Writing Ability

INTRODUCTION

English is an international language. Almost all countries have adopted, it is as a compulsory subject at schools. The students have to master the four basic language skills. They are listening, speaking, reading and writing. All of them have close relationship one and other. One of the skills that is very important to be developed is writing skill. Writing plays an important role to enable the students describe their ideas in logical and in communicative way. Writing is very important in education. Students that are more intensive practice their writing means that students thinking are more critical in developing an idea. As we know that in writing, we must be able to use good language and also arrange good sentences grammatically in order that readers understand the content of our writing. Thus, writing is basic process of expressing ideas and thoughts by building up good sentences grammatically to communicate in long distance and period.

Writing is not an easy subject because it is not only

transcribing language but also as a thinking process. A teacher has many ways to make learning activities interesting and make students get motivation to study. One of strategy in learning online is Edmodo. Edmodo is a secure educational learning network which is used to provide a simple way for the teachers to create and manage an online.

The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. To achieve the objective, the students should have the four skills, namely listening, writing, reading and speaking.

LITERATURE REVIEW

Concept of Edmodo

Edmodo was created by Jeff O'Hara and Nic Borg in 2008. Edmodo's idea originated from the popularity of social media Facebook, which added a feature to ensure secure interaction and collaboration between students and teachers.

According to Gay and Sofyan (2017) Edmodo is an online learning environment is an interactive process where the student is assisted by others

(teachers or peers) to acquire knowledge or skill that cannot be acquired without assistance at that point in time. Through Edmodo, educators and students can share notes, links and documents. Moreover,

Concept of Motivation according to Bihier (1997), motivation has typically defined as the process as the forces that account for the arousal, selection, direction and continuation of behavior.

Concept of Writing Ability, According to Tarigan (2008:3) "writing is a skill used to communicate indirectly, not face to face with others." Writing is an important part in our global society. Through writing people can learn a lot of things.

Concept of Narrative Text According to Sedarwati (2007: p.40) "narrative text was told of a story or an account of a sequence of events." One of the four traditional forms of composition (along with description, exposition, and persuasion). Kinds of narrative text such as: fable, romance, horror, fairy story, and mystery.

B. Method of the Research

This research was quantitative research with correlation research design, because any correlation between X1 and X2 on Y. Sugiyono (2012:7) states "Quantitative research is research

that the research data in the form of numeral and analysis used statistics."

This research has three variables that have been researched. In this research there are two independent variables are by using Edmodo as X1 and Students' motivation as X2, the dependent variable is students' writing ability in narrative text as Y.

This research wants to know how much distribution of correlation between independent variable (X1) and dependent variable (Y), independent variable (X2) and dependent variable (Y), independent variable (X1) and independent variable (X2), and the correlation between independent variables (X1, X2) and dependent variable (Y). And this research will answer the formulation of the problem which is in this research, to hypothesis test and conclude the correlation between Using Edmodo (X1) and students' motivation (X2) with students' writing ability in narrative text (Y).

FINDING AND INTERPRETATIONS

A. Data Description

The data was collected from eighth grade students of SMPN 35 Palembang. The study was conducted by giving questionnaires by using edmodo, for students' motivation and test for writing ability.

The data were analyzed to find out of Frequency, Mean, Median, Mode, Standard Deviation, Minimum Score, Maximum Score, and Range. The study conducted on Thursday, March 18th, 2021 for the use of edmodo instrument, and Monday, March 22st, 2021 for reading motivation instrument, and the last on Wednesday, March 24th, 2021 for writing ability. the detail information can be seen as follows:

1.Students’ on using of edmodo Questionnaire

To measure the students’ on using of edmodo the researcher gave questionnaires. There are 20 items that have to be done by the students. the data can be seen on the table below:

Table 13

Students’ on using of edmodo Questionnaire

Interval Score	Frequency	Percentage (%)	Criterion of Interest
70 – 89	9	28,13%	Neutral
60 – 69	17	53,57%	Positive
50 – 59	6	18,75%	Negative
Total	32	100 %	

In this study, students’ using edmodo was grouped into 3 categories; positive, neutral and negative statement.

Based on the analysis of its questionnaire, it was found three groups, there was 17 (53,57%) students were in positive category, 9 (28,13%) students were in neutral category, and 6 (18,75%) students were in negative category. Figure 1 describes the use of edmodo. In this study, students’ using edmodo was grouped into 3 categories; positive, neutral and negative statement. Based on the analysis of its questionnaire, it was found three groups, there was 17 (53,57%) students were in positive category, 9 (28,13%) students were in neutral category, and 6 (18,75%) students were in negative category.

2.Students’ Reading Motivation Questionnaire

In this study, students’ reading motivation was grouped into three categories; high, medium, and low. Based on the analysis of the reading motivation questionnaire it was found three groups, there was 6 (18.74%) students were in low category, were 17(53.13%) students in high category, and 6 (18,74%) students were in medium category.

TABLE 16
STATISTIC DESCRIPTIVE OF READING MOTIVATION
QUESTIONNAIRE SUMMARY

Factor		Statistic	Std. Error
Nilai	Reading Motivation	Mean	74.40
		Median	75.00
		Variance	44.894
		Mode	69
		Std. Deviation	6.700
		Minimum	63
		Maximum	90
		Range	27

From the table above, it can be concluded that mean of the class for reading motivation is 74,40, Median is 75, Mode is 69, Standard Deviation is 6,7, Minimum Score that students got is 63, and Maximum score that students got is 90.

3. Students' Writing Ability Test

For the students' ability in writing narrative text, the researcher used written test. Students had to write the short paragraph in narrative text by following the aspect in writing, such as organization, content, grammar, mechanic, and vocabulary. The result of the test is as follows:

TABLE 17
SUMMARY SCORE OF STUDENTS' WRITING ABILITY

Score	Frequency	Percentage (%)	Criterion of Writing
81 – 95	6	15,63%	Excelent
71 – 78	16	50%	Good
63 – 69	10	31,25%	Medium
Total	35	100 %	

From the table above, it can be seen there are 15,63% or 6 students who got 81 – 90 score, 50% or 16 students who got 72 – 78 score, and 31,25% or 10 students who got 63-69 score in writing ability.

After getting the data, analyses of statistic descriptive had done to get the characteristic of the data. The following is the information:

TABLE 18
STATISTIC DESCRIPTIVE OF WRITING ABILITY TEST SUMMARY

No	Variables Measured	Statistics	Score
3	Students' writing Ability	Mean	73,4737
		Median	73,0000
		Mode	75,00
		Std. Deviation	7,93524
		Minimum	60,00
		Maximum	93,00

From the table 18, it can be concluded that mean of the class for reading comprehension is 73,47, Median is 73, Mode is 75,, Standard Deviation is 7,94, Minimum Score that students got is 60, and Maximum score that students got is 93.

B. Testing data analysis statement

1. Normality Data Test

This research was done to find out whether there is correlation between the three variables or not.

The hypothesis that tested is:

H₀ : Sample is from normal distribution population

H_a : Sample is not from normal distribution population

The test criteria is:

if the significant level of three variables < 0,05, so H₀ is rejected.

if the significant level of three variables > 0,05, so H₀ is accepted.

The level of test significant is $\alpha = 0,05$.

the significant level of writing ability is $0,576 > \alpha (0,05)$, so it can be said that data from the sample had normal distribution.

2. Homogeneity Data Test

After conducting the normality data test, the analysis was continued by doing the homogeneity data test to find out whether the data were

homogenous or not, homogeneity test was done by using SPSS 22.0

Program for Windows. And to measure the homogeneity, it was used the formula of Bartlett. The hypothesis that tested is:

H₀ : each group has the homogenous variants

H_a : each group doesn't has the homogenous variants

The test criteria is:

if the significant level of three variables < 0,05, so H₀ is rejected.

if the significant level of three variables > 0,05, so H₀ is accepted.

The level of test significant is $\alpha = 0,05$.

Table 19

Normality Test of The Data using Kolmogorov-Smirnov Test

No	Variable	Asymp. Sig. (2-tailed)	α 0,05	Result
1	The use of edmodo	0,460	> 0,05	Considered Normal
2	Students' Reading Motivation	0,268	> 0,05	Considered Normal
3	Students' Writing Ability	0,576	> 0,05	Considered Normal

Sourcess : Primary data processed, 2021

Based on the table above, it can be concluded that the significant level of using edmodo is $0,460 > \alpha (0,05)$, so H₀ is accepted. It can be concluded that data from the sample had normal distribution. The significance level of students' reading motivation is $0,268 > \alpha (0,05)$, so H₀ is accepted. It means that data from the sample had normal distribution, and

C. Findings and Discussions

1. The Findings

There are three hypotheses had to be tested in this research. They are (1) H₀: there is no significant influence of using edmodo on writing ability in narrative text, H_a: there is a significant influence of using edmodo on writing ability in narrative text, (2) H₀: there is no significant influence of students' reading motivation on students' writing ability in narrative text and H_a: there is a significant influence of

students' reading motivation on students' writing ability in narrative text, (3) H₀: there is no significant of both the use of Edmodo and reading motivation on narrative text writing ability and H_a: there is a significant of both the use of Edmodo and reading motivation on narrative text writing ability

a. The Correlation between the Use of Edmodo and Writing Ability

The hypothesis test is as follows:

H₀ : There is no positive and significant of using Edmodo toward writing ability in narrative text of the eighth grade students of SMPN 35 Palembang.

H_a : There is positive and significant using Edmodo toward writing ability in narrative text of the eighth grade students of SMPN 35 Palembang.

The result of the correlation coefficient between students' the use of edmodo and their writing ability is $R_{yx1} = 0,773$ with $0,598$ or $(59,8\%)$ is influenced students' the use of edmodo and $40,2\%$ from other factor. It means that there is correlation between students' the use of edmodo and their writing ability from the table above, the significant level was gotten $\text{Sig } (0,000) < \alpha (0,05)$, consequently, H₀ is rejected. It means that between students' the use of edmodo

and writing ability correlated significantly.

The criteria of significant test is: if $t = 7,003$ whereas, $P = 0,000 < \alpha(0,05)$ consequently, It means H₀ was rejected and the regression is significant.

b. The Correlation between students' reading motivation and their writing ability.

The hypothesis is as follows:

H₀ : There is no positive and significant influence of students' reading motivation towards students' writing ability in narrative text

H_a : There is positive and significant influence of students' reading motivation towards students' writing ability in narrative text.

The result of the correlation between students' reading motivation (X₁) and their writing ability (Y) were presented on table 17.

The result of the correlation coefficient between students' reading motivation and their writing ability is $R_{yx1} = 0,417$ with $0,174$ or $(17,4\%)$ is influenced of reading attitude and $82,6\%$ from other factor. It means that there is correlation between students' reading motivation and their writing ability. And from the table above, the significant level was gotten $\text{Sig } (0,013) < \alpha (0,05)$, consequently, H₀ is rejected. It means that between students' reading motivation and writing ability are correlated significantly.

c. The Correlation Between Students' the use of edmodo, Students' Reading Motivation and Writing Ability

The hypothesis is as follows:

H₀ : There is no positive and significant influence of both the use of Edmodo and reading motivation on narrative text writing ability of the eighth grade students of SMPN 35 Palembang

H_a : There is positive and significant influence of both the use of Edmodo and reading motivation on narrative text writing ability of the eighth grade students of SMPN 35 Palembang.

2. The Discussions

The result from the first hypothesis is there was positive and significant correlation between students' the use of edmodo (X₁) and writing ability in narrative text (Y). The result of R_{yx1} is 0.773 included in high interpretation, and X₁ give influence 59,8% toward Y. From linear regression analysis it showed that regression between X₁ and Y is $F_{count} = 49,045 > F_{table} = 4,15$, It means that linear and significant.

The result from second hypothesis is there was positive and significant correlation between students' reading motivation (X₂) and writing ability in narrative texts (Y) with R_{yx2} is 0,417

which included in high interpretation. In the same case, X₂ give the influence 17,4% toward Y. From linear regression analysis it showed that regression between X₂ and Y is $F_{count} = 6,930 > F_{table} = 4,15$. It means that linear and significant. If students had motivation, they would have been able to make a text which meaning and achieve the purpose of reading. The third hypothesis on the correlation and regression between students' the use of edmodo (X₁), reading motivation (X₂), and their ability in writing narrative texts with $R_{yx1x2} = 0.783$. Based on the result, the correlation is very high interpretation. In this research, there is positive and significant correlation between three variables. From multiple regression analysis it showed that regression between X₁, X₂, and Y is $F_{count} (25,345) > F_{table} (0,05) (4,15)$. It means that linear and significant. Then between X₁ and X₂ give influence 61,3% toward Y.

5 CONCLUSIONS AND SUGGESTIONS

Based on the findings in the previous chapter, the following conclusions can be drawn:

1. The students' reading motivation was

related positively with the writing ability. In other words, the higher the students' reading motivation, the greater their reading comprehension achievement toward writing ability, it would be.

2. The students' reading motivation was related with the use Edmodo network in learning. In other words, the higher the students' reading motivation, and the larger they know about Edmodo network, they more enjoy to learn English through Edmodo network.

3. It is qualified was average to good. Edmodo as an educational website can be a media in teaching writing. (2) by using Edmodo, students were motivated and excited in teaching English.

On the basis of the conclusion above the writer would like to suggest to the English teachers to apply teaching writing a narrative text by using edmodo in order to improve the student's ability in learning writing ability. Through this research, it can be proved that it an alternative teaching method since it has shown that the teaching writing a narrative text by using edmodo can develop the students' writing ability achievements.

By using this method, the students can understand the writing ability easily. Furthermore, teachers have to focus more on their teaching method. The teacher can use many kinds of method to support the teaching-learning process for creating the

communicate circumstance and the more interesting activities in and outside the classroom.

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