

Enhancing Students Reading Comprehension Using Edmodo Platform

Rahaditya Achmad Zidhan^{1*}, Sudjoko S.¹, Susilawati²
¹English Education, STKIP Kusuma Negara, Indonesia
²English Literature, Universitas Bina Sarana Informatika, Indonesia
*rahaditya@stkipkusumanegara.ac.id

Abstract

The goal of this study is to learn how to use the Edmodo application to enhance student' reading comprehension skills using WWW Technique for 8.2 students of SMP PGRI 9 Jakarta. The qualitative data came from the interviews and the observation sheet. This research are consist in 3 cycle which is planning, acting, observing, reflecting. Time of this research is 1 month since March-April 2022 with research subject consist of 25 students. Whereas the data collected by test, interview, and observation. Bsed on the results and tests, 17 students (or 78%) passed the KKM in cycle 1, however 8 students (or 22%) failed and 2 others there were no replies. In cycle II, based on the observation of the results, 23 students (or 95%) passed the KKM, while 1 student (or 5%) failed and 1 others no replies. In cycle III, based on the observation of the cycle III results, 100% of students can pass the KKM. Students were able to quickly grasp the material and were encouraged to master reading comprehension by utilizing the Edmodo program. As a result, students may use Edmodo to improve their reading comprehension skills. According to this study, the Edmodo program can improve students' reading comprehension abilities.

Keywords: classroom action research, edmodo, reading comprehension ability.

1 INTRODUCTION

Reading is among four talents that pupils must learn. Reading is a receptive skill in which pupils gain knowledge according to what they read. Reading comprehension is a process that requires orchestrating the readers' past understanding of the world and words. Predicting, questioning, summarizing, determining the definition of lexicon in context, monitoring one's own comprehension, and reflecting are all part of it.

Reading is often thought to be an uninteresting activity, thus while teaching reading, teachers must employ entertaining activities, either traditional or current media. Teachers can utilize many applications to help their educational activities in this day and age. Either an online or offline application is available.

However, reading lessons should focus not just on the reading and language aspects necessary to read, such as phonological awareness activities, phonology, spelling practices, vocabularies, and grammar studies. Identifying the difficulties in reading comprehension is critical. The issues that students face may differ greatly from one college to the next. Supported the observation, in fact, most students in SMP 9 Jakarta still have difficulties comprehending the reading materials text.

Therefore, this research applies mobile platform called Edmodo to solve students' problems. According to Looi and Yusop, Edmodo allows students to post comments, notes, links, files, alerts, assignments, events, and direct messages to the instructor. Students and teachers may communicate with one another through Edmodo by exchanging ideas, issues, and helpful hints.

There were some related studies which have been conducted previously. The first study deal with Edmodo media. Komara and Ramdani (2014) explored how Edmodo was used in grammar class through a collaborative action research with English Education Department students. Furthermore, Patmanthara and Hidayat (2018) did a study to see if there was a significant difference between control classes that used traditional models and experimental classrooms that used a blended learning model.

The previous studies concern reading comprehension. Gilakjani and Sabouri (2016) did a study in a related topic with the purpose of explaining successful reading comprehension approaches. Then, Oktabriyanti et al. (2018) did a study to determine the effectiveness of Booktrack in teaching reading comprehension to senior high school tenth grade students.

To fill the reading gap regarding the using of Edmodo to enhance students reading comprehension, this study investigates whether Edmodo enhances the students' skills in reading especially in fluency, phonemic awareness, phonic, and vocabulary. This research was also using interview design that just made with the lower, middle and high achiever students. The technique of collection data of the observation of this research was using specific indicators of attitude in teaching and learning process that consist of; participation, attention and responsibility.

1.1 Reading Comprehension

Reading is included in nearly all of the disciplines that students confront on a daily basis. Reading is an ongoing activity that includes recognition and comprehension skills. Reading is involved in almost every aspect of life, such as reading a book, receiving information from the internet, and so on. As a result, the capacity to read must be learned (Patel and Jain, 2008).

To assist students' grasp what they read, the teacher's instruction in the teaching and learning process is required. Reading is the act of one who reads knowledge of books: the ways in which something is understood, whereas comprehension is the act of understanding (Hornby, 1974). Students believed English was exceedingly difficult and boring. They are unmotivated to improve their English skills. There are some elements of reading to build a good reading comprehension: (1) phonemic awareness, the understanding that spoken syllables may be divided into smaller pieces of sound; (2) phonics, the understanding that letters of the alphabet represent phonemes and that these sounds are combined to produce written words; (3) fluency, readers with fluency may rapidly bridge the gap between identifying a word and understanding its meaning; (4) vocabulary, vocabulary growth is inextricably linked to understanding, the greater the reader's vocabulary (oral or written), the easier it is to understand the content, vocabulary can be gained inadvertently by reading a storybook or listening to others, and it should be taught both directly and indirectly; (5) reading comprehension, great readers are completely engrossed in the stories they read. they visualize the characters, hear the dialogue in their thoughts, and envision details beyond the pages border, great readers consider what is happening in a tale and share the characters emotional journey.

1.2 Edmodo Application

Edmodo are often thought of jointly of ideal instructional technologies for college students to boost their English reading comprehension. Edmodo is an internet learning setting is an interactive method wherever the coed is motor-assisted by others (teachers or peers) to amass information or ability that can't be noninheritable while not help at that time in time (Gay&Sofyan, 2017). The looks of Edmodo feels like Facebook in order that users who has Facebook will be acquainted with. It's straightforward to operate. It can be accessed through desktop computers, laptops and pill computers, and even smartphones. It's doable to encourage students' motivation.

Edmodo can also encourage students' autonomous learning. Each students' have their own Edmodo account. They'll organize the contents they might wish to learn. In addition, the case of English teaching-learning method becomes fun. It can attract students' interest, it also expects to boost students' English reading comprehension.

Teaching Reading using Edmodo with WWW (Warmer, Web, What next) technique. Step 1 is warmer, decide on a short class discussion covering a variety of topics. Step 2 is web, allow the pupils to access Edmodo, and allow them to read what they are interested in, Step 3 is what next, allow each pupil to report on what they read, the difficulty of the phrase, and the key elements of the subject.

Edmodo has some features that can be used, they are: to post assignment reminders, build an incident calendar, post messages to the group, post info on wall, video, and notes on Edmodo Wall.

The main advantages of this Edmodo platform is that simple to use. That can be used in learning in the classroom because there are several topics that are suitable for learning materials. Also provides a mess of community resources and connections teachers can create with other teachers, also students' can transfer preparation assignments, take quizzes, polls and receive grades and feedback and suggestions from teachers. Edmodo give really secure, closed network and value of this platform is free. The interface (i.e. the planning and feel) of the web site is simply too plain and boring for college kids and educators than business website. There's no face-to-face interaction which may cause feelings of isolation. Also Edmodo has lag time in feedback response from peers and/or lecturers.

2 RESEARCH METHODS

This research uses qualitative approach with Classroom Action Research (CAR) method. The researcher uses three cycles which has four steps, there are Planning, Acting, Observing and Reflecting. The Action Research Planner is a detailed guide to developing and conducting a critical participatory action research project. The researcher uses Discovery Learning method. Discovery Learning Method provide planning, acting, observing and reflecting, which are one whole teaching cycle (Kemmis & McTagart, 2002).

Data collection techniques that used in this research as follows: observation, test, interview. The observation is used to examine how students follow the researcher's instructions, how pupils participate in classroom discourse throughout class, and how the researcher implements the lesson plan. To keep track of the students' and researchers' activities, the monitoring criteria such as participation, engagement and to find out how many students' are active in class. The observation is used throughout the entire lesson term. The researcher is going to be conducted the exams on SMP PGRI 9 Jakarta students. The goal of these assessments is to assess students' growth in their reading comprehension. Multiple choice and essay tests will be used in cycles I, II, and III, and will be administered at the end of each unit during classroom action research. This will be done to see how the improvement in each cycle. The interview consist of 4 pupils' in group, which they are pupils' of 8A class, and to find out how pupils respond to using the Edmodo platform in increasing the reading comprehension. The goal is to collect the data about the educational process for improving pupils' reading comprehension as eighth grade students at SMP PGRI 9 Jakarta.

The data analysis technique that used are data reduction, data description, and data verification. In this study, data reduction begins with the collection of all data from observations, tests, and interviews. The second step is to sort the entire data set out from three sensors. The final step is to discard any incomplete or unnecessary data. Data description, outcomes of data analysis are discussed or articulated, making information more accessible. After gathering the relevant data, an evaluation for classroom action research is essential. The researcher will be aware of the outcomes of teaching and learning activities. Then in data verification, includes data analysis based on data description. The researcher will examine the data and draw findings based on the statistical description. This procedure entails taking a step back to analyze what the data analysis implies and to weigh the ramifications.

3 RESEARCH RESULTS

Students' reading skill was still inadequate prior to the implementation of the Edmodo program, because they lacked desire to develop reading comprehension. Whenever the English instructor taught reading comprehension, several of them did not pay attention. Students said reading comprehension was really dull since they simply read a long written text with nothing exciting to read and the content of the material was also unfamiliar to them.

The data in this study were taken from observations, tests, and interviews. The main focus of this research is the actions carried out in three cycles. Every cycle has four steps: planning, action, observation and reflection. The class chosen for this research is class VIII 2 which consists of 27 students. The results of the analysis are presented in Table 1.

Tabel 1. The Data of Students' Reading Score in Cycle I, II, III

Cycle	Grade	Explanation	Total of Students
I	>75	Passed	17
	<75	Failed	8
II	>75	Passed	24
	<75	Failed	3
III	>75	Passed	23
	<75	Failed	4

Based on Table 1, in the cycle I, of the 27 students there were 8 students who scored below the KKM. The percentage who failed was 22% and the passing grade was 78%. Based on the results in the first cycle the increase in students still has not reached the expected target. The average of the first cycle was 78.6.

In the cycle II, there were 3 students who scored below the KKM and 24 students, they got above 75. The percentage who failed was 10% and the passing grade was 90%. The score obtained in this cycle exceeded the KKM score and the percentage obtained had reached the desired target in this study.

Also, in the cycle III, there were 4 students who scored below the KKM and 23 students, they got above 75. It is as presented in Figure 1.

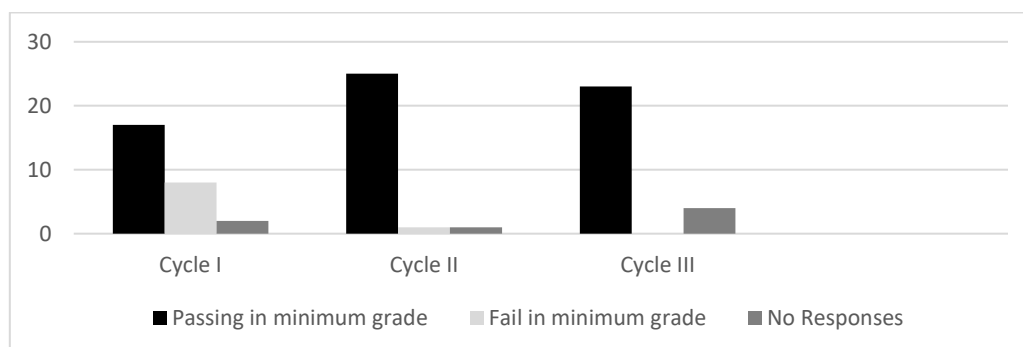


Figure 1. Percentage of Students' Reading Score in Cycle I, II, III

4 DISCUSSION

This section describes a description of the research results and discussions related to the research that has been carried out, based on the results obtained in class VIII SMP PGRI 9 Jakarta. The researcher found the results from the observation result, the test result, and the interview result.

4.1 Observation Result

Based on observational data, the use of the Edmodo application in this research is to improve students' reading comprehension abilities. In the classroom, the researcher employed blended learning. The researcher utilized this program to distribute various resources, assignments, and questions on Edmodo.

Warawudhi (2017) stated that, the number of students were able to utilize and participate successfully on the Edmodo interface by performing quizzes, polls, postings, making comments, and sharing resources, then uploading files and recommending websites to other buddies. It demonstrates that the materials, quizzes, exercises, or other learning tools may be utilized again by both teachers and students.

Edmodo are often thought of jointly of ideal instructional technologies for college students to boost their English reading comprehension, this statement also related to Gay asociated with Sofyan (Gay&Sofyan, 2017), "Edmodo is an internet learning setting is an interactive method wherever the coed is motor-assisted by others (teachers or peers) to amass information or ability that cannot be noninheritable while not help at that time in time." Figure 1 points out the result from the researcher's observation for the student.

In cycle one, the number of students who participated such as active in learning when the researcher asked is 30%, and the number of students who paid attention when the researcher explains is 35% and the number of students who responded when the researcher asked the test on time and starting the lesson on time is 35%. The result of observation in cycle one couldn't reach the target of 70 or more percent. It means the next cycle is needed.

In cycle two, the number of students who participated such as active in learning when the researcher asked is 80%, and the number of students who paid attention when the researcher explains is 50% and the number of students who responded when the researcher asked the test on time and starting the lesson on time is 70%. In this cycle, researcher have a students improvement about participation, attention and responsibilities. Researchers are also pleased that there is a rapid improvement in classroom learning and also that some of the students' reading scores are already above average.

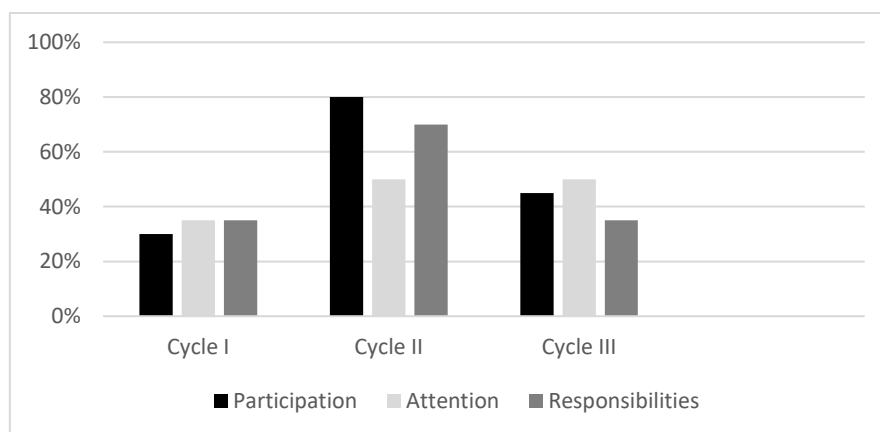


Figure 2. Enhancement result observation in each cycle

Then, in cycle III the number of students who participated such as active in learning when the researcher asked is 45%, and the number of students who paid attention when the researcher explains is 50% and the number of students who were responsible when the researcher asked the test on time and starting the lesson on time is 35%. The result of observation in cycle III not as good as cycle II, but, all the score students in cycle III above the average 75. The enhancement in the percentage that happened in each cycle shows that the students were increasingly active in the learning process. More students participated in learning, they were active when the researcher asked, and they paid attention when the researcher explains the class.

4.2 Test Result

Edmodo features can help pupils improve their reading comprehension skills. The researcher used the Edmodo program in the classroom. When students use Edmodo for the first time, they may be quite enthusiastic about it. Applying the Edmodo program in the classroom created a new ambiance, which motivated students to acquire English lessons, particularly reading comprehension.

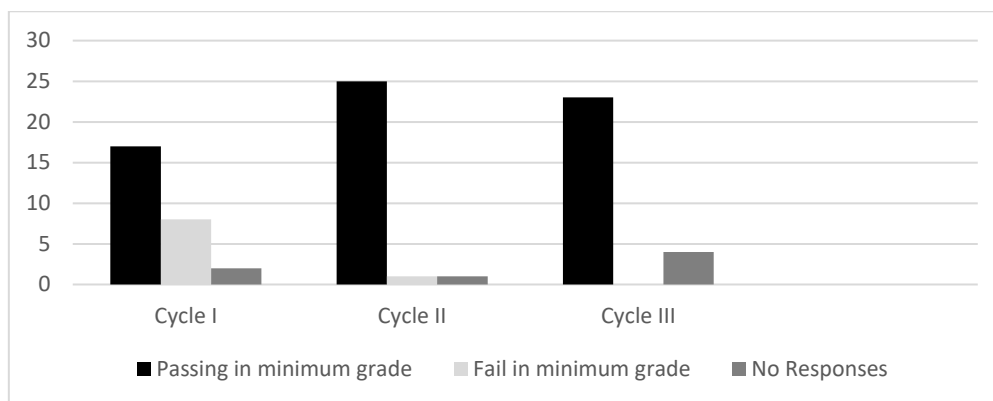


Figure 3. Enhancement result of reading comprehension in each cycle

Prior to adopting Edmodo, students were sluggish in gaining reading comprehension, hence their scores were inadequate. There is a considerable improvement after utilizing Edmodo because students were motivated to gain reading comprehension and were engaged in studying.

The findings of classroom action research including the usage of Edmodo application to improve students' reading comprehension skills must be clarified. The data are presented in charts by the researchers to establish whether or not it is an improvement.

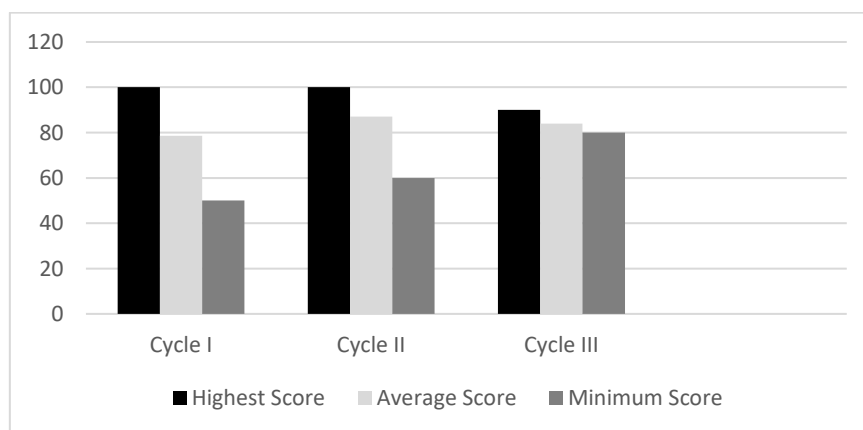


Figure 4. Result test in each cycle

Based on the facts shown above, it is possible to conclude that each cycle has improved. Students' interest for Edmodo has also increased. This is in line with Rittichai and Torat (2019) mentioning that, Edmodo is exciting tool for teachers and students in the English reading classes since the model provided teachers and students opportunities to practice their reading anywhere and anytime. This line also inferred with Inayati (2019), Edmodo is a portal that presents information in an engaging and motivating way that becomes a controlled environment suitable for peer tutoring, and then through Edmodo also students work with peers and are inevitably required to collaborate with others whether it is pair work, in small groups or within the class.

4.3 Interview Result

At the conclusion of the study, the researcher interviews some of the students. The students liked Edmodo because they assumed it was built differently than other learning applications; it's easy to use, not difficult like reading a book; the students can share their own creations; and the students said there are discovery features that can enhance their learning vocabulary, that is from the quiz spelling word.

The finding of the present research is in line with the study of Patmanthara and Hidayat (2018). They said that online learning platforms allow teachers to create and share materials to support students' learning as well as to provide learning tasks to help them in practicing the language.

Based on Oktabrianti (2018), Edmodo is available on android means that it is already openly network. The students highlight doing the assignment or test through Edmodo according to a predetermined time. Besides, they think that using Edmodo is very practical, simple, easy to use, can share the information in the group of Edmodo, effective, and efficient. Also, Edmodo assists pupils in improving their reading comprehension and Edmodo might be beneficial in the teaching and learning of reading, stated Looi and Yusop (Looi & Yusop, 2011).

5 CONCLUSION

The researcher employed the discovery learning approach with WWW methodology in deploying Edmodo application for acquiring reading comprehension after doing Classroom Action Research with eighth students at SMP PGRI 9 Jakarta.

Edmodo is implemented using Web, Warmer, and What Next steps. Whether any of the following steps will be integrated into the learning method in the reading comprehension class 8.2 SMP PGRI 9 Jakarta. Students make substantial improvement in reading comprehension classes by using Edmodo. They agree that utilizing Edmodo makes it a lot easier for them to grasp what they are reading. According to the test results, students improved significantly after using the Edmodo. It shown that the Edmodo may improve students' reading comprehension. It was evident from the results of each cycle that students' scores who achieved the KKM score improved.

Based on the results and tests, 17 students (or 78%) passed the KKM in cycle 1, however 8 students (or 22%) failed and 2 others there were no replies. The researcher discovered the root of the issue. First, this is their 1st cycle, and they are still perplexed and unfamiliar with the Edmodo. In cycle II, based on the observation of the results, 25 students (or 95%) passed the KKM, while 1 student (or 5%) failed and 1 others no replies. From cycle I to cycle II, there is a progression. It signifies that students have begun to comprehend the topic as well as Edmodo. In cycle III, based on the observation of the cycle III results, 100% of students can pass the KKM

The researcher can infer that the use of Edmodo can enhance the students' reading comprehension at SMP PGRI 9 Jakarta's 8th grade students'. Edmodo may be a solution to the challenges mentioned in the background of study.

6 REFERENCES

- Gay, E., & Sofyan, N. (2017). The effectiveness of using Edmodo in enhancing students' outcomes in advance writing course of the fifth semester. *Jurnal of English Education*, 15(2), 12–20
- Hornby, A. S. (1975). *Oxford advanced learner's dictionary of current English*. TESOL quarterly, 9(1), 77. <https://doi.org/10.2307/3586015>

- Inayati, A. M., Asib, A., & Drajadi, N. A. (2019). Edmodo in English language learning: A review of recent studies. *Jurnal Ilmiah Kependidikan*, 12(2), 114.
- Kemmis, H., McTaggart, R., & Zuber-Skerritt, O. (2002). The concept of action research. *The Learning Organization*, 9(3), 125–131. <https://doi.org/10.1108/09696470210428840>
- Komara, U., & Ramdani, J. M. (2014). Optimizing the use of Edmodo in grammar class.
- Looi, C.Y., & Yusop, F. D. (2011). Potential use of social networking tool to assist reading comprehension: Implications for practice and future research. *Jurnal pendidikan*, 31(1), 189-201.
- Oktabriyanti, S. (2018). The effectiveness of Booktrack for teaching reading comprehension. *ELT forum: journal of english language teaching*, 70, 58–60. <https://doi.org/10.1002/rwm3.20677>
- Patel, M. F. & Jain, P. M. (2008). *English language teaching*. Jaipur : Sunrise publisher & distributors. 6(2), 36.
- Patmanthara, S., & Hidayat, W. N. (2018). Improving vocational high school students digital literacy skill through blended learning model. *Journal of Physics: Conference Series*, 1028, 012076. <https://doi.org/10.1088/1742-6596/1028/1/012076>
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education*, 6(2), 229-240.
- Rittichai, P., & Torat, B. (2019). The development of a reading comprehension model by using mind mapping with Edmodo program for first year English majors of URU. *Rangsit Journal of Educational Studies*, 226(13).
- Warawudhi, R. (2017). The evaluation of Edmodo in business reading class. *International Journal Of Information And Education Technology*, 7(2), 153–158. <https://doi.org/10.18178/ijiet.2017.7.2.858>