CHAPTER I

INTRODUCTION

This chapter presents covers background of the study, research questions, the aim of the study, scope of study, significance of study, clarification of terms, and organization of the paper.

1.1 Background

English, in Indonesia, is learnt as a foreign language. There are four fundamental skills students have to learn in English, those are listening, speaking, reading, and writing. Of those four English skills, writing is acknowledged as the most difficult skill for learners to master (Richards and Renandya, 2002). Richard and Renandya further elaborate that the difficulties lie from high level skills, such as planning and organizing ideas, and to low level skills, such as spelling, punctuation, and word choice. However, in spite of the difficulties, it is important for students to master the skill of writing since it is needed in both academic and career settings (Barrass, 2005; Harmer, 2004).

Absolum *et al* (2009) states that to make students more able and motivated in writing, engagement of practicing writing is needed. In Indonesian context, Indonesians are known to have the lack of engagement in writing which is shown by small number of Indonesian intellectuals who publish their own writing (Alwasilah, 2005). Therefore, a means is necessarily needed to make students engaged in writing.

Media, according to Moussaid (2014), is very beneficial for EFL teaching and learning since it enables students to develop knowledge of material being taught, be engaged, have facilities of active learning strategies which can promote deeper learning. He further states that using media in English language

teaching and learning attracts students' attention, develop interests, and increases student motivation. More specifically, regarding media richness and instructional appropriateness, Newby, Stepich, Lehman & Russell (2000, cited in Scanlan, 2011) specifies the various characteristics of media to be considered; those are first real things, texts (handout, book, modul), whiteboard, OHP, slide film, video, graph (picture and image), audio (tape, CD, DVD), and last software computer. Through media with basis of ICT, some benefits can be found such as visualizing abstract concepts, easing difficult materials, enabling interaction between learners and learning materials, handling limitation of space, time and energy, and improving users' skill. In Indonesia, however, there are still many schools that do not use media of ICT but still rely on traditional teaching media such as textbook and whiteboard a lot. Rahmatullah (2011) states that students taught through textbook and whiteboard often do not pay attention during learning process since the students get bored and regard it less fun. She further states that the existence of textbook as a medium of teaching is still not optimal yet to be implemented. In line with this, Munir (2008) also states that learning should not depend on textbook as only material resource since teaching process is not about accomplishing presentation of books but helping learners to attain competence. Thus teachers should apply as many material resources as possible in teaching.

One kind of media that is often found existing is in technology, which is computer-based learning. Computer-based learning such as e-learning has recently been implemented and given a lot of contribution towards learning process (Rusman, Kurniawan & Riyana, 2012). It is supported by British Council in 2007 that asserts that 69% of learners around the world with strong social network performed well academically.

One of parts of e-learning that can help students to keep writing at school, home, or anywhere is edmodo. Edmodo is included as one of parts of

Educational Social Networking Sites (ESNSs) (Ali, M., 2004). Cauley (2013) said that edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for classroom. Ajjan & Hartshorne (2008, cited in Çankaya, Durak & Yünkül, 2013) also added that edmodo has benefit in improving students' writing abilities. Writing in edmodo is highly engaging and interactive (Sanders, 2012; Ali, M., 2004). Learners show that they feel encouraged and comfortable using edmodo (Sanders, 2012; Turkmen, 2012). Besides, learners also show that edmodo is favorable which appears to be as attracting student's attention as well as making the lesson effective and organized (Çankaya, Durak & Yünkül, 2013). Learners tend to read their writing first and check it more detailed before posting it to the edmodo (Duffy, 2011 cited in Anbe, 2013). It is likely to ensue because they like and enjoy using the edmodo, particularly its features, such as posting their work to class, getting feedback from the teacher, studying their classmates' work, voting the best work of classmates, so on and so forth (Kongchan, 2008; Turkmen, 2012). In other words, writing in edmodo can help stimulate students to develop the habit of thinking on SNSs, come up with a lot of interesting ideas, structuring their writing, so on and so forth.

Based on the findings of several studies above, the use of media with technology, particularly edmodo may also give benefits in improving teaching EFL writing in Indonesia. It is seen from both teachers and students that seem to get the benefits of using edmodo as a medium in teaching and learning writing. Therefore this study regards edmodo as a means expected to give positive attribution towards motivation for students in writing, particularly EFL students in Senior High School. Furthermore, this study also aims to find out students' responses towards the use of edmodo itself.

1.2 Research Questions

This research is conducted to answer the research questions formulated below:

1. How does edmodo help motivate students in writing?
2. What are students' responses to the use of edmodo?

1.3 Aims of the Study

In accordance with the background and research questions, the aims of this research are to find out:

a. The use of edmodo as a means to motivate students in writing.
b. Student's responses to edmodo technique on the activity.

1.4 Scope of the Study

This study focuses on how edmodo enhances students' writing motivation. This study also aims to find out what benefits of edmodo could give to the students during the implementation through their responses on the activity.

1.5 Significance of the study

The result of this study is expected to provide a clear picture of how edmodo is employed in improving students' writing motivation and their writing ability, especially EFL students in Senior High School. Besides, it is also expected to have certain significances for:

1. **Teachers**, in providing description of how edmodo can be used as a media of teaching in improving students' writing motivation and their writing ability, especially EFL students in Senior High School and it may probably later be used as foundation of how to implement so.
2. **English Department**, in enriching the literature and existing research towards the use of E-learning as a media of teaching in giving a positive contibution towards teaching-learning process.

3. **Next researchers**, as a reference of further research related to e-learning, especially edmodo.

4. **General Readers**, to find out more of how e-learning especially edmodo is related to writing skill, specifically for EFL students in Senior High School and also benefit that could be obtained, afterwards.

1.6 Clarification of Key Terms

This section contains some terms related to this study to be cleared and defined. Here are some terms to be clarified:

a. **Writing**

Writing is a prime means of our thinking and our emotions (Wilkinson, 1985:45). Writing is a process of expressing feeling, idea, and thought from a writer to the readers (Byrne, 1995:5). Writing can also be defined as a means of developing ideas, reformulating knowledge and discovering personal expeience (Aridah, 2003).

b. **Motivation**

Motivation in this research has definition as "why people decide to do something, how hard they ar going to pursue it and how long they are willing to sustain the activity" (Dornyei, 2001).

c. **Edmodo**

Edmodo is a social-learning network that helps students, parents, administrators, and teachers collaborate about resources, assessment and content on a secure and safe learning management platform (Candelaria & Wernicke, 2013). Edmodo is also defined as a private, teacher-moderated social network where students can share ideas, publish their work, and learn how to communicate effectively online (Pape, Sheehan & Worrell, 2012).

1.7 Organization of the Paper

This study will be arranged in five chapters.

Chapter I: Introduction

It provides all kind of information related to the background of the study, research questions, aim of the study, research method, hypothesis, significance of the study and organization of the paper.

Chapter II: Literature Review

It describes the relevant theories for the study.

Chapter III: Research Methodology

It specifically describes the research method, which will be applied in this study. It includes the research design, data collection, procedures, instruments, participants, and data analysis.

Chapter IV: Finding and Discussion

It presents the findings and discussion. It elaborates and interprets the finding and the discussion of the data obtained from the research.

Chapter V: Conclusion and Recommendation

It provides conclusion of the study and recommendation or suggestion to further study.