The Effectiveness of Edmodo and Schoology in Teaching Speaking

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ABSTRACT

This study was attempted to describe the effective use of Edmodo and Schoology in teaching speaking and the students' perception of the application practicality in the learning process. It is an experimental study. The subject of the study was eleventh-grade students of MAN N 2 Semarang. There were two groups in this study; experimental group (E) at XI IPA 3 and the control group (C) at XI IPA 5. The research instruments were tests (pre and post-test), questionnaires, and audio documentation. The t-test or value obtained was (0.325) and t $_{result}$ was lower than t $_{table}$ (1.66724). Hence, it can be said that both the learning management system (LMS) using Edmodo and Schoology had equal effects to improve students' speaking performance. It was proved by the mean value of pre-test and post-test, in which the experimental group was 67.71 and 69.71. Meanwhile, in the control group, there were 66.53 and 68.57. Moreover, the result of the questionnaire was 3.40 for students' perception as good criteria related to the practicality in the experimental group. Then, there were 3.42 on good criteria related to the practicality in the control group. It means that the teacher can use either Edmodo or Schoology LMS system in teaching speaking to achieve students' speaking performance, particularly on pronunciation and grammar. In conclusion, Edmodo and Schoology are effective to teach speaking in eleventh graders.

Keywords: edmodo, schoology, speaking

INTRODUCTION

Edmodo and Schoology are parts of education revolution technology. They are parts of the Learning Management System (LMS) in the education field. Recently, Edmodo and Schoology are used as learning media for teachers. They support the transformation of the Education 4.0 era. Education 4.0 era requires educational administrators, teachers, and students to apply technology for the advancement of learning and teaching processes in or out of the class. Subrayaman (2008) mentioned that the educational system is close to using the internet connection to expand students' social networking.

The use of technology works in harmony with the development of Indonesia's pedagogy on the K-13 curriculum, particularly in English Language Teaching (ELT) for students. Edmodo and Schoology as parts of Instructional Computer Teaching (ICT) are designed computer programs as the alternatives in English Language Teaching (ELT) with combining traditional pedagogy and 21st-century pedagogy (Kayaizmir, 2012). Those

applications supply the features to support teachers and students to ease the learning activity with face-to-face or online learning (using the application of technology).

The researchers found that in the learning process in MAN 2 Semarang, the teacher only taught by face-to-face learning and did not tend to use technology for teaching. Although in the previous year the teacher tried to use the application it was not effective. It is in contrast to the goal of the curriculum in activating autonomous learning to students that are based on curriculum K-13. The English teacher in MAN 2 Semarang was still confused and had difficulties to teach students for assessing speaking skills to students. Hosni (2014) mentioned factors that cause difficulty in speaking as follows: 1) Inhibition; Students are worried about making mistakes, fearful of criticism, or simply shy. 2) Nothing to say; Students have no motivation to express themselves. 3) Low or uneven participation; Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4) Mother-tongue use; Learners who share the same mother tongue tend to use it because it is easier and learners feel less exposed if they are speaking their mother tongue.

Based on the fact above, the objectives of the research are (1) to scrutinize the effectiveness of using Edmodo platform in speaking English, (2) to scrutinize the effectiveness of using Schoology platform in speaking English, (3) to describe the students' perception of the use of Edmodo and Schoology for assessing speaking ability.

REVIEW OF RELATED LITERATURE

Poulova & Simonova (2015) mentioned Edmodo and Schoology as parts of ICT to foster teaching language and the activity should be combined both instructive and constructive approaches in connecting the platform in the learning process. ICT in education 4.0 is essential to support global educational change, so in teaching language, we have to consider the instructive and constructive approaches to gain learning purposes relevant to K-13 curriculum in stimulating students on elements; Critical Thinking, Creativity, Collaboration, and Communication. Those are the essential aspects related to a new curriculum that has been classified by the Ministry of Education and Culture (Kementrian Pendidikan dan Kebudayaan/Kemendikbud). On the other hand, Indonesia's teachers have difficulties to use technology or applications on teaching. Few teachers have been using applications for helping their works but more than 50% of teachers are still immovable on the conventional learning process. The most difficult thing for English teachers is to teach speaking skills to students. Speaking is a complex skill because at least it is concerned with

components of grammar, vocabulary, pronunciation, fluency, and comprehension.

METHOD

The research design determined how the procedure is applied in this study. We used an experimental research design to accomplish this study. We gave pre-test and post-test in the experimental group and control group to know the improvement of the study.

Table 1. Treatments Timetable

Meetings	Learning Material	Method (Face-to-Face or Online Learning)
1st Meeting	1. Pre-test 2. Application Introduction and Practice	Face-to-Face (F2F) and Online Learning (OL)
2rd Meeting	1. Make paragraph about a Biography Text 2. Read it in front of class 3. Make a video and uploaded to Edmodo or Schoology	Online Learning (OL)
3th Meeting	1. Teaching by using video 2. Students response about biography video	Online Learning (OL)
4th Meeting	1. Review material 2. Speaking test (Post-test). 3. Questionnaire	Face to Face (F2F)

The treatment was conducted in both experimental and control groups. The experimental group was taught by using Edmodo and the control group was taught by using Schoology. In this research, we used instruments such as tests (pre and post-test), questionnaires, and interviewing the expert to strengthen the research about the application. The sample of this research was eleventh graders of MAN 2 Semarang as follows: XI IPA 1 (try out-group), XI IPA 3 (experimental group), and XI IPA 5 (control group), and each group contain 35 students.

RESULTS AND DISCUSSION

Edmodo and Schoology were applications used in school-based on technology. Those were included in the learning management system (LMS) that usually teachers used to help the learning process. Edmodo and Schoology could be opened by PC and smartphone, teachers and students do the learning process effectively and flexibility in learning everywhere and anywhere by using those applications because they are easy to use and flexible. On the other hand, students and teacher faced many problems related to the application such as registration stage, device support, and verifying of the application. Those were obstacles that teachers and students faced in learning by using applications (Edmodo and Schoology).

The Effectiveness of Edmodo in Teaching Speaking

Edmodo is an application that is commonly used in Indonesia. It has features that are interesting for users (user-friendly). Edmodo also has some features supporting the learning process such as resources, the link connected to other applications, and interesting design. It helps the teacher to present a new dimension in learning by using technology in the classroom activity. G et al. (2017), Wallace, (2013), Yusuf, Yusuf, Erdiana, & Rizky Pratama, 2018 conducted research by using Edmodo as a learning platform. Furthermore, it focused on reading and writing. So, Edmodo could activate teaching speaking in MAN 2 Semarang to be effective, flexible and unlimited learning.

In the implementation, we faced a technical problem with the application particularly in the registration stage or sign up. Students could not use their e-mail and password in the application. The students' smartphones also did not support the application because the memory capacity was full. Then they were directed to open the application by the official website www.edmodo.com—the alternative link for signing up and operating that application to overcome the problem. In Edmodo, one of the researchers made a class course that connected to the students after they finished in the registration stage. Then the learning activity was combined with face-to-face and online learning. It is used to synchronize the learning process online to review the students' understanding.
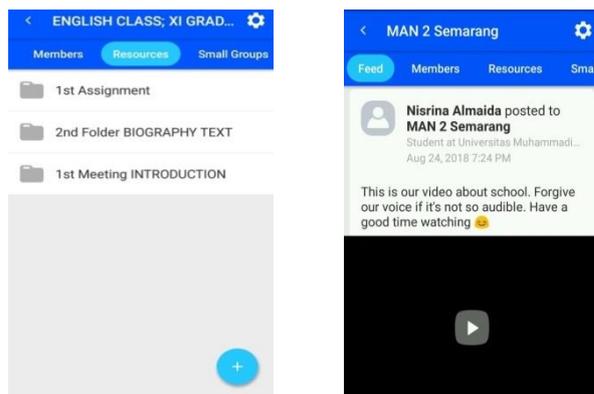
In the application, the students were provided some materials on the course's folder. The students were able to learn the material on their application and they could ask the teacher or their friends using personal chat or group discussion that was provided in the application. Hence, the teacher could get the benefit from the application in grading the task or practice easily. In speaking assessment, the teacher used applications as a media connected to other applications such as YouTube, BBC, Engvid.com, and so on. It helped the teacher to maximize teaching speaking in the classroom. After applying the application in the experimental group, Edmodo was an effective application to teach speaking for eleventh graders at MAN 2 Semarang. The data of pre and post-test results were calculated using the SPSS application. Here is the result in the experimental group.

Table 2. The Mean Result of Experimental Group

Descriptive Statistics					
Experimental Group	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
(E) PRETEST	35	50	100	67.71	16.687
(E) POSTTEST	35	50	95	69.71	14.750
Valid N (listwise)					

Table 2. above shows the mean difference between pre-test and post-test in the experimental group. Applying Edmodo as an online platform in XI IPA 3 found the pre-test result was 67.71 and the post-test was 69.71. In the experimental group, the result had raised two (2) points from pre-test to post-test. In the experimental group, the students showed their speaking improvement, particularly in pronunciation and grammar. They pronounced the words better than when they performed in the pre-test. They also could analyze the grammatical error form in the conversation based on the context.

The Effectiveness of Schoology in Teaching Speaking

Schoology is also a part of the learning management system in the educational digital system. However, Schoology has differences with Edmodo in application display. Schoology has a simple display, but it is full of resources that connect to the application. It provides important features that make Schoology different. Schoology encloses the attendance list automatically. It helps the teacher to control the students' participation in online classes. Ardi (2017), Irawan, Sutadji, & Widiyanti, (2017), Sicat (2015) conducted research by using Schoology. The previous research did an experiment about Schoology for learning activity. They mentioned that Schoology is an effective learning management system for enhancing of (EAP) English Academic Purposes in writing skills particularly in business. So, teachers are interested to apply Schoology for the effectiveness in teaching speaking in MAN 2 Semarang.

In the implementation, we faced technical problems as found in Edmodo, which is in the registration stage or sign up. Students could not use their e-mail and password in the application, and the students' smartphones did not support the application because their smartphone memory capacity was full. The students were directed to open the application by the official website www.schoology.com as an alternative way to sign up and operate that application without facing any trouble caused by supporting devices. In Schoology, one of the researchers made a class course that connected to the students after they finished in the registration stage. Then learning activity was combined with face-to-face and online learning. It was used to synchronize the learning process online to review the students' understanding.

In the application, the students were provided some materials on the course's folder. The students were able to learn the material on their application and they could ask the teacher or their friends using personal chat or group discussion provided in the application. Hence, the teacher could get the benefit from the application in grading the task or practice easily. In speaking assessment, the teacher used application as a medium connected to another application such as YouTube, BBC, Engvid.com, and Ted Talk so on. It helped the teacher to maximize teaching speaking in the classroom. After applying the application in the experimental group, it could be found that Schoology was an effective application to teach speaking for eleventh graders students at MAN 2 Semarang. It was proved by the pre and post-test results. Here are the results of the experimental group pre and post-tests by using SPSS.

Table 3 The Mean Result of Control Group

Control Group	N	Minimum	Maximum	Mean	Std. Deviation
Descriptive Statistics					
(C)PRETEST	35	45	100	66.43	14.930
(C)POSTTEST	35	50	95	68.57	12.282
Valid N (listwise)	35				

Table 3. above showed the mean difference between pre-test and post-test in the experimental group. Schoology was used as an online class management platform in XI IPA 5. It was found that the pre-test result was 66.43 and the post-test was 68.57. It showed that using application Schoology to teach speaking was effective, although the improvement score was only 2.14 points. In the experimental group, the students showed their speaking improvement, particularly in pronunciation, vocabulary, and grammar. They pronounced the words better than the previous one in the pre-test. The students not only could analyze the spoken grammatical form but also they could enrich the vocabulary by using the application in English features name.

The Students' Perception of the Application Practicality

The students were asked about responses to the practicality of application, in addition, to reach the result of learning by using LMS application (Edmodo and Schoology). In this section, the data results came from the questionnaire analysis by using Likert-scale. Both experimental and control groups showed the results of 3.44 and 3.42. The Likert-scale criteria are as follows.

Table 4 Likert Scale Criteria

Scales	Category
4.50 - 5.00	Excellent
3.50- 4.49	Very Good
2.50 - 3.49	Good
1.50- 2.49	Fair
1.00 - 1.49	Poor

From the Likert scale criterion above, it can be concluded that the questionnaire result of the experimental group was 3.44 which included on good category. While the result of the questionnaire of the control group was 3.42 which also included on good category. It can be concluded that learning by using the application, the students could understand the application easily although they faced technical problems in the registration stage.

To strengthen the information about the students' obstacles in using applications particularly on the registration stage, one of the researchers interviewed an IT expert to give more information to synchronize the problem faced when applying in-class activity related to the application which included Learning Management System. The IT expert was asked about the problems related to the application in the learning process such as the problem of the registration stage, invalid e-mail password, and empty resources. In this stage, students faced signing trouble because their e-mail and password did not syncronize to be verified by the application.

Registration was an important stage that all students had to do before the class was started. Few students were confused when they could not log in to the application. Based on the IT expert's opinion, it was mentioned that e-mail and password were based on the personal domain. It meant that the e-mail and password were invalid because the students incorrectly input the e-mail and password, or the students had signed up those applications and the data were received by the database application. The application database could not verify the application which was signed up twice to protect the application from the digital cyber.

Furthermore, in the registration stage, students also had to input the access code or course code. Access code was useful for students to join the class after the teacher made the course. Access code or course code was gotten from the application domain. The teacher just shared the access code to students, then students used it to enter the course in the application after verifying steps from the database application. Based on the IT expert opinion, the problem in the registration stage was the mistake of the application domain and the teacher should ask the application customer services. He also mentioned that the application could be divided into two classifications; paid application and unpaid application. And Edmodo and Schoology were free applications.

Applying Edmodo and Schoology have advantages and disadvantages. Edmodo application is a learning management system that visualizes well, but there is some feeds advertisement. While Schoology has a standard display, but it has programs and is well organized. However, both of the applications have equal power, learning stage and the same objectives in the learning management system. In applying those applications, the students could not enter the course or had difficulties to sign up. It meant that in the application on the class domain, there was logarithm or mathematics error in approving the course database. Related to the explanation above, we concluded that both the experimental group and control

group followed the registration stage based on the application's instruction and the technical error came from the application database.

In addition, we interviewed another IT expert to strengthen the finding of the expert judgment on the data. He mentioned that those applications could be operated on PC and smartphones. Both applications had standard LMS features such as user management, module management, and grade management. Both of them had distinguished standards of LMS, for instance, teacher-created sub material, task, an examination by using an application's features. It made students easy to learn the material, to open, and to do the tasks.

At the end of the analysis, the t-test result proved that the application was (0.325) which is lower than ttable. It means that in both Edmodo and Schoology there is no difference between Schoology and Edmodo. The pre and post-test students' speaking performance means of experimental and control groups are increased. The t-test results in both the experimental group and control groups were H1 rejected and H0 received. Hence, using applications could improve speaking performance, but Edmodo and Schoology applications had equal power to teach speaking and both applications could not improve students' grammar on Schoology.

CONCLUSION

After conducting the research, we conclude that using LMS (Edmodo and Schoology) is effective to teach speaking for eleventh graders, especially in performing the basic speaking elements of pronunciation and grammar at MAN 2 Semarang. It can be drawn from the results of the pre-test and post-test in the experimental group and the control group. Based on a questionnaire about students' perception of application practicality shown, both the experimental group and control group have the same average score; an experimental group is 3.4 and in the control group is 3.42. It is concluded that both the experimental and control group's students have the same perception about the application that can help students improve speaking on pronunciation and grammar in eleventh graders of MAN 2 Semarang.

Edmodo and Schoology are learning management systems that can be used to teach English speaking interactively. However, teaching by using the application should be done both virtual and face-to-face learning to synchronize and make sure the material will be understood by students. Edmodo and Schoology are two of the various alternative media in teaching based on online learning. However, it helps the teacher to deliver the material and it also helps the students to be active in sharing their ideas through speaking activities.

Applying an application for teaching has benefits both for students and teachers. Teaching by technology gives flexible teaching and follows the trend of education 4.0, but the controlling needs more attention and energy. The application does not work well due to some technical error, Edmodo and Schoology have their own good performance such as display and submitting form. On the other hand, technology sometimes makes students and teachers found difficulty, so the teacher cannot rely totally on the application. That is why face-to-face interaction can be used to fill the gap.

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