THE USE OF EDMODO FOR TEACHING SPEAKING IN MASTERING INTERPERSONAL DIALOGUE IN A BLENDED LEARNING SETTING

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ABSTRACT

This study was aimed to describe the use of Edmodo in teaching speaking in mastering interpersonal dialogue in MAN 3 Langkat. The participant of this reserach was Students of grade eleventh in Science class of MAN 3 Langkat. The technique of collecting data used was observation,interview and test. In blended learning, there were two activities which consist of online learning activities which were done using Edmodo and traditional face to face activities which were done in the class. There were five components of speaking they were Organization, Fluency, Pronunciation, Vocabulary, and Performance. The research finding found that Edmodo could help the students to improve their speaking ability especially asking and giving opinion. And then, the result of students' speaking belongs to good category. Generally, students give the positive response toward the implementation of Edmodo for teaching speaking in asking and giving opinion.

Keywords : *Edmodo, Blended Learning, Teaching Speaking*

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INTRODUCTION

Background of the Study

Speaking is the primary indicator of successful language learning, which means that success in language learning is often measured in terms of the ability to carry out a conversation in the target language (Richard,2008). By speaking, students are able to interact and communicate with both student and teacher. So, as English teacher must have innovative learning to make the students be able to improve their speaking skill and motivated them to be confidence speaking in front of the class.

The students got difficulties on teaching speaking such as lack of vocabulary, feeling unconfident and shy when talking in front of the class and to the teacher. So, the teacher had a new method that used to improve their speaking to be more confident.

The application of ICT into English Language Teaching (ELT) has become trendy in recent years on the global scale. The teacher not only delivery the material using blackboard in the class but the teacher must be creative and understand with the development of education at this time that used internet as a media in teaching learning process.

One of the aspects in curriculum 13 is the using of media. The media devided into two categories; Digital and non-digital, The advancement of technology require the teachers to be creative in implementing an innovative media or teaching method based-technology. Media is a tool that used by teachers to create an interesting teaching and learning process. The use of media is expected to make the students understand the material well. To create an

interactive media, the increasing of technology affects in the educational system. Rahmawati (2015) states that there are some choices to implement E-learning as a media in teaching learning process; they are 1) Developing E-learning by ourselves, 2) Buying a system, 3) Using open source E-learning. Open source E-learning is software free to use, and the original program can be changed by anyone. There are lots of free and open source E-learning applications that can be used by both teachers and students, such as: Moodle, Quipper school, Edmodo etc.

Edmodo is the new learning method that used in MAN 3 Langkat. Edmodo is a website that has been used in many countries. Edmodo is website that is free and safe for learning. Designed by Jef O'Hara and Nick Borg in 2008 for teachers students, parents, schools, and district. This application available in https://www.edmodo.com or download on Playstore. It is an Interactive virtual learning platform for English language learning and teaching that very useful for students to help their problem especially for speaking ability in the classroom. Edmodo has distinguished design which can attracts the students' excitement about learning English activities.

Therefore, the writer got the problems are how is Edmodo used as a blended learning setting applied in teaching speaking and how are the students' speaking performance after using Edmodo in learning asking and giving opinion.

REVIEW OF LITERATURE

1. **Learning Management System**

LMSs are mainly used to control and arrange learning and teaching activities in e-learning environment. They are employed for posting content, sharing course materials and presentations, assigning students, assessments, creating quizzes, conducting polls and etc. They are also called virtual learning environment (VLE) or course management systems (CMS). In addition to administrative aspect of LMSs, they provide learners with synchronous communication facilities through chat rooms, whiteboards, video conferencing, walls and with a synchronous communication such as quizzes, polls, forums, surveys, and etc. (Conradie, Moller and Faleni, 2015).

2. Edmodo

Edmodo was recognized by the American Association of School Librarians in 2011 as one of the top 25 websites that fosters the qualities of innovation, creativity, active participation and collaboration (Habbley,2011) in the category entitled "Social Networking and Communication". Edmodo is a website which offers educational instructions. It can be accessed on Https://www.edmodo.com. It is one of social platforms that connects more than 29 million teachers and students around the world (Edmodo, 2013 : Online). Edmodo is also one of the best means of teacher-student communication. Edmodo totally encourages students to build their online learning environment in wonderful lessons. It also allows teachers to create closed groups and sub-groups in order to work on different things at the same time according to the subject of learning.

a. Features of Edmodo

Trisnawati (2015) says that Edmodo has features solely for teachers and both teacher and students. The following are the list of Edmodo's features:

1. Assignment

Assignment feature is used by teachers to give assignments to students.Trisnawati (2015) says the function of this feature, the teachers can give assignments to the students. Teacher to assign tasks to students online use this feature.

2. File and Links

On this feature, teachers and students can send messages by attaching files and links for a class group, other students or teachers. Trisnawati (2015) also says that in this feature the teacher and the student can be sending a message with attach files and link in the class group, to the other student or teacher.

3. Quiz

Quiz used to provide an online evaluation either multiple choice, or essay. Quiz can only be made by teachers, while students can only work on it.

4. Polling

Trisnawati (2015) says that polling can only be created by teachers to be shared with students. Usually teachers use polls to find out students' responses about certain things related lessons.

5. Gradebook

Gradebook features used as a record of the students marks. Trisnawati (2015) says that Gradebook feature used as a student not value.

6. Library

This feature is used as a storage area for a variety of learning resources with diverse content. Trisnawati (2015) says that in this feature the teacher can upload teaching materials such as video presentation, material or video reference.

b. Getting Started for Edmodo

1. Teacher sign up

Trisnawati (2015) says that is very easy. At the homepage, simply click I'm Teacher and a new dialogue box will open up. Simply fill out that information and click Sign up.

2. Student sign up

Furthermore, Trisnawati (2015) says that you have created your Group, we need to get your students into it, which is even easier than creating the class. first, have the students go to Https://www.Edmodo.com and click on I'm a student.

c. Main Features

a. For teacher

Trisnawati (2015) states the following are some of the main features of Edmodo for teacher.

1) Teacher have full control over the creation and management of accounts and groups of students. once teacher create a group, their students receive a code to be able to register and join the group. The group is strictly private and can even be locked from access after a certain period of time.

2) Teacher moderate the student's interaction and control content. For example, they can choose to monitor comments and contribution before they are to the group.

 3) Teacher can create a variety of online activities that foster interaction.

 4) Teacher can recieve assignments, mark them, and keep a record of student progress.

 5) Teacher can keep class calendar where all assignment and activities will be featured.

3. Blended Learning

Blended leraning or also called hybridization is combination of traditional learning or face-to-face with online lernin (Bonk & Graham, 2005; Friesen,2012). Blended learning can be implemented in the classroom with the purpose to make students more active. Teacher as facilitator in the classroom must encourage students in teaching learning process. Blended leraning also can make students to be active in thinking about the topic and to be various in doing assignment. Besides, teacher must use technology to show the topic, for example to explain the topics in using Edmodo.

a. The Characteristics of Blended Learning

The following are the characteristics of the Blended learning model of learning according to Husamah (2013:16) in Sulistiani (2016):

1. Learning that combines many different ways of delivery model of instruction, learning styles, as well as a variety of technology-based media.

2. A combination of direct instruction or face to face (face-to-face), independent study, and learning through online.

4. Speaking

Speaking is the one of two productive skill in language teaching. It defines as the way to carry out our feeling through conversation with others. Rivzi (2006:92) states that speaking is interactive communicative process that involves speakers and listeners. To build communicative process of speaking and understandable message. The researcher adapts the previous definition that with in mind, the researcher endorses the previous definition that "speaking is a skill of comprehending, pronouncing, and being fluent and accurate in using grammar and vocabulary". Its clear from what has been mentioned above that speaking is a complex process including many other processes. It is not just to pronounce the words

5. Asking and Giving opinion

Asking and giving opinion is to describe how we are going to ask the opinions of others and how we provide opinions to other. That dialogue include dialogue of asking and giving opinion. because, the first man ask for opinion and second one give his opinion.

RESEARCH METHODOLOGY

The researcher applied the descriptive qualiative design to abalyze the data. Maxwell (1996) who states that the strength of qualitative research was its concern with words rather than numbers

The data of this research ware sentences consists of interpersonal dialogue between teacher and students of eleventh grade in blended learning.

The source of data of this research were taken from videos that has been uploaded in edmodo about asking and giving opinion matery of IPA2 in eleventh Grade students at MAN 3 Langkat. In the class consisting of 22 students was the subject of the research.

In collecting data, the writer collected by using observation, interview and documentation. The observation was used to collect the data needed.

In collecting data, the writer used qulitative data. The qualitative data obtained from the observation and interview for the teacher and students. in this research, the writer observed the teacher and the students of MAN 3 Langkat.

The data obtain from the observation, interview and short dialogue test were the first collected and analyzed to describe the use of Edmodo in teaching speaking for interpersonal dialogue. These data was needed to evaluate the method in speaking materials and assess the students' need in English.

DATA ANALYSIS AND DISCUSSION

A. **Data Analysis**

1. **The Use of Edmodo for Teaching Speaking in a Blended Learning**

The teacher started the lesson based on scientific approach. Before the lesson started, the teacher asked the students how about their conditions and checked the attandance after that the teacher gave the overview of the topic that will be tought. After that the teacher told the students that her question related to the matery which is **asking and giving opinion**.

After that, the teacher asked the students to make some conversation about asking and giving opinion and presented it in front of the class. Then, the teacher gave some topics to make the students be easier. Before they were presented it orally, the teacher gave chance to the list the point what they should speak up. And then every groups presented it infront of the class. And the last section, as the result the teacher gave feedback to them. **In this section, the teacher still used conventional learning in the classroom.**

Then the teacher asked to the student to open Edmodo on their smartphone, Firstly, they were accessed at Https://www.Edmodo.com or they could open it at the application then the students started to login and then wrote their Email address and the password. After all of the students sign up, they opened their group class. and the teacher has been posted the task in feature assignment menu previously. Because this task is about asking and giving opinion, in this task the teacher asked the students to make conversation and then talking with their friend. The teacher wants one account for one group and every groups consist of 2-3 persons to make the students to be easier. The teacher asked the students to make a video and then uploaded in Edmodo. **In this section, the teacher using Edmodo as media in teaching English. Which is the teacher**

using blended learning because the teacher combained the conventional learning and E-learning

In the next day, as usual the teacher checked the attandace list and asked how about student's conditions. After that the teacher were given several question "Did you remember our matery last week?" and then the students tried to answer as much as they could. In this meeting the teacher still continued the lesson, the teacher asked the students how about their home-work, the students said "we already made the video miss" then the teacher asked to open their Edmodo and checked their home-work. After checking their assignment, the teacher gave a feedback and making score for their task. The teacher making score for the students by giving note for the students. and the teacher asked the students to comment on their firend's work. Until the end, the teacher and the students enjoyed during the meeting, and then the class was over, the teacher close the meeting.

2. **Student' speaking performance after using Edmodo in learning asking and giving opinion**

To know the speaking performance of students the writer analyzed their speaking by using scoring rubric of speaking which adapted from Nakamura (2003) which contain of five components in speaking skill. They are organizations, fluency, pronunciations,vocabulary and performance. Each components has criteria they are Excellent, Good, Poor and Very poor. Here is the sample data of student' speaking performance from group 1.

Group / Names of students	Nakamura scoring rubric	Excellent (4)	good (3)	Poor (2)	Very poor (1)
GROUP 1/ YT	Organizations		based on rhetoric steps but not accurately used		
	Fluency			Speech is frequently hesitant	
	Pronunciation		Occasional Mispronunciation		
	Vocabulary		There is an adequate variety of words and most all of them are correctly used		
	Performance		Speaks confidently loudly and naturally but sometimes repeat some words		
NP	Organizations		based on rhetoric steps but not accurately		
	Fluency		Speech is occasionally hesitant		
	pronunciations		Frequent Mispronun-ciation		
	Vocabulary		There is an adequate variety of words and most all of them are correctly used		
	Performance		Speaks confidently loudly and naturally but		

			sometimes repeat some words		

The analysis of students in group 1 are:

a. Organizations

In organization, both of the students getting Good category. NP started the conversation by saying "Hello" and YT replied her greating. But in whole the conversation, they are just explain a little opinion and there is no specific reason on their opinion e.g "breakfast is source of energy for you" NP doesn't explain it clearly and the word e.g "breakfast food" I think it will be good changed become "breakfast".

b. Fluency

NP was not speaking effectively, at the middle part of the conversation she was speak frequently hesitant and the intonation become slowly and any repitition on their speaking it marked when she said "Hei" and "remaini... for re..maining me" and any paused when she is speaking like "eee...". So, this is could be poor category.

The other one student, she is speak occasionally hesitant and intonation become slowly but just a little, it marked when she said "I really...... didn't like breakfast food". So that, this is could be good category.

c. Pronunciation

Both of them the pronunciation was good, she was occasioanlly mispronunciation but it could be listen easily.

d. Vocabulary

YT indicated into poor categorized that there is uncorrect word it is like "breakfast food" and a little variety of words are found in the use of words it marked when she said "well from tomorrow I'll eat breakfast to stay healthy and strong" I think it will be better changed become "well, I'll breakfast to stay healthy start from tomorrow" .Meanwhile vocabulary of NP into good categorized because there is an adequate variety of words and most all of them correctly used.

e. Performance

YT was speak confidently loudly and naturally but sometimes repeat some words so it could be into good categorized. And NP's performance in a very good categorized because she is speak confident,loudly and naturally.

FINDING RESEARCH

findings of this research can presented as follows:

1. Based on the analysis of the implementation of edmodo on students speaking of asking and giving opinions in grade eleventh. The writer found how the edmodo used in teaching speaking. And how the application worked in a blended learning method. The application attracted the students for learning English and they were very enthusiastic in learning English in the class.

2. In this research, there were five categories of students' speaking performance they were organizations, fluency, pronunciation, vocabulary

and performance that has been anlyzed. Based on the analysis of each categorise into good level.

Table 2.3 The Percentage of Students' Speaking

No	Categories of Speaking	Level	Percentage (%)
1	Organizations	Excellent	31.81 %
		Good	50 %
		Poor	9.09 %
		Very poor	9.09 %
2	Fluency	Excellent	18.18 %
		Good	40.90 %
		Poor	31.81 %
		Very poor	9.09 %
3	Pronunciation	Excellent	9.09 %
		Good	54.54 %
		Poor	27.27 %
		Very poor	9.09 %
4	Vocabulary	Excellent	0 %
		Good	68.18 %
		Poor	22.72 %
		Very poor	9.09 %
5	Performance	Excellent	27.27 %
		Good	45.45 %
		Poor	9.09 %
		Very poor	18.18 %

DISCUSSION

Data were taken from observation and interview with English teacher of MAN 3 Langkat. The objectives of the study was to described the use of edmodo of teaching speaking in asking and giving opinion lesson in a blended learning setting. After analyzing data, it states that this research has been answered.

The using of edmodo is easy. The student only sign in at Https://www.Edmodo.com or download in playstore. This is same with the interview with the teacher Ms.IR on August,24th 2019 that:

"Edmodo sangat mudah digunakan, karena memiliki sistem seperti di facebook, siswa/guru hanya perlu login dengan menggunakan email kemudian siswa login dengan menggunakan kode kelas yang sudah di berikan guru"

Gwen (2014) Edmodo is very easy to use course management tool because it feel like facebook, and teacher like it because it has an excellent grade book.

The edmodo is not harmful for the students and to the teacher. Edmodo is safe to use, by using edmodo the teacher gave students consideration and supervision in edmodo learning environtment. Based on the explanation above, the using of edmodo are appropriate theory stated by Baverly (2012):

"Edmodo is provide a safe to learn and it is the way for teachers and students to connect share contact, and access homework, grades, and school notices"

This theory is appropriate of interview for the teacher in July, 31th 2019. Ms. IR said that edmodo is safe and easy to use for teachers or the students. But the teacher said that She's still learn in using edmodo to make score in assess the students because this is new experience for her in learning English.

In using of this edmodo, sometimes getting some problem such as the problems of bandwith, and incompatibily of smartphone application or school factor. In using edmodo the teacher and the students feel that school factor impact to use edmodo in teaching and learning process because to access edmodo they must use computer or handphone that connect to internet. If the school could not have the facilities for teaching, using edmodo could not be use. Based on the

explanation, the problem in using edmodo is appropriate theory stated by Pixel (2014).

> *"when you did not have computer to access Edmodo. Most of the teacher and the students access edmodo by using their mobile devices like cell phones, tablets"*

Based on the theory, the problem in using edmodo is school factor. The school must have computer and internet connection to access edmodo it was appropriate by the interview of the teacher. In conclusion, In this research, the students was achieved well the components of speaking proposed by Nakamura (2003) but in vocabulary aspect the students getting a little percentage in a good score. It is not the main problem of speaking. Edmodo as e-learning media creates a successful speaking activity like the students has high motivation to speak, participate actively and trying to give best performance by doing conversation about asking and giving opinion in a good organization, fluency, pronunciation and vocabulary. It was in line with theory of Ur (1999) stated that the successful speaking activity was about the appropriate topic with the learners' age which encourage them to participate actively and to have high motivation to speak in teaching learning process.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data of research it can be conclude that Edmodo is one of E-learning media that is appropriate in teaching speaking asking and giving opinion to eleventh grades of MAN 3 Langkat. In implementation blended learning using edmodo application the writer found that edmodo very useful for students.

edmodo allowing the students to work independently within groups, allowing the students to be concerning on quality their work. By using edmodo the students not being shy to speak english and be more confident to practice. And then, the writer analyzed the transcript of students' conversation to know how is the speaking performance of students adapted by Nakamura scoring rubric (2003).

Apart of finding research, the use of edmodo could help the eleventh grade of MAN 3 Langkat in speaking English. It was showed by the result of the students' speaking dialogue with their friend and the percentage of data showed was excellent and good. The students were asked to make a conversation based on the topic that has been given. The students were able to develop their topic being a good conversation however still any misakes in a grammar.

A. Suggestion

Based on the data interpretation and the previous conclusion. The writer formulated suggestion for the teacher and also for future researcher. The suggestions are explained as follows:

a. For English teacher

Edmodo can be applied to all English materials. So the teacher must be creative to make various ways to deliver the material using this media. Teacher should also understand the characteristics of each student and know the students' level when selecting the material for students. it will help the students get description about the material that they are going to learn in the classroom.

b. For the students

Students should pay attantion to the teacher to keep up information from the teacher regarding tasks and materials sent in Edmodo and should remember the account and password Edmodo media respectively, so as not to forget the account and his password.

c. For future researcher

The writer would like to suggest the future researcher to conduct the similar study in order to improve the result of this study, such as using the same media but different materials or make modifications when conducting the same study.

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