

# TEACHING WRITING PERSONAL LETTER by USING EDMODO to the ELEVENTH GRADE

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## Abstract

This study investigated on the use of edmodo in teaching writing personal letter for the eleventh graders. English teachers often put writing in the list of priorities in teaching. Writing is essential for students. The main problem that students faced in writing is boredom. English teachers should leave a conventional way of teaching writing and try to provide a creative way for teaching writing. This study had two research questions; (1) How is The implementation of teaching writing personal letter by using Edmodo And (2) How is Student difficulty in learning writing personal letter by using edmodo? This study was a descriptive qualitative. The subjects were the students of eleventh grade of IPA SMA PGRI 5 Sidoarjo and the teacher. The instruments which were used in this research are observation field note, and questionnaires. The finding of the study showed that teaching writing personal letter by using edmodo letter could attract students willing in learning personal letter. It proved by the condition where students were active during the teaching and learning process. The finding also showed that teaching writing personal letter involving writing personal letter got a positive response from the students. The boredom in writing that commonly felt by the students could be reduced. Moreover, the positive response is showed by the result of the students' works. Students could deliver idea in their writing. However, students still had difficulty dealing with grammar. In conclusion, the application of edmodo in teaching writing personal letter was successfully applied by the teacher. It was because the teacher chose an appropriate level of material and students' input. It also got positives responses from the students. They were agree that it could reduce their boredom in writing. Another positive response was showed in the result of students' works. Students had been able to deliver their ideas in their writing.

Key Words: *Edmodo Website, writing skill.*

## Abstrak

Penelitian ini meneliti tentang penggunaan edmodo dalam mengajar menulis surat pribadi untuk siswa kelas sebelas. Guru bahasa Inggris sering menempatkan tulisan dalam daftar prioritas dalam mengajar. menulis sangat penting untuk siswa. Masalah utama yang dihadapi siswa dalam menulis adalah kebosanan. Guru bahasa Inggris harus meninggalkan cara mengajar mengajar konvensional dan mencoba memberikan cara kreatif untuk mengajar menulis. Penelitian ini memiliki dua pertanyaan penelitian; (1) Bagaimana Pelaksanaan pembelajaran menulis surat pribadi dengan menggunakan Edmodo Dan (2) Bagaimana kesulitan siswa dalam belajar menulis surat pribadi dengan menggunakan edmodo? Penelitian ini adalah deskriptif kualitatif. Subyek penelitian adalah siswa kelas XI IPA SMA PGRI 5 Sidoarjo dan guru. Instrumen yang digunakan dalam penelitian ini adalah observasi catatan lapangan, dan kuesioner. Temuan penelitian menunjukkan bahwa mengajar menulis surat pribadi dengan menggunakan huruf edmodo dapat menarik minat siswa dalam mempelajari surat pribadi. Ini dibuktikan dengan kondisi di mana siswa aktif selama proses belajar mengajar. Temuan ini juga menunjukkan bahwa mengajar menulis surat pribadi yang melibatkan menulis surat pribadi mendapat respon positif dari para siswa. Kebosanan dalam menulis yang biasa dirasakan oleh para siswa bisa dikurangi. Selain itu, respon positif ditunjukkan oleh hasil karya siswa. Siswa dapat menyampaikan ide dalam tulisan mereka. Namun, siswa masih kesulitan berurusan dengan tata bahasa. Kesimpulannya, penerapan edmodo dalam mengajar menulis surat pribadi berhasil diterapkan oleh guru. Itu karena guru memilih level material dan input siswa yang sesuai. Ini juga mendapat respon positif dari para siswa. Mereka setuju bahwa itu dapat mengurangi kebosanan mereka secara tertulis. Respon positif lainnya ditunjukkan dalam hasil karya siswa. Siswa telah mampu menyampaikan ide-ide mereka dalam tulisan mereka

Kata Kunci: *Edmodo Website, keterampilan menulis.*

## Introduction

English as a foreign language has been taught as a mandatory subject in all senior high school in Indonesia. The aim of its teaching and learning process according to curriculum is to develop students' communicative competence in reaching the informational level which is already prepared for senior high school students to access information. Since language plays an important role as a mean of communication. Students need to master the four language skills namely listening, speaking, reading, and writing. So that the students are able to comprehend writing texts

Writing one of the language skill is very important for some reason. The first reason is that writing is important for senior high school students to communicate or share information and ideas such as to write a letter or to compose stories. Secondly, writing helps the students to prepare for the global competition for their future, for example to get a job in an MNC or the foreign country. Furthermore, writing can help the students to focus on accurate language use, such as grammar and vocabulary. It may well provoke language development of the students because they think as they write.

Though writing is important for students, it is not an easy skill to master. According to Richard and Renandya (2002:303) said, writing is the most difficult skill to master for second or foreign language learners. The difficulties are not only in generating and organizing the ideas. But also in translating those ideas into a readable text. It can be said that the learners have to apply everything that they have got in the stages, there are listening, speaking, and reading. So, writing can not be learnt spontaneously.

Most of the students of senior high school are usually confused to start writing. Sometimes, they also do not know how to express their ideas because of limited vocabulary and low motivation. The problem faced by the students is in finding and developing ideas. They also have problems in setting the private information about personal experience in written form to be sent to certain people. It is the reason why the teacher has to find an appropriate way to motivate their students to write by using an interesting method, technique or media that can build the students' enthusiasm in learning English. For example, by using Edmodo as a medium.

Edmodo is a social network that has a feature to support learning because it is designed for the use of school-based learning. It is developed by Nic Borg and Jeff O'Hara in 2008. According to Frank Gruber (2008) in his article entitled "Edmodo : microblogging for Education", stated that Edmodo support groups which can be associated with a particular

classroom through a variety of features such as creating study groups. In the group, the users can post assignments, give an opinion or response to the assignments that have been published, make a quiz or do a poll.

## **Methodology**

Dealing with research question stated in the previous chapter, the research design of this study is descriptive qualitative method. Descriptive qualitative use words or sentences presented as the source of data, which are going to be analyzed to answer the statement as the problem formulated. Creswell supported this reason that in qualitative research researcher realize on the view of participant; describes analyzed these words for them; conduct the inquiry in a subjective, based manner (2008:46).

The reason why the researcher choose descriptive qualitative design will because the researcher want to know about what will be happening during the implementation of the use of Edmodo for teaching writing of personal letter to the eleventh grade students of SMA PGRI 5 Sidoarjo. Here, the researcher do not manipulate and control the variable directly . the researcher will collect the data from the teacher than the researcher analyzed them. The data collected are from students compositions make to fulfill the task give by the teacher and will be done in the classroom.

The subjects of the study are the eleventh grade students of SMA PGRI 5 Sidoarjo, that consist of 18 students, they are 11 boys and 7 girls and the teacher. The reseacher used observation field note and questionnaire sheet in learning teaching process in the class and also the researcher will write what the researcher hears, sees, experiences, and thinks in course of collecting the data in a qualitative study. The questionnaire is a closed-ended questionnaire which is expected the respondent to answer fast and to choose the possible options provided.

## **Result of Reseach**

In this finding of research, the reseacher used two kinds of instruments which are observatin fieldnote, and questionnaire. For the first instrument, the reseacher observed theb classroom activity studying writing personals letter eleventh grade student of SMA PGRI 5 Sidoarjo for two times: march 28<sup>th</sup> and april 18<sup>th</sup> 2018. The observation was held from 09.15 to 10.45 a.m. the finding of insturement to know what is the difficulty the students.

The first classroom observation was done on Wednesday, 28<sup>th</sup> March 2018. Before the class was started, the teacher checked the media that the teacher needed as like LCD and

laptop, one of the students helped her to turn on LCD and erased the white board. The classroom activity began when the teacher greeted the students and they were able to give a good response to the teacher greeting. All of them answered it enthusiastically. After the teacher checked the students attendance list, the teacher asked the students to prepare themselves for the lesson.

The activity in this section were always the same greeting in every meeting from the first meeting until the second meeting. Next the teacher opened the the slide of her power point, the teacher showed picture of letter and asked to the students. Next the teacher change the slide in the next slide, the teaher explain about the definition personal letter, how to write a letter, and example of the letter. The teacher asked one of the students read an example letter that was show on the slide.

The teacher continued the lesson and some student asked the teacher how to write good personal letter and the teacher answer the question. The teacher contiued the lesson, she was explain about the structure of the letter and afer that the teacher asked to her student that they have to try to make some letter for someone. In the end of the first meeting, before the teacher ended class, the teacher asked the students to submit their work and some students have not done and some student didn't do the essigment. Finally, the teacher ended the class by saying good-bye. It showed that some students did not do their works well, they was bored about write a letter and they don't have confidence to write the letter . the did not belief that they can do. From this observation the student want to change different way in writing personal letter lesson.

The second meeting started on April 18<sup>th</sup> 2018. In this meeting, the class began at 09.15 until 10.45 a.m. the teacher entered the class followed by the reseacher. The reseacher sat at the right corner in the back row of the classto observe the teaching learning process. The teacher started the teaching learning process by greeting “assalamu’alukum warakhmatullah hi wabarakatuh, good morning every one” asking the students’ condition and pray. So the teacher check the attendance list. After that The teacher told that the material today was about edmodo application, the class condition were conducive the students paying attentions. Before explaining more about the next material, the teacher review the last material about personal letter.

After review the last material the teacher asked the students to look at the slide, then the student were focused on the slide. And the teacher explained about definition of Edmodo, how

sign in on the edmodo, and what are in the edmodo. Because all of the student did not know about edmodo, it was the first time they knew edmodo.

At a quarter past ten, the teacher ask to the students that they turn on the wifi, and the students opened the website of Edmodo. After the home of edmodo was opened, the students have to click sign “I’m student” after the student click, the home was changed the slide that was registrant to make a profil of edmodo. The teacher guided the student what the students fill up. Someone asked “what is surel miss?” and the teacher answered “it is your email”. And the students ask “what is grup code miss?” and the teacher answered “grup code is 6jdg8”.the teacher helped the students who cannot entered the website edmodo and the teacher helped the students who asked the teacher.

A half past ten all of the student had done make profil of edmodo, after that the teacher asked to the students to try make a letter to the someone and send to grup that was made, the students started write the letter. The teacher gave limited time during the writing. While the students were doing their work, the teacher walked around the class during the writing activity to help the students who faced a problem or had any difficulties. It was aimed to control the class. In this activity, the students enjoyed to make letter, and the students interested teaching learning writing personal letter by using edmodo. At a quarter to eleven, the teacher give feedback, and conclusion about the material in two meeting, before the teacher closed the meeting she asked the students to learn and confidence to make a letter. And the time was over the teacher close the meetings by saying hamdalah and saying thank you for their coming to her class.

After teaching learning process was implementation in the class, the teacher shared some questionnaires in order to find out the students dificulties in learning writing personal letter by using edmodo in the class. After the students finished filling the questionnaire, they submitted their questionnaire to the teacher. The results of questionnaire were presented in the table and chart Score of the result of questionnaire were presented in the table.

The research using formula as follow :

(arikunto, 2005)

The Sum Of The Students Response Of One Question

The number of the students

X 100



Then the result of the questionnaire in percents were present in the chart

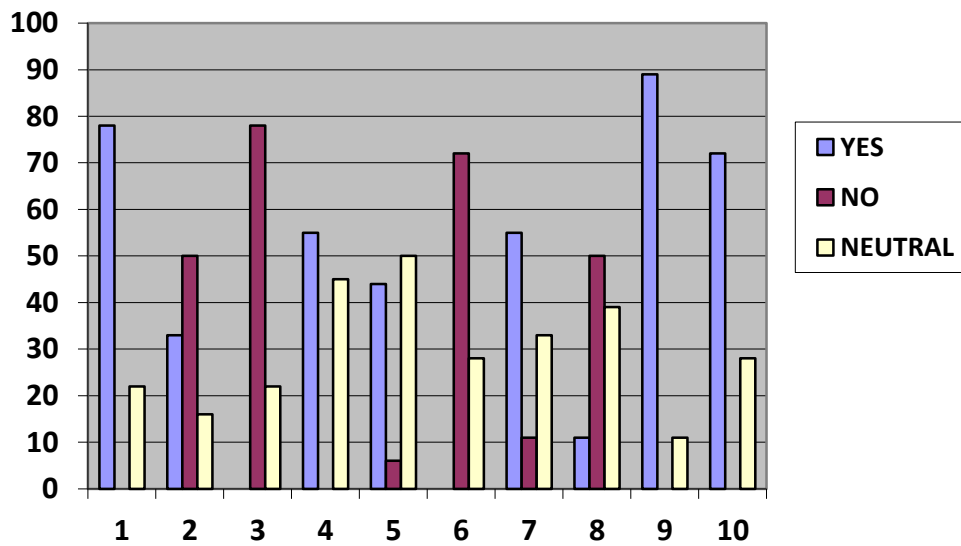


Chart 1 The Result of Questionnaire in Percent

Based on the table and the chart above the researcher describe as follow:

The students' answer the question number 1: there were 78% of the students were like to study English, then 0% students were not like to study English, while 22% student were answer neutral. Its mean that most of the student of XI IPA1 SMA PGRI 5 Sidoarjo were like to study English. The students' answer the question number 2 : there were 33% of students were intereting to study english, then 50% were answet no, and 16% students were answer neutral. It means that most student werenot like to writing. The students' answer the question number 3 : there were 0% of students think that study writing personal letter is bored and difficut. 78% students did not think that writing is difficult and 22% student were answer neutral. It means a half of students thought about writing personal letter is difficult than other skill in English. The students' answer the question number 4 : there were 55% of students felt enjoy to writing personal letter using Edmodo. While 0% tso there is no students were answer no and 45% students answer neutral. It means that the student felt enjoy the edmodo and the student just also to study write personal letter using Edmodo. The students' answer the question number 5 : there were 55% of students like to writing personal letter, they felt a simple media. Then 6% students answer no they felt so difficult and 50% students answer neutral. It means most of students of XI IPA1 SMA PGRI 5 Sidoarjo felt confident to express their idea in writing English. The students' answer the question number 6 : there were 0% no answer. Then 72% students were answer no because no one teacher use of media edmodo and 28% answer It

means there were student know about edmodo fro the other teacher. The students' answer the question number 7 : there were 55% of the students were felt have motivated to study writing english. and 11% were answer does not have motivated. While 33% students asnwered neutral. Its mean that most of the students were felt motivated and can express their idea. The students' answer the question number 8 : there were 11% of students find out dificulty using edmodo. and 50% were answer the students do not find out dificulty. While 39% students answer neutral. It means most of students find out dificuly and do not find dificulty to study writing personal letter. The students' answer the question number 9: there were 89% students answer yes. It mean that they got commenct from their teacher. While 0% students answer no and 11% students answer neutral. It could the students got commentr and did not got comment. The students' answer the question number 10: there were 72% students agree this media applied into their class.. Then 0% students were answer no, while 28% students answer neutral do not want it to applied .

## **Discussion**

In this part, the researcher will discuss the result of the observation to know how the teacher implementation teaching writing personal letter by using edmodo and students difficulties. The researcher focused how to implementation teaching writing personal letter by using edmodo to the eleventh grade students. How the implementation writing personal letter by edmodo used, the reseacher used observation field notes. In make a letter, student had some difficulties to make a personal letter, they shy to express their idea in the piece of paper, they open the internet and put in google the personal letter. if they write into piece of paper they can not express their idea, they fried that their a letter was read by their friends.

The teacher implementation writing peronal letter by edmodo at the second meeting. She implementation to motivate, and the students more confidence to write a letter. the student were happy and excited to write a letter. It was one of media that can be used in teaching writing interestingly and evectively. Not only that they could express their idea. To know the students difficulties through to make a letter, the researcher gave 10 questionnaire for all the students.the result of questinnaire can be seen in the table and chart. In general, the researcher made percentage that the students who answer "NO" on the question numer three were 78%. And the students who answer "NO" on number six were 72%.it means that the students they never used this media and they could not improve their idea as well.

## Conclusion

In the first result, there are three meetings in the learning writing personal letter by using edmodo. The first meeting start on March, 28 2018. The teacher gave explanation about personal letter. the second meeting start on April, 18 April 2018 the teacher gave explanation about edmodo and the student try to make a profil of edmodo.

Based on the research question, there were two things that were focused in this study. They were implementation of edmodo to write a personal letter from observation and the students difficulties writing personal letter from queswtinnaair. From the result of observastion, the researcher find that teaching learning writing personal letter by using edmodo make the students of XI-IPA are confident and thay could express their idea.

Based on the student difficulties from questinnaire, the reseacher find that writing personal letter is difficult because the student felt shy, afraid and does not have confident to express thier idea and they also limit of vocabulary. But by using edmodo they can be confident and they could express their idea.

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