STUDENTS' PERCEPTION ON THE USE OF EDMODO
IN 'INTERMEDIATE LISTENING' CLASS AT STKIP PGRI SIDOARJO

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ABSTRACT

The purpose of this study was to ascertain students' perception toward the use of Edmodo in the 'Intermediate Listening' class of the English Education Study Program at STKIP PGRI Sidoarjo. To accomplish the objective, the researchers used a questionnaire as the primary instrument and a descriptive quantitative design. The researchers surveyed 37 respondents using 13 closed-ended questions. The questionnaire was divided into three sections. Edmodo as an effective tool in writing class, Edmodo as a supplementary tool in 'Intermediate Listening' class, and Edmodo as a supplementary tool for learning. The questionnaires were adapted from those used in Manowong (2016). On the basis of the data collected, it can be concluded that: (a) Edmodo is an effective and beneficial tool for teaching and learning English, particularly in the 'Intermediate Listening' class, (b) Edmodo enables lecturers to monitor and maintain their students' progress, (c) Edmodo provides a snapshot of students' progress and accomplishments. Additionally, the results indicated that the majority of students agreed that explanations, quizzes, and other online tasks provided by the lecturer in Edmodo assist students in improving their learning and comprehension of the 'Intermediate Listening' course. The internet-based reference materials, such as links to materials, videos, images, and articles posted by the lecturer, assist students in comprehending the course. Edmodo is one of the most innovative and creative supplemental teaching methods available for enhancing classroom interaction.

Keywords: *students' perception, Edmodo, intermediate listening*

INTRODUCTION

It is now an accepted fact that information, communication, and technology have significant implications for human life, particularly in the context of educational processes involving teachers and students, as well as between students and lecturers. Because of the integration of information, communication, and technology, the teaching and learning process can be carried out in two different models, which are referred to as E-Learning and Blended Learning. E-learning is defined as learning that takes place through the use of electronic technologies to access educational curriculum outside of a traditional classroom or face-to-face setting. E-learning is important because, according to Widodo (2020), one of the four important components in building a learning culture with the use of learning models on the web is that students are independently engaged in learning with appropriate approaches so that students are able to direct, motivate, and organize themselves in their learning activities.

Furthermore, as defined blended learning courses consist of a mix of face-to-face class meetings and online instruction (Widodo & Slamet, 2020). Some class meetings are replaced by online instruction, and some class sessions are entirely replaced by online instruction. A study by Buket & Meryem (2008) revealed that blended learning was beneficial in that it supported all of the advantages of e-learning including cost savings, time efficiency and location convenience for the learner, as well as the essential one-on-one personal understanding and motivation that face-to-face instructions provide. To put it another way, blended learning was a combination

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of online and offline learning. Blended learning is a method of improving the learning process by integrating online activities with traditional face-to-face class activities in a planned manner (Widodo & Slamet, 2022).

Listening skill is defined as the art of receiving information, interpreting it, and communicating it back to the speaker. Effective listening skill is essential to maintaining effective communication (Borkala, 2021). Because of this, effective listening skills are essential. It is an important component of the communication process. The reality, on the other hand, does not correspond to the expectations. The students' ability to listen is still at an all-time low point. They continue to have many difficulties with listening, such as the fact that some students are unsure of what they will and should understand in terms of listening aspects. Their level of interest in and motivation to listen is extremely low. They believe that developing good listening skills is a difficult task.

Moreover, lecturer needs a strategy that will help them develop their students' listening skills in order to overcome these difficulties. In addition, it is anticipated that this strategy will provide opportunities for students to improve their listening abilities. Not only in the form of controlled exercise, but also in the form of activities that are representative of everyday life. The English lecturer at STKIP PGRI Sidoarjo has attempted to use technology as a teaching strategy in order to improve students' listening skills. Technologies for listening that allow for the flexible manipulation of the context being played in media allow for the rapid drafting and redrafting of ideas, with the final product being presented to a professional standard. It is anticipated that this media will increase students' interest in and motivation for listening.

Because ICT (Information and Communication Technology) has emerged as the most dynamic scientific innovation in recent history, many countries now consider understanding ICT and mastering the fundamental skills and concepts of ICT to be essential components of a well-rounded education. During the last decade, the use of ICT in education has been a top priority in most countries. As a result of the use of ICT, students can learn at their own pace using a variety of tools such as assignments, computers, and other devices. As a result, the educational enterprise has become more productive and meaningful. Using ICT to facilitate the transaction between producers and users by keeping students up to date and enhancing teachers' capacity and ability by encouraging live contact between the teacher and student through e-mail, e-learning, web-based learning, including the internet, TV audio-videotape, and other means of communication Technology has evolved into a very powerful medium for engaging in interactive activities. ICT is a broad category of technological tools and resources that are used for a variety of tasks such as creating, storing, managing, and communicating information, as well as to support educational and learning activities (Vajargah, Jahani & Azadmaanesh, 2010).

Substantial amount of research has demonstrated the benefits of increasing the overall quality of education. ICT have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to assist in the connection of school experience to work practice, to ensure economic viability for tomorrow's workers, as well as to strengthen teaching and assist in the transformation of educational institutions (Widodo, 2015). Students who have a positive attitude toward the use of ICT are more likely to use it as a source of information. In other words, those who are skilled in the use of ICT are more likely to win job competitions because they have access to a greater amount of information about available positions. ICT plays an important role in development. It has served as a vehicle for the advancement of social, economic, educational, scientific, and technological development goals, according to Allen, the application of ICT is not only emphasized in a corporate business and an industrial sector, but it is also an essential part of education at all levels, particularly at the secondary and postsecondary levels.

The purpose of this study is to specifically investigate the perceptions of students enrolled in the English Education Study Program at STKIP PGRI Sidoarjo who are enrolled in the "Intermediate Listening" class. Because this subject is one of the subjects taught, the strategy chosen to provide a medium that appeals to learners in writing is Edmodo, which is a free online learning platform. Cauley (2012) describes Edmodo as an educational website that takes the ideas of a social network and refines them so that it is appropriate for use in a classroom. Students and teachers can reach out to one another and connect through the use of Edmodo, where they can share ideas, problems, and helpful tips.

Edmodo was used to make readings, resources, activities, and assignments available to students. As a result, the instructor provided students with a convenient way to learn course content, both during and outside of scheduled class time sessions. Simply logging into their Edmodo accounts from a location with Internet access is all that is required of the students. One of the advantages of this online learning tool is that it combines the advantages of social networking with the safety and control of a controlled environment in which educators can allow students to operate freely (Al-Kathiri, 2015). On their smartphone or tablet, students can access Edmodo via a web browser or through an Apple iOS or Google Android application on their device. If students are connected to the Internet, they will be able to receive immediate notification of any activities or announcements that have been posted on Edmodo in this manner.

There are several reasons why the researchers chose Edmodo as the platform of choice. There have been some studies conducted to determine how students perceive the use of Edmodo in the classroom. Those who conducted the research have both positive and negative opinions of Edmodo. Examples include Erwin Gay who discovered that the use of Edmodo was successful in increasing student engagement and task completion in online discussions and tasks (Gay & Sofyan, 2017). This also increased students' interest in and motivation to improve their English language skills as a result of the experience. The second study conducted by Maryem Al-Jabri discovered that students have positive attitudes toward the use of Edmodo in language learning (Al-Naibi et al., 2018). Students' attitudes toward using such programs vary depending on their different levels of proficiency with them. Edmodo is being used solely as a tool for learning, not for the purpose of learning about the program. This present research aimed to investigate the students' perspective toward the use of Edmodo in 'Intermediate Listening' class of English Education Study Program at STKIP PGRI Sidoarjo.

LITERATURE REVIEW

Listening Skill

Listening is a skill that requires interpretation. A large part of what determines listening skill is the amount of information that listeners can extract from what they hear, as well as the inferences and connections that they can make (ACTFL, 2012). Through the description of the tasks that listeners can perform with different types of oral texts and under different types of circumstances. Guidelines provide insight into how listeners comprehend oral communication. Guidelines do not describe how listening skills develop or how one learns to listen, nor do they describe the actual cognitive processes that take place during the activity. As opposed to this, they are intended to describe what listeners understand as a result of what they hear.

Intermediate Listening

'Intermediate Listening' is one of the subjects being taught at STKIP PGRI Sidoarjo for those who enrolled at English Education Study Program. In this subject, the goal is for students to be able to understand simple, sentence-length speech, one utterance at a time, in a variety of fundamental personal and social situations by the end of the course. The majority of the time, comprehension is accurate when dealing with topics that are highly familiar and predictable, though there may be a few misunderstandings. In some cases, oral texts that are typically understood by advanced-level listening may have some meaning for intermediate-level listeners.

Edmodo

Edmodo is an educational website that takes the concepts of a social network and refines them so that they are appropriate for use in a classroom setting, as opposed to a social network. Students and teachers can reach out to one another and connect through the use of Edmodo, where they can share ideas, problems, and helpful tips. Edmodo was founded in 2008 by Borg, N. and Jeff O'Hara, who recognized the need to modernize the school environment in order to accommodate the connectedness of the twenty-first century world. Edmodo is a secure environment that is free of advertisements, games, and other distractions that could interfere with students' ability to learn effectively. The announcements and assignments for their students are posted on the bulletin board. The Edmodo platform allows students to communicate with their teachers in order to ask questions about lesson plans and homework, as well as collaborate with their peers on activities and project ideas. Students and teachers can reach out to one another and connect through the use of Edmodo, where they can share ideas, problems, and helpful tips. Edmodo allows a teacher to assign and grade work, and it also allows students to receive help from the entire class (Mills & Chandra, 2011).

Perception

When it comes to perception, it is defined as the process by which one's ultimate experience of the world is obtained, which involves additional processing of sensory input. Because they are both components of a single continuous process, it is virtually impossible to distinguish between sensation and perception. The processing of information in humans involves the processing of sensory stimulation and the translation of that information into organized experience. The world is full of stimuli that can capture our attention by appealing to one or more of our senses. As a result, we are able to describe the sights, sounds, smells, and tastes that make up our conscious experience in a systematic manner. When it comes to interpersonal communication, it is a fundamental process to understand. Stimulation, organization, interpretation-evaluation, memory, and recall are some of the skills required (Widodo & Slamet, 2021).

METHOD

Research Design

The research design used in this study was quantitative research. The purpose of this study is to investigate students' perspectives of the use of Edmodo in their 'Intermediate Listening' class. Taking a quantitative approach to the study of social and behavioral phenomena, it is asserted that the goals and methods of the social sciences are, at the very least in principle, identical to the goals and methods of the natural and physical sciences. Scales, tests, observation checklists, and questionnaires are some of the measurement tools that are commonly used in quantitative research. Based on the study's purpose, it can be determined that the current study falls under the category of survey study. The survey research method, according to Creswell & Poth (2017)

involves the use of instruments such as questionnaires to gather information from groups of people. Surveys allow the researchers to summarize the characteristics of different groups or to measure their attitudes and opinions toward a particular issue by asking them questions.

Furthermore, a sample is defined as the group of people who are actually examined by researchers. In the current study, the researchers selected the sample using a technique known as purposive sampling. The participants in the research were students from the 'Intermediate Listening' class, which consisted of 37 students at the time of the study. The researchers chose this particular class as participants in the study because the students in the 'Intermediate Listening' class used Edmodo as an information and communication technology (ICT). The closed-ended questionnaire served as the primary research instrument in this investigation. There were 13 closed-ended questions, which were adapted from Manowong (2016). The questions concerned the effectiveness of Edmodo, as well as the advantages and disadvantages of using Edmodo in various situations. The Likert - scale, as well as the interval scales, were used by the researchers in order to code the question. Using a number, for example, (1) indicates "Strongly Disagree," (2) indicates "Disagree," (3) indicates "Agree," and (4) indicates "Strongly Agree," to indicate the level of agreement or disagreement with the use of Edmodo, each respondent provided a number to indicate the level of agreement or disagreement.

FINDINGS AND DISCUSSION

In this study, each student in the 'Intermediate Listening' class was given a number of options to choose from in order to express their level of agreement or disagreement with the use of Edmodo. The questionnaire was adapted from Manowong, S. (2016). There were 13 statements in the questionnaire about students' perceptions toward the use of Edmodo, and they can be divided into three categories based on their classification: (a) statements one through five belong to the category of Edmodo as an effective tool in the "Intermediate Listening" class; (b) statements six through nine belong to the category of the advantages of using Edmodo as a supplementary tool in the "Intermediate Listening" class; and (c) statements ten through thirteen belong to the category of the disadvantages of using Edmodo as a supplementary tool for learning in the "Intermediate Listening. Table 1 contains a list of the questionnaires that have been completed:

Table 1. The Results of Questionnaire

No	Item	Agree	Disagree
1	"Using Edmodo, I am able to improve my learning and comprehension of the course material through explanations, quizzes, and other online tasks assigned by the lecturer."	85%	15%
2	"In order to fully comprehend the course, reference materials from the internet such as links to materials, videos, pictures, and articles posted by the lecturer are extremely helpful."	75%	25%
3	"Edmodo is one of innovative and creative supplementary teaching methods that can be used."	80%	20%
4	"Feedback from the lecturer and classmates at Edmodo can improve the quality of my listening skill."	70%	30%
5	"Edmodo assists me in communicating in English outside of the classroom."	70%	30%
6	"Edmodo enables me to easily communicate with classmates and the lecturer about the course via online communication."	75%	25%
7	"Edmodo is easy to use because we can take assignment, quiz, and task via online."	60%	40%

8	"Edmodo allows me to access reference, more explanation about the course provided by lecturer."	80%	20%
9	"Online activities and discussions in Edmodo motivate me to learn more."	75%	25%
10	"Online activities such as discussion, quizzes, and assignment are time consuming."	80%	20%
11	"Students with no access on the internet could be left behind."	60%	40%
12	"The procedure of Edmodo is difficult to understand and to follow for the students."	30%	70%
13	"Edmodo needs good internet connection and not all students has good internet connection."	40%	60%

Table 1 demonstrates that: (a) eighty five percent of respondents agreed that explanations, quizzes, and other online activities provided by the lecturer in Edmodo assist them in improving their understanding and comprehension of the course; (b) seventy five percent agreed that online reference materials such as links to materials, videos, images, and articles posted by the lecturer aid in comprehension of the course; (c) eighty percent agreed that Edmodo is one of the most innovative and creative supplemental teaching methods available for enhancing classroom interaction; (d) complete agreement that feedback from the lecturer and classmates on Edmodo can help students improve their listening ability; (e) seventy percent of respondents agreed that Edmodo aided them in communicating in English outside of class; (f) seventy-five percent agreed that Edmodo enables them to easily communicate with classmates and lecturers about class topics online; (g) sixty percent agreed that Edmodo is simple to use because it allows students to submit assignments, quizzes, and tasks online; (h) eighty five percent agreed that Edmodo enables them to access references and additional explanations about the course than the lecture provides; (i) seventy five percent agreed that Edmodo's online activities and discussions motivate them to improve their English writing skills; (j) eighty five percent of respondents agreed that online activities such as discussion, quizzes, and assignments take up a lot of time, while 60% disagreed with the tenth statement; (k) sixty percent agreed that students without internet access could be left behind; (l) thirty percent agreed that Edmodo's procedure is difficult for students to understand and follow, while 70% disagreed; and (m) fourty percent agreed that Edmodo requires a stable internet connection, which not all students have.

According to the findings, it can be concluded that: (a) the first category, beginning with statement number one and ending with statement number five, demonstrated that Edmodo is an effective tool in the writing classroom; (b) the second category, beginning with number six to nine, demonstrated that Edmodo provides benefits for using Edmodo as a supplementary tool in the 'Intermediate Listening' classroom; and (c) the third category, beginning with number ten to thirteen, demonstrated that Edmodo has some weaknesses. Edmodo, for example, requires a stable internet connection, which not all students have.

The results indicated that the majority of participants 'agreed' that Edmodo is one of the most innovative and creative supplementary teaching methods available for enhancing classroom interaction. Students can access Edmodo from anywhere provided that there is an internet connection. Teachers can provide additional time for discussion of specific materials or courses via Edmodo, an online learning platform. This is consistent with Robertson's assertion that Edmodo provides students with an English-language online communicative environment in which students can practice and develop their language skills (Al-Khatiri, 2015).

Edmodo, as discussed previously, is an effective tool for 'Intermediate Listening' class. Additionally, Ali (2015) discussed several Edmodo features in his study. Edmodo allows users to upload profile pictures, documents, links, and videos, he reported. These uploaded materials can be stored in the library and subsequently

reused and shared. Likewise, it is devoid of the most distracting advertisements and games that could jeopardize learners' attention and learning (Shams-Abadi et al., 2015). This tool can assist teachers in their classroom instruction by delivering content and sharing files that are easily accessible to learners. Not only can lecturer upload documents or files, but the lecturer can also share digital videos that supplement the course content.

Jones, also stated some of the benefits of Edmodo, including the following: First, by providing a private space for teachers and students to share thoughts and ideas, Edmodo connects teachers and students both inside and outside the classroom. To access information outside of the classroom setting, Edmodo is accessible via computer and is extremely easy to use. Second, teachers have the ability to post useful and high-quality resources in the library tab that they discover. It provides students with another source of academic information and makes it simple to locate without spending a lot of time. Thirdly, it enables easy access to assignments, polls, calendars, and other web-based information. Lecturer can collaborate on files, ideas, and other materials. It enables her to create teaching methods. Additionally, students do not need to spend additional time studying Edmodo because its design is similar to that of Facebook and it is easier to use (Wadman, 2013).

Edmodo was viewed as a beneficial and useful learning tool to supplement traditional face-to-face classroom settings due to the variety of features that aid in the students' learning process. Additionally, it was deemed an effective instructional tool because it increased students' motivation, flexibility, and engagement in online learning activities. It is suggested that additional research be conducted on the use of Edmodo by students with varying levels of education, cultural backgrounds, and learning styles. The findings may be used to develop and design blended learning classrooms.

CONCLUSION

Based on the discussion, the researchers conclude that the majority of the participants stated that: (a) explanation, quizzes, and other online tasks given by lecturer in Edmodo help students to comprehend the course and improve learning; (b) reference materials from the internet such as links to materials, video, pictures, and articles posted by lecturer are beneficial to students; (c) Edmodo is one of the innovative and creative supplementary teaching methods that can be used to support classroom interaction; (d) feedback from the lecturer and classmates on Edmodo can improve the quality of students' listening skills; (e) Edmodo is a free online platform that allows students to share their ideas with others. Either way, Edmodo has aided students' ability to communicate in English outside of the classroom; (f) Edmodo allows students to easily interact with classmates and teacher about course content via the internet; (g) Edmodo is simple to use because students can complete assignment, quiz, and task via the internet; (h) Edmodo allows students to access reference materials and additional explanations about the course provided by lecture; (i) Edmodo's online activities and discussions motivate students to learn more about English writing; (j) online activities such as discussion boards, quizzes, and assignments are time-consuming; (k) students who do not have access to the internet may fall behind; (l) the Edmodo procedure is not difficult to understand and follow for students; (m) Edmodo requires a good internet connection, which not all students have; and (n) Edmodo requires a good internet connection, which not all students have.

The findings lead to the following suggestions: (a) students in this study liked the use of Edmodo in teaching and learning because Edmodo is beneficial to student learning, so it is suggested that it can be used by

other lecturers to engage students in learning, (b) it is suggested that lecturers who use Edmodo to teach their students become more active in using it, such as uploading material, giving assignments, and creating a bank of information related to content taught in the classroom, and (c) the researchers realize that the research design is very simple. The findings still have flaws, so other researchers can improve this research with a better design and different subject to support the finding. Yet, other researchers can use this research as a model.

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