IMPROVING SPEAKING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA METHODIST 2 PALEMBANG BY USING EDMODO

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Abstract: The objective of this study was to find out whether or not there was any significant differencein English speaking performance of the 11th grade students of SMA Methodist 2 Palembang after being taught using Edmodo. The sample of this study was 26 eleventh grade students of SMA Methodist 2 Palembang which were taken by using convenience sampling method from the total of 136 students. This study used within-group experimental design that is one group pretest-posttest design. Two raters did the scoring for the students' pre-test and post-test based on the rubric provided by the researcher. To collect the data, the students were given a pretest and a posttest. The data were analyzed by using paired sample t test. The result showed: (1) there was a significant improvement in students' speaking skill after they were taught by using Edmodo (mean diff=7.23; p-value=.000). The mean score of each aspect of speaking skill in the posttest was higher than in the pretest and *p-value* were <0.05, and (2) the majority of the students agreed that Edmodo was effective to use. In conclusion, Edmodo can be used to improve student's speaking skill

Key words: *speaking Achievement, Edmodo, eleventh graders*

Among the four language skills, speaking mastery which is "the basic means of human communication" (Lazaraton, 2001, p. 103) and

English speaking which has become 'the most demanding skill' (Bailey & Savage, 1994 in Lazaraton, 2001) are a must. This is due to the fact that most learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking proficiency (Richards, 2008).

Speaking is an important language skill which should be mastered by the students. However, a teacher does not emphasize the practice of speaking skill to his students. Ramelan (1991, p. 22) states that the poor mastery of students' English speaking is the result of the old ways of teaching which do not give stress to the mastery of the spoken language. As the preliminary research that the researcher did at SMA Methodist 2 Palembang on March, 23rd 2015, the researcher found that the biggest problem faced by the students is that the teacher always uses a textbook to teach them and the teacher does not use good media in teaching and learning process. They just concern on the theory not on the practice. Although improvement of speaking skill is important, in fact only some

teachers realize it. It is unfortunate that the reality of existing facilities at the school is very complete but the teacher does not use it well. It is unfortunate because the use of ICT is important in this globalization era.

In this study, the researcher proposed the use of Edmodo in language teaching and learning. Edmodo was founded on September 2008 by Nicolas Borg and Jeff O'Hara in San Mateo, California. With slogan "Where Learning Happens", Edmodo is designed to get students excited about learning in a familiar environment. On Edmodo, teachers can continue classroom discussions online, give polls to check for the students understanding, and award badges to individual students based on performance or behavior (Edmodo). Edmodo, as with any social network, can be used as a place to post and critique work, facilitate collaboration, and post creative writing for an audience (Dobler, 2012-2013). In early December 2012, Edmodo underwent a style revamp to attempt to provide easier browsing, emoticon responses to assignments, and the addition of two apps, a photo editor and SchoolTube, an educational video site. It is much easier for teacher to

teach the student to enhance the students' speaking achievement.

This teaching tool modeled after social networks with a focus on communication and not merely distribution of information from the teacher and grade reporting, although the teacher can certainly use those functions easily enough. As an educator the teacher can share files, links, assignments, and grades as well as issue alerts and updates, dialogue with the students on a Facebook-like wall, survey the students, and map out the class syllabus on a public calendar. For student, he/she can contact their instructors directly, message other students, interact in the public discussion spaces, and even access Edmodo from mobile phone. Even this method not really support for speaking skill, this is the new challenge for the researcher to find out the tricks and also the tips to enhance the student speaking skill. To be more specific, the students were required to create a 1-3 minute talk about the same topic that they had discussed earlier, use their own personal laptops to records themselves, and upload them onto the Edmodo class system. Those videos could be watched and commented by the teacher and other students. The comments could be in form of written texts, shapes, or badges. By giving comments in terms of fluency, pronunciation, facial expressions, etc, the teacher could enhance much progress of the students' performances, which could be hardly done in traditional large-sized class (NgGiang & Minh, 2014).

The researcher chose SMA Methodist 2 Palembang since Edmodo is designed to be applied in the classroom in which the students are interested in learning with a new method and the parents can see their children's assignments and grades. In addition, SMA Methodist 2 facilitates internet connection and laptop to help the researcher working on this research. Educational social networking sites, like Edmodo, offer an opportunity to "connect with students and help them create norms and reflect on how different online actions will be interpreted" (Parker, 2010, pp. 27-28). Edmodo and other social networking sites offer educators a chance to explore the use of social networks and use of media and online formats. Therefore, the researcher chose SMA Methodist 2 Palembang in doing her research.

One of previous studies that applied Edmodo was the one conducted by Çankaya, Durak and Yünkül from Faculty of Education, Balıkesir University, Turkey in 2013. The researchers reported that the participants of the study expressed that Edmodo makes teachers' work easier. This also supported the finding from the previous study done by Balasubraman, Jaykumar and Fukey (2014) from School of Hospitality, Tourism and Culinary Arts, Taylor's University, Malaysia and Christ University, India. The researchers claim that assuming continuous growth of social network, Edmodo become a phenomenon that captures the university student of current generation because most of the student and also teachers shared that it is very user-friendly.

The implementation of Edmodo by educators as a learning platform for the students could become a powerful medium that extends responsible learning environment beyond the classroom. The previous study done by Enriquez (2014) from Our Lady of Fatima University – Valenzuela City Campus, Manila. In this study, the researcher found that Edmodo is a good supplementary tool for learning because it allows

students to improve their learning through an active participation in online discussions and tasks.

In this study the application of Edmodo was aimed to answer the following research question: Is there any significant difference in speaking achievement between before and after the 11th grade students of SMA Methodist 2 are taught using Edmodo?

METHODOLOGY

In this study, the writer used an experimental method and applied one of pre-experimental design a pre-test and post-test experimental design. According to Johnson and Christensen (2012, p. 160), one group pre-test post-test design was research design that administering a post-test to a single group of participants after they have been pretested and given an experimental treatment condition. It means that in this study there is no control group. Therefore, the researcher just focused on the experimental group. The population of this study was 136 eleventh grade students of SMA Methodist 2 Palembang, and the sample was 26 tenth grade students.

The technique used to choose the sample was convenience sampling, in which the researcher

applied some steps to select the sample. In this study, the researcher chose XI IPS 1 in academic year 2014/2015 as the sample. The class is taken based on the students' score and ability that need an improvement when the researcher did the preliminary research in SMA Methodist 2 Palembang on March 30, 2015

The experimental group was given the treatment. The students were asked to present a material, which is based on the topic. And to measure the speaking performance, the researcher gave the students opportunity to perform their ability in speaking by reporting certain topics around 1-3 minutes. And the students have to post in Edmodo and commented another students' work.

After the treatment had done, the researcher gave the students a questionnaire consists of three aspects; (1) Students' perception of the effectiveness of using Edmodo as supplementary tool for learning, (2) Students' perception about the advantage of using Edmodo as a supplementary tool for learning, and (3) Students' perception of the disadvantages of using Edmodo as a supplementary tool for learning.

To collect the data, the experimental group was given a speaking test in the form of pretest and posttest. The test was constructed based on content validity and the test content was also consulted with two experts. To check the reliability of the study, inter rater reliability was used. The raters scored the test by using rubric, and the data gathered was analyzed by using Pearson Product Moment. Based on the data analysis, it was found that the reliability coefficient of the pretest and posttest were 0.823 and 0.804. It means that the result of speaking test between two raters was reliable. After collecting the data, the data were analyzed by using paired sample t test. Paired sample t-test was used to analyze data gathered from pretest and posttest of experimental group, whereas independent sample t-test was used to analyze data gathered from experimental group.

From paired sample t-test, t obtained, the degree of freedom and the significance level (in two-tailed test) were found. To know whether the null hypothesis was rejected or accepted, there are two ways, based on the ratio of t obtained and t table; and the ratio of the probability value.

Hence, t table should also be found. If the t obtained < t table and the p value > 0.05, then the null hypothesis is accepted and if the t-obtained > t table and the p value < 0.05, thus the null hypothesis is rejected.

To analyze the data from questionnaire, the researcher used Likert-scale and survey questionnaire was used to this research. For positive items the Strongly Agree or Agree is given score 3, the Neutral is given score 2 and the Strongly Disagree or Disagree is given score 1. It means that for the positive items of the questionnaire, the higher the result the more effective and has many advantages Edmodo as a supplementary tool for learning. In contrary, for the negative items the Strongly Agree or Agree is given score 1, the Neutral is given score 2 and the Strongly Disagree or Disagree is given score 3. It means for the negative items, the higher the result the less disadvantages that Edmodo had as supplementary tool for learning. Questionnaire is used to know students' perception whether or not Edmodo is easy to use. The questionnaire was given after the treatment has done.

FINDINGS
Distribution Students' Speaking Scores

The result of students' speaking skill were distributed based on five categories: Excellent, Good, Average, Low, and Failed. The score inverval was between 1-100, As shown in Table 1, the result of pretest of experimental group showed there was no student in Fail category (0%), but there were 3 students in the poor category; 18 students were in the average category; 5 students were in good category and there was no student (0%) in excellent category. Meanwhile, in the posttest, there was no student (0%) in failed and poor category; 9 students were in the average category; 17 students in good category. However there was still no student (0%) in excellent category.

Table 1. Result of the pretest and posttest of the experimental groups (N=26)

Score Interval	Category	Pretest		Posttest	
		N	%	Freq	%
86-100	Excellent	-	0	-	0
71-85	Good	5	19.2	17	65.3
56-70	Average	18	69.2	9	34.6
41-55	Poor	3	11.5	-	0
0-40	Fail	-	0	-	0

The experimental group, the number of students in poor category decreased 11.5% from pretest (3 students) to posttest (none). In average category, it also decreased 34.6% (18 students to 9 students). Meanwhile, in good category, it increased 46.1% (5 students to 17 students), but not in the excellent category, there was none in this category.

The Result of Normality of the Data

Normality of the data was done to know whether or not the data analyzed had normal distribution or not. It was because t-test can be done if only the data were distributed normally. In this study, the *Kolmogorov-Smirnov Z* test was applied. The data distributed normally if the *p value* >0.05. The normality of the data can be seen in the table 2 below.

Table 2. Result of Normality of the Data

Pretest				Posttest			
Mean	Std. Dev	Sig.	Kolmogorov-Smirnov Z	Mean	Std. Dev	Sig.	Kolmogorov-Smirnov Z
64.31	7.215	.762	.669	71.54	7.638	.383	.907

The significance (2-tailed) of pretest and posttest of the experimental group were .762 and .383. Since all of the value (.762 and .383) were higher than 0.05, it can be stated that the data were considerably normal.

Result of Paired Sample t-test

The paired sample t-test was used to analyze the results of pretest and posttest. The analyses were done by using SPSS 21 version in order to find out whether or not Edmodo was

significantly effective in improving students' speaking achievement.

Next, Paired sample t-test was used to answer research question number one (*Is there any significant difference in speaking achievement between before and after the 11th grade students of SMA Methodist 2 are taught using Edmodo?*). The result of paired sample t-test can be viewed in table 3.

Table 3. Result of Paired-Sample t-test

Test	Mean	Mean Diff	Std. Dev	Std. error Mean	t	df	Sig. (2-tailed)
Pre test	64.31	7.23	7.215	1.415	11.88	25	.000
Post test	71.54		7.638	1.498			

Based on the paired sample statistics above, the mean score of the posttest was 71.54 which was higher than the mean of the pretest score that was 64.31. The standard deviation for the pretest was 7.215, and 7.638 for the posttest. The standard error mean for the pretest was 1.415 and 1.498 for the posttest. Since the *p*-value (sig.(2 tailed)) was 0.000 which was less than the value of probability (0.000 < 0.05) and the value of t-obtained was 11.884 which was higher than t-table (2.060), it could be stated that there was a significant difference in pretest and posttest result.

Paired sample t-test analysis was also conducted for all the aspects of speaking skill in experimental. The result of paired sample t-test analysis for each aspect in speaking skill is presented in table 4.

Table 4. Result of Paired Sample t-test (Experimental Group)

Aspects	Pre test Score in Exp Group	Post test Score in Exp Group	Mean Dif	Independent Sample Test		
				T obtained	T table	Sig . (2 tailed)
Pronunciation	12.41	14.69	2.385	4.979	2.009	.000
Grammar	12.00	14.15	2.154	4.055	2.009	.000

Vocabulary	12.38	14.08	1.692	3.082	2.009	.000
Fluency	11.85	14.38	2.538	5.124	2.009	.000
Com prehension	12.08	14.23	2.154	4.601	2.009	.000

Based on the data presented in the table above, since all the *p*-value (sig.(2 tailed)) of the pronunciation, the grammar, the vocabulary, the fluency and the comprehension was 0.000 which was less than the value of probability (0.000 < 0.05), and the value of the t-obtained were 4.979, 4.055, 3.082, 5.124, 4.601 which was higher than the value of t-table (2.009), it could be stated that there was a significant difference in pronunciation, grammar, vocabulary, fluency and comprehension between the posttest and pretest result.

Statement Distribution of the Questionnaire

The researcher used questionnaire consisting of 12 statements which are grouped into 3 different aspects; (1) The Effectiveness of Edmodo; (2) The Advantages of Edmodo; and (3) The Disadvantages of Edmodo. The statements distribution of the questionnaire can be seen in the table 5.

Table 5. Distribution of the Questionnaire

Aspects of Responses	Statement's Number	Result (%)	Category
The Effectiveness of Edmodo	1,2,3,4	97.43	Very Strong
The Advantages of Edmodo	5,6,7,8	99.35	Very Strong
The Disadvantages of Edmodo	9,10,11,12	91	Very Strong

The first aspect was the Effectiveness of Edmodo and the result was 97.43% (Very Strong). The second aspect was the Advantages of Edmodo and the result was 99.35% (Very Strong). For the last aspect, the majority of the students choose "Strongly Disagree for the Disadvantages of Edmodo, it means that the majority

of the students thought that Edmodo gave more advantages than the disadvantages.

Based on the findings of the study, the following discussions are presented to strengthen the value of the study. First, the data of the findings showed evidences. The mean score of speaking posttest was 71.54 increased from the pretest that was 64.31. The result of the paired sample t-test; paired sample difference in mean between the posttest and pretest was 7.23.

In addition, the writer also did the analysis of speaking score per aspects in pretest and posttest result. In this study, the writer did not focus on non verbal speaking achievement. So, the aspects that were used to measure speaking achievement were only a verbal aspect. Based on the data presented before, there was a significant difference in the five speaking aspects; pronunciation, grammar, vocabulary, fluency and comprehension between the pretest and posttest result. As the result of the statistical analysis of speaking test per aspect between the posttest and pretest (See Table 12) fluency was the highest difference in mean. It is showed that the students are interested with the treatment that the writer had given the treatment. The students are interested because of the way of the treatment is different than usual. But vocabulary was in the lowest difference in mean. It is showed that the students are lack to remind the new word because they are not really interested for what their teacher had done, the students always read the same book and they have no other sources to improve their knowledge and also to gain students' vocabulary. This is supported by Prensky (2001) in Fernandez-Ulloa (2013) who mentioned that "this generation needs to be educated in different way; they are the digital native learned".

The writer used Edmodo to help the students to improve their speaking achievement. Edmodo makes the students relax in these social rooms and tend to use the language in "real" way. They do not have a pressure of having to write a lot, and they are able to communicate in real time when they are working in a project. The students are also used to these tools, and they participate more in the learning platforms. Technology is part of these social

networks, and it serves to create innovative assignments. Also, in Edmodo the students can get many references in any sources that can improve their knowledge and also gain their vocabulary. In addition, in line with the statement by Ngoc Giang & Van Minh (2014) which quoted "since Edmodo were used, numbers of good changes have been made to the class, including a better way of management large-sized class, an easier and more effective method of assigning homework, more convenient way of giving a test and assessment, and more eye-catching and powerful way of giving preliminary discussion". Enriquez (2014) also mentioned that "The most important finding of the study is that Edmodo appears to be wonderful learning platform which is so simple that observations and data show a high level of acceptance and response by participants". Therefore, it could be stated that Edmodo was significantly effective to improve students' speaking achievement.

Furthermore, not only from the data of the findings that can make Edmodo was significantly effective to improve students' speaking achievement but the writer also see from the progress of the students that increased from the beginning to the end of the research. It showed when the students tend to speak English in the classroom and also every assignment that the writer had given to them makes some improvement.

The writer can get the information that the students are interested in using this tool by using a questionnaire. The result of the questionnaire revealed that Edmodo had been used effectively by the students as from the three aspects of the students' perceptions on the use of Edmodo. Not only from the questionnaire, the writer also gave a feedback to the students about their interest on Edmodo. In the teaching of speaking, the students' responses were in very strong category.

CONCLUSION AND SUGGESTIONS

Based on the findings and the statistical analysis of this study, it can be concluded that using Edmodo was effective in improving speaking achievement of the eleventh grade students of SMA Methodist 2 Palembang. In addition, the statistical analysis in paired sample t-test showed that there was significant difference in mean score between

students' pre-test and post-test. It means that Edmodo was effective in improving students' speaking achievement and can be used as one of the media in teaching speaking. Based on the students' perceptions Edmodo is a good supplementary tool for learning because Edmodo helps the students to improve their speaking through an active participation in online discussion. And the students nowadays are really familiar with online learning tool that make the data shows a high level of acceptance and response by the students. Futhermore, the majority of the students agreed that Edmodo is a good learning tool that allows them easily to interact / participate with their classmates and also their teachers about the assignments.

Based on the conclusions above, the researcher would like to offer some suggestions for the teacher, the students, and for further researchers.

Firstly, for the teacher, it is better for the English teachers to increase the frequency of the students' speaking activities in order to make them have a good speaking skill. In order to motivate the students to speak, the teacher should be more creative in finding the interesting strategies, materials, and media, such as Edmodo as the teaching medium. It is very useful to help students in speaking, especially for those who are lack of confidence to speak in front of the class.

Secondly, for the students, the researcher would like to suggest that the students should do more practice in speaking not only in the classroom activity but also outside the classroom. For addition, Edmodo is design to use inside and outside the classroom and it can make the students easier to practice their speaking. Edmodo also facilitate a lot of video about how to improve the speaking achievement. Therefore they will find out that speaking is an interesting activity to do.

Finally, the researcher hopes that this study can become a basis for next studies. The researcher suggests for further researchers who are interested in conducting the similar study to obtain the bigger number of sampling, provide more time allocation and use the higher or lower level of education. Then, the next researcher should not only investigate more the problems and difficulties in teaching speaking in order to make speaking as important

as other English skill but also to find out the deep understanding to solve the problem in teaching speaking.

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