

**THE EFFECT OF EDMODO MEDIA ON STUDENTS WRITING SKILL IN
WRITING DESCRIPTIVE TEXT
(Quasy Experimental Research At The First Grade Student Of Mts Al-Mubaarak
Kota Bengkulu In The Academic Year Of 2018/2019)**

THESIS

**Submitted as Partial Requirements For The Degree of “Sarjana” (S. Pd) in
English Study Program**



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2019



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Assalamu'alaikum Wr. Wb

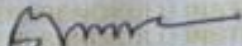
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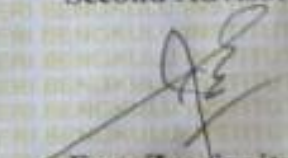
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RATIFICATION

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I hereby sincerely state that the thesis titled "*The Effect Of Edmodo Media on students writing skill in writing descriptive text*" (Quasi Experimental Research At First Grade Students Of Mts Al-Mubaarak Kota Bengkulu In Academic Year 2018/2019) is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academy sanction in the form of repealing my thesis and academic degree.

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MOTTO

Once you stop learning, you start dying

(Albert Einstein)

DEDICATION

Bismillahirrohmanirrohim.

In the name of Allah, the most gracious and merciful. All praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis. Shalawat and shalam may be conveyed to our prophet Muhammad SAW., his families, colleagues and followers until the end of the days.

This thesis was dedicated to:

1. My beloved parents; my father (Mahmud) and My mother (Aima), who always support me more than anyone in this world. Yo are the ones who expect the best for me.
2. My beloved Husband Novar Mandahari S.kom, who is always by my side to correct my mistake, support my life, and pray for me. I thank you so much. I expect you will be always standing right behind me.
3. My Uncle and My Aunt, who never stopped encoureraging me and help my family in many situation. My all family, thank you so much.
4. My great advisor, Mrs Risnawati M.pd. Thank you so much for always accompanying me. May Allah bless you and your family.
5. My great supervisor, Dr. Syamsul Rizal, M.Pd and Mrs. Fera Zasrianita, M.Pd. I am very grateful for your kindness, times, advices, suggestion, critics, and everything that you had done to help me in finishing my thesis. I thank to Allah for this chance, My Allah bless you and your families.

6. My great examiners of Proposal Examination, Mrs. Risnawati M.pd and Mrs. Feny Martina, M.Pd. Thanks for guiding me until I could do my research . May Allah bless you and your families.
7. My great examiners of Thesis Examination, Thank you so much for your critics, advice, suggestion, guidance, and everything that successfully made me encourage to finish this thesis. May Allah bless you and your families.
8. All of lectures who had thought me neither English subject nor other subject. Thank you so much your contribution in creating me to be a better person.

ABSTRACT

Rosni Hapipah Handayani. september, 2018. The Effect Of Edmodo Media on students writing skill in writing descriptive text (Quasy Experimental Research At Second Grade Student Of Mts Al-Mubaarak Kota Bengkulu In The Academic Year Of 2018/2019)

Advisors : 1. Dr.Syamsul Rizal, M. Pd. 2. Fera Zasrianita, M. Pd.

Keywords : *Edmodo, Descriptive text, writing skill*

There are a number of problems in this study, namely the feasibility of junior high school students Mts Al-Mubaarak Bengkulu in the 2018/2019 school year are not interested in English subjects, especially in writing skills. Some of them thought that writing in English was difficult, so they could not pour their creative ideas in English. This research was conducted to identify the influence of Edmodo media on students' ability in writing descriptive texts in class VII in Mts Al-Mubaarak Bengkulu. Specifically this study was conducted to investigate whether there was a significant influence on students' ability in writing descriptive texts between students who were taught using Edmodo media and those who did not. This study uses a quasi-experimental method, where this study uses pre-test and post-test in the exsperiment group and the control group. Two classes were selected purposively into exsperiment class and control class, the exsperiment class was taught using edmodo dean media and no control class, after treatment the results obtained using regression showed that the correlation coefficient between edmodo media and students 'abilities and using students' ability in writing dscriptive text was 0.61 while the Determination coefficient (R square) shows how far edmodo media is to students' ability to write descriptive text. R square value of 0.623 (62.3%) means that the media influence of edmodo on students' ability in writing descriptive text is 3.34%

ABSTRACT

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Advisors : 1. Syamsul Rizal, M.Pd. 2. Fera Zasrianita, M.Pd.

Keywords : *Edmodo, descriptive text, writing skill*

Ada beberapa masalah dalam penelitian ini yaitu kebanyakan siswa sekolah menengah pertama Mts Al-Mubaarak Bengkulu tahun ajaran 2018/2019 tidak tertarik terhadap mata pelajaran bahasa inggris terutama dalam skill menulis. Sebagian dari mereka menganggap bahwa menulis dalam bahasa inggris merupakan sesuatu yang sulit, sehingga mereka tidak bisa menuang ide-ide kreatif mereka dalam bentuk tulisan bahasa inggris. Penelitian ini dilakukan untuk mengidentifikasi pengaruh media Edmodo terhadap kemampuan siswa dalam menulis teks descriptive pada kelas VII di Mts Al-Mubaarak Bengkulu. Secara spesifik penelitian ini dilakukan untuk menyelidiki apakah ada pengaruh yang signifikan pada kemampuan siswa dalam menulis teks descriptive antara siswa yang di ajarkan menggunakan media Edmodo dan yang tidak. Penelitian ini menggunakan metode quasi-exspermental, dimana penelitian ini menggunakan pre-test dan post-test dalam kelompok exsperiment dan kelompok kontrol. Dua kelas dipilih secara purposive menjadi kelas exsperiment dan kelas kontrol, kelas exsperiment diajarkan menggunakan media edmodo dan kelas kontrol tidak, setelah melakukan treatment hasil yang diperoleh menggunakan regresi menunjukkan bahwa koefisien korelasi antara media edmodo dan kemampuan siswa dan menggunakan kemampuan siswa dalam menulis teks dscriptive adalah 0,61 sementara koefisien Determinasi (R square) menunjukkan seberapa jauh media edmodo terhadap kemampuan siswa dalam menulis teks descriptive. R square senilai 0,623 (62,3 %) hal tersebut berarti bahwa pengaruh media edmodo terhadap kemampuan siswa dalam menulis teks descriptive adalah 3,34 %

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CHAPTER I

INTRODUCTION

A. Background of the study

Technology is currently the most widely used by humans to facilitate work. Technological advances (communication technology) can be seen from the ease of accessing a new thought at any time. Examples of communication technology used in education. The education world supplies new ideas through communication media so that it becomes more interesting and easier., News between two or more people. Technology is one alternative that helps develop teaching and learning in the classroom.

Technology is growing rapidly. It can be seen from the results of the development of communication technology with the emergence of the internet, cellphones, television, and others. This makes it easier for everyone to access information and of course these tools become a source of information both positive and negative information.

In this discussion the author focuses on the influence of Technology in the world of Education. The author connects one of the media which is a form of technological development in supporting a positive impact on the world of education even though this technology also has a negative impact on other fields.

One form of technological advancement in education today is e-learning, e-learning is a form of learning using communication and information technology media, to support the teaching and learning process and even replace the former process with a new form. According to Rosenberg (2001), e-learning is one form that is widely used by teachers by using the Internet in the delivery of learning so that the reach achieved becomes broader, and becomes one of the most popular learning media in the world. ¹

¹ Book review E-Learning: strategies for delivering knowledge in the digital age (Paula Elizabeth Sanderson)

e-Learning has become an almost universal term used to describe education and training delivered or supported via networks such as the Internet. This allows for anywhere, anytime learning. The “e” can also carry a commercial meaning. e-Learning can refer to a system with e-Commerce components. For example, in addition to learning online students might be able to locate, register for, and pay for courses online.²

E-learning is the use of electronic media, educational technology and information and communication technologies (ICT) in education. E-learning includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning. Information and communication systems, whether free-standing or based on either local networks or the Internet in networked learning, underlie many e-learning processes³.

E-learning as a concept covers a range of applications, learning methods and processes (Rossi, 2009). E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. In its broadest sense, Abbad et al (2009), defined Elearning to mean any learning that is enabled electronically. They however narrowed this definition down to mean learning that is empowered by the use of digital technologies. This definition is further narrowed by some researchers as any learning that is internet-enabled or web-based (LaRose et al, 1998; Keller and Cernerud, 2002).⁴

One example of a program produced by technological advancements to support students' teaching and learning systems in very interesting classes such as online learning

² Katty Campbel Effective writing for E-learning environments P. 12

³ Adnan Sharaf Ali, International Journal of Advances in Computer Science and Technology Volume 4, No.1, January 2015 P. 1

⁴ International Journal of Education and Research The role of e-learning, the advantages and disadvantages of its adoption in Higher Education. P 397-398

applications, video learning and one of them is edmodo all these application programs are very widely used in supporting learning systems abroad and this is a good program tried to improve the foreign language learning system in Indonesia to make it more interesting and easier.

Many theories about E-learning delivered by experts in his writings, one of which is Romiszowski, 2004 stated that E-learning was create a new environment for learning systems in students, so that teachers and learners need different skills to be successful in using the system learning E-Learning (Ability to think critically, research, and evaluation is increasingly important when students increase the volume of information from various sources to sort out (New Media Consortium, 2007).⁵

Especially in courses that are fully electronic, students are far from being independent than learning in the environment This makes them must be highly motivated and committed to always being serious in learning (Huynh et al., 2003), with a situation of lack of social interaction with friends or teachers. just like students in class, but ses one that is more dominant than withdrawal or incomplete values (Zhang, Zhou and Briggs, 2006).

Then as an E-Learning program makes learning more effective because it makes students learn independently. Learning can also be done anywhere and at different distances and times. The author tries to apply the theory of e-learning in improving students' writing skills by taking one type of application program that is widely researched by authors in other forms. And the author chose the Edmodo application program as a medium to increase students' interest and ability in writing English text.

even so,The ability to speak English in Indonesia is in desperate need of the right media selection, because many students think that English is one of the difficult language

⁵ International Journal of Academic Research in Business and Social Sciences January 2012, Vol. 2, No. 1

skills but is very necessary in life, English is divided into 4 important aspects of understanding namely reading, listening, speaking and the most important thing is writing, writing is an important aspect of learning English because writing is a form of dedicating students' ideas after other skills are realized.

E-learning in creative writing helps non-traditional students achieve writing skills. Individual can choose their own genre to learn and continue as long as they want and give up when they are full or bored.⁶ students who feel afraid to write make them unable to devote their ideas e-learning media becomes one of the things that was foster their curiosity towards the language of writing English

Based on the first observation was conducted with the English teacher at Mts Al-Mubaarak Bengkulu on January-March, 2018 at PPL the writer found problems with students who felt bored in the teaching and learning process because the teacher still used media that was very simple when giving English language lessons even students seemed very reluctant to pay attention to the teacher who was teaching because he thought that the English lesson was a difficult lesson. whereas the School has one room with computer and network facilities such as LAN and wifi and computers that are adequate, but they do not use it as a medium for learning media. It is only used when there are national exams or there are special subjects such as ICT.

based on the cases above, the author tries to find an effective solution to improve writing skills of class VII Mts Al-Mubaarak Bengkulu students, who are new students, to introduce Edmodo media as a learning medium for English text writing skills. This media is flexible, and it can be adjusted for almost every level of proficiency. Edmodo is an internet program that contains a lot of text readings and exercises as well as teachers who teach can

⁶ DESIDOC Journal of Library & Information Technology, Vol. 29, No. 1, January 2009, pp. 31-36

give assignments through Edmodo media that can be accessed by students even though they are not in a school environment, so students can pour their ideas through this media with monitoring from Teachers who teach, the purpose of using this method is to make technology that is currently very close and become the second study guide after the book becomes more useful and can be a matter of making it easier for students to freely pour their creative ideas through writing that is also supervised by teachers who concerned so that the pouring of ideas in the form of writing remains in accordance with the specified curriculum.

The reason of why the research focus on the *edmodo* is that was give the students new feeling in writing session. That is why the writer conducted a researcher under the title, "The effect of Edmodo on students Writing skill in writing descriptive text (*quasy Experimental research at The first grade of Mts Al-Mubaarak Bengkulu academic year 2018*).

1.1. Identification of the Problem

Based on the background above ,there are many probelms that face by students of Mts Al-Mubaarak Bengkulu in learning ability.

1. The students were difficult and confused in other word frustasion to write
2. Students have low motivation to learning English
3. The students has low vocabolary when they want to get the idea to write their experience
4. Students do not know how to exspress their idea into a written
5. Teaching and learning process did not use an interested and innovative media.

1.2. Limitation of the Problem

The limitation of this research focus on the effect of using *Edmodo* for student's writing descriptive text at the second grade students . This investigation has conducted at the first grade students of Mts Al-Mubaarak Bengkulu Academic year 2018/2019.

1.3. Research Question

The problem of this research formulated in the question: is there any significant effect on students writing skill in descriptive text between those who are taught using Edmodo and those who where not.?

1.4. Objective of the Research

The researcher aimed to find out wether there was a significant effect on students writing descriptive text between those who were taught using Edmodo and those who were not at Mts Al-Mubaarak Bengkulu in academic year 2018/2019.

1.5. The Significant of the Research

For the students the writer hope this research and this media provided interesting learning and increase their motivation to learn english. Especially in writing skill and then stimulate the students to improve their writing skill in higher level.

For the teacher, the writer hope this technique was be an alternative to improve students writing skill and to introduce the teacher about new media in teaching writing in the class.

1.6. Definition of key terms

In order to clarify the key terms used in his study ,some definiton are put forward.

- a. Edmodo is one of internet program which contains many readings and text exercises that are highly accessible.
- b. Writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading.

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is a very important skill in a language. According to Harmer (2006: 79-80), writing is the basic ability of language, as important as speaking, listening and reading. Students need to know how to write letters, how to compile written reports, how to reply to advertisements, and how to write using electronic media. In short, most of our ideas are written in writing⁷.

Then according to Horvath Jozefh Writing is among the most complex human activities- It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The interlocking processes of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing pedagogy. From such a wealth of approaches and themes, this book was be concerned with what is immediately relevant to the teaching and learning of writing in EFL at advanced levels.⁸

According to expert is one writing of the basic abilities in English. This is even considered as one of the most difficult skills for students in learning foreign

⁷ Faisal & Krisna Suwandita (2013). The Effectiveness of FRESH Technique to Teach Descriptive Paragraph. Journal of Education and Learning. Vol.7 (4) pp. 239-248

⁸ Advanced writing in English as a Foreign Language by Horvath Jozsef university of pesch 2001, P.5

languages. Even native speakers find it difficult to show good writing commands. (Johnstone, Ashbaugh, & Warfield, 2002).⁹

Therefore Writing skills grow along with increasing patterns of interaction / international transactions and opportunities to study abroad. The current trend is that there is an emphasis on students to take standard tests such as TOEFL to make students have writing skills for compulsory tests, and there is an emphasis on writing skills in Korea, this is evidence of increased attention given to writing skills in studies (Lee, 2007)¹⁰

The approach based on the writing process proves that writing means explorative and recursive rather than linear; in teaching and learning activities in classrooms, and teachers and often colleagues, have intervened at one or several points in the writing process (Connor, 1987; Zamel, 1987; Long and Doughty, 2009; Yusof et al., 2012)¹¹

furthermore writing is also social because it is a social artifact and is carried out in social rules, what we write about how we write and who we write to be formed in social conversations and by the history of our social interactions, the genres in which we write are created by others . the writers and phrases we write often provide expressions written by previous authors (Hayyes: 1996: 5).¹²

Hughes (1989) in Weigle (2002) states that the best way to test people's writing ability is to get them to write. Moreover, in a foreign language classroom,

⁹ International Journal of Instruction A Study of Students' Assessment in Writing Skills of the English Language July 2013 • Vol.6, No.2 P 130

¹⁰ Pan-Pacific Association of Applied Linguistics 13(1), 53-6

¹¹ Moussa Ahmadian International Journal of English Language and Literature Studies, 2013, 2(4): 220-238

¹² Sara Chusing weigle Assesing writing language assesment series 2002 P.19

many students and instructors feel that writing is a chore. Students are always hesitant to write because they are inhibited and are afraid of making mistakes. Therefore they cannot generate ideas.

2. The importance of writing

Halliday (1985) suggest that writing has involved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. He speculates that with the emergence of cultures based on agriculture rather than hunting and gathering, there developed a need for permanent record which could be referred to over and over again. This was the stimulus for the emergence of new form of language : writing.¹³

In the modern world written language serves a range of function in every day live, including the following :

1. Primarily for action
2. Primarily for information
3. Primarily for entertainment

3. Components of Writing

In teaching of writing activities, a teacher is expected to be able to recognize the general components of writing; content, form, grammar, style and mechanics. Harris (1974:68-69) states the five general components of writing. He says: "Although the writing process has been analyzed in many different ways, most teachers would probably agree in recognizing at least the following five general components: ¹⁴

- a. Content: the substance of the writing the ideas expressed.

¹³ David Nunan Language teaching methodology a text book for teacher P.84

¹⁴ Blanka Fridrhychova Klimova Evaluating Writing In English Second Language 2001,P 392

- b. Form: the organization of the content.
- c. Grammar: the employment of grammatical forms and syntactic patterns.
- d. Style: the choice of structures and lexical items to give a particular tone or flavor to the writing.
- e. Mechanics: the use of the graphic conventions of the language.

4. The proces of writing

According to Graves' five-stage of writing process and with taking advantage from the features of the five-stage process that is adapted from Tompkins (1994, p.28) the study implemented the writing process approach in EFL classroom, which are see in Figure 1. Figure 1. (Adapted from Laksmi, 2006, pp.146-147).¹⁵

Stage 1: Prewriting ,In prewriting ,the writer focuses on the subject of his/her writing, spots and audience due to having the complete thought and plan about what they are going to write before starting their writing.

Stage 2 : Drafting , in drafting Students emphasize content rather than mechanics.

Stage 3 : Revising, in revising Students participate constructively in discussion about their writing with teacher

Stage 4 : Editing, in editing Students increasingly identify and correct their own mechanical errors.

¹⁵ Journal of education and practice vol 6,No 13,2015.P 132

Stage 5 : Publishing , in publishing Students share their finished writings with the teacher.

5. Concept of Descriptive Text

Descriptive writing is one of the types of writing that should be taught and mastered not only by the English teachers, but also by the junior high school students, particularly those in Grades Seven, Eight and Nine, descriptive writing has become one of the most important skills, apart from narrative and expository writing as outlined in the English Language Syllabus in Indonesia (Departemen Pendidikan Nasional, 2006; 2013), it has often been overlooked by language teachers (Hedge, 2011).¹⁶

descriptive text is one genre that must be mastered by students in learning English. And theoretically, according to Ervina Evawina S (2010:7) descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience.¹⁷

Furthermore, Pardiyono (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. From the definition above, it can be concluded that description paragraph is a paragraph that describes a particular person, place or event in great deal.

¹⁶ Malaysian Journal of Learning and Instruction: Vol. 13 No. 2 (2016) P 75-76

¹⁷ International Journal of Language Learning and Applied Linguistics World (IJLLALW),P 33

Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.

Furthermore, Jolly (1984:470) asserts there are five types of descriptive writing paragraph. They are:¹⁸

a. Describing Process Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing and event To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer was write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception) d.

Describing a place Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

e. Describing an object To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

5. Part of descriptive text

¹⁸ International Journal of Language Learning and Applied Linguistics World (IJLLALW) Volume 3 (3), July 2013 P 32

There are three part of descriptive text. They are:

1. Social function, which is to describe a particular person, places, or things.
2. Generic Structure, which is divided in to two. They are: a) identification: identifies the phenomenon to be described, and b) description: describe parts, qualities, characteristics.
3. Significant lexico-grammatical feature, that is focus on specific participant, use simple present tense. (<http://teacherside.blogspot.com>). Other source, Pardiyono (2007:34) maintain that three parts of descriptive, they are (1) communicative purpose, that was to describe an object (human and non-human), (2) rhetorical structure, there are two parts of rhetorical structure a) identification, that was statement that consist of one topic to describe; b) description, that was consist of the detail description about object that identify in identification, and (3) grammatical patterns, it was needed to understand that in descriptive paragraph, declarative sentence was used and using present forms. From the two explanations above, we can conclude that the part of descriptive paragraph was divided in to three parts, they are:
 - a.) Social Function Describe the characteristics and conditions of the object person, thing, place, or animal) by using adjective and attribute.
 - b. Generic structure It was divided into two part they are identification was to identify the phenomenon that was described, and description was to describe the qualities, characteristics, condition, and part of an object in deatil
 - Grammatical feature In description paragraph, it uses present tense as normally.¹⁹

B. Total Physical Response

¹⁹ The International Journal of Language Learning and Applied Linguistics World (IJLLALW) Volume-3 P 35-36

1. The Definition of Total Physical Response

Total physical response or TPR takes into account that people learn best when they actively involve and understand the language they hear (Asther, 1992). Total Physical Response (TPR), a beginning or students that are more advanced learn to comprehend things said by a teacher.

Richard, (1972:2001) Total physical response is limited to the “trace theory” of memory in psychology, which holds that the more often or more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled.

From the definitions above, it can be concluded that total physical response or TPR is a beginning or more advanced students learn to comprehend things said by a teacher, is limited to the “trace theory” of memory in psychology, which holds that the more often or more intensively a memory connection.

2. Design of Total Physical Response

a. Language Objectives The general objectives of TPR are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker; specific instructional objectives are not elaborated, for these will depend on the particular needs of the learner.

b. The Syllabus The syllabus draws from an analysis of the exercise types employed in TPR classes. TPR requires initial attention to meaning rather than to the form of items. Hence, grammar is taught inductively.

c. Teacher and Learner Roles There are some roles for students and teacher in teaching learning activities by using TPR method.

1). Learners Role Learners in TPR method have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to novel combinations of previously taught items (Richards, 91:2001).

2). Teacher Roles In the TPR method, the teacher plays a central and active role in the sense that most of the activities are planned and coordinated by him. He serves as a model of the sentence structures, which are translated into imperative forms; in this way, he is the initiator of the process of learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language (Richard, 94 :2001).

3. Procedure of TPR Some procedures

in Total Physical Response method is:

- a. Review this was a fast-moving warm-up which individual students were moved with commands.
- b. New commands these verbs were introduced.
- c. Role reversal students readily volunteered to utter commands that manipulated the behavior of the instructor and other students.
- d. Reading and writing. The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then she spoke each item and acted out the sentence. The students listened as she read the material. Some copied the importation in their notebook (Richards, 95:2001).

4. Principles of Total Physical Response Method

In regarding to Total Physical Response method, there are four principles TPR method stated by James T. Asher cited by Robert W. Blair³⁶:

a. Languages are best learned when the learner receives lots of comprehensible (understandable) or comprehension must be developed first before learners are asked to speak.

b. Comprehension and memory is well acquired through physical movement. That student's will remember the lesson they learn longer, if it is involving their body movement. c. Beginning language learners can benefit greatly from a "silent period" in which they learn to understand and response to parts of the language without attempting to speak it. This referred as delayed production; it means that students will begin to speak when they are ready. Meaning in the target language can be conveyed through actions. Memory is activated through learner response.

5. Advantages of Total Physical Response

There are some benefits in TPR method:

- a. Students are not asked to produce in the second language until they decide they are ready
- b. TPR can fill an entire class period with comprehensible input in the form of commands.
- c. The students can enjoy to study because TPR method be able to reduce students stress when learning foreign language.
- d. Students remember the lesson longer. Memory is activated thorough students response.
- e. Students feel successful. Feeling of success and low anxiety facilitate learning (Richard, 87:2001)

6. Disadvantages of Total Physical Response

Total physical response method has six serious limitations:

- a. It is mainly in the imperative mode, generally excluding the rest of the target language.
- b. It is often focused on short phrases or single item vocabulary words.
- c. It fosters only passive language skills.
- d. It takes along time.

e. TPR method seems to be especially effective in the beginning levels of language proficiency.

f. In reading and writing activities students are limited to spinning off from the oral work in the classroom (Richard, 87:2001)

7. The Nature of Media

1. Definition of Media

The word “media “ was derived from Latin medias that means “between” or “mediator”. in general term, media means for television, radio and newspapers considered as a whole and as ways of entertaining of spreading news or information to a large number of people. Robert (1992:207) Media such as a lecture or a TV program might set the stage, but would surely be inadequate for the learning of a skill such as hose directing in firefighting. In addition, David (2003:3) a medium is something we use when we want to communicate with people indirectly, rather than in person or by face-to-face contact. In other words medium is acomponent of learning source of physical vehicles that consist of intruactional material in students environment which can motivate students to learn.

Based on explanation above. It can be concluding media or medium means for television, radio and newspapers that something we use when we want to communicate with people indirectly, rather than in person or by face-to-face contact. The use of media is very needed to reach yhe purpose of teaching and learning process. Media will help to establish the condition for the learners to identify of describe something in order to gain knowledge, skills, or attitudes. Media have often sought to challenge the instrumental use of media as teaching aids. This emphasis is particularly important in relation to the contemporary enthusiasm for new technologies in education, where media are frequently seen as neutral means of delivering information.

8. Kinds of media

There are so many instructional media are used in teaching that starting from the simplest or cheapest ones to the most complex ones. (Nuhung, 2009:10) states that there are six kinds of media:

a. Teacher made drawing

This media can be constructed and supported the topic which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

b. Still pictures

This media can be shown into the real objects or the events of outside the class. A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or events, for examples: photograph, bulletin board material, brochure, etc.

c. Audio recording

Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual event of sound effects. Sound is presented in the sequence in which they actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

d. Motion picture and TV

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. Objects or events may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound. All types of audio-video electronic system can be appeared on a cathode ray tube or TV monitor.

e. Real object, simulation and models

This category includes people, events, objects and demonstration. Real objects as contrasted with other media are not substituted by the artificial objects or events. They are, in fact, life, often in its natural setting. There are countless real objects in the immediate community. As long as they are readily and economically available, use them. Simulation is the replication of real situation which has been designed to be as near actual events or process as possible. A model is a replica or reality. It is often in scale and may be in miniature, exact side or an enlargement.

f. Programmed and computer-assisted instruction

Programs The example of a computer-assisted instruction. are sequences of information which are designed to elicit predetermined response. The most common examples are programmed text books or instructional programs prepared for computers.

C. Edmodo

According to (Shelly, 2001: 6-54). Edmodo is a private social network for teachers and students with a secure social platform. With chirp models such as social networking sites in general, Edmodo can make a special network for teachers and students to share ideas, files, events, and tasks.



Edmodo is described as a social learning platform for teachers and students using a microblogging format (Steven, 2014:377) it is free service with the aim of facilitating learning and teaching and helping educators use social media to create a

customizable learning environment. Edmodo provide extensive functionality, including the incorporation and use of other social tools. to bring learning communities together in a secure and protected educational platform that connects students and teachers online. In the field of language education, it can become a powerful social networking tool to promote collaborative learning through meaningful interactions for language learners. Edmodo support the use of multiple simultaneous discussions, where the instructor can create collaborative group

Edmodo is a social networking website used for educational purposes. The Edmodo application is much like the commonly used Facebook website. Like Facebook, Edmodo is a site designed to keep people in touch with those who have similar interests and goals. Edmodo creates an online environment for teachers and students to stay connected in an educational setting. This online learning space creates a secure environment for a class to share ideas, files, and assignments through mobile access and messaging.²⁰

Edmodo is a social learning platform for teachers lecturers, students for parents guardians developed in late 2007 by Nic Borg and Jeff O'Hara who feel the need to thrive in a school college environment to reflect that an increasingly global and connected, then they create a tool application that can close the gap between how students are living their lives and how they learn in school or college, for which then Edmodo exists. Edmodo is created as a social networking learning platform for teachers lecturers, students, and parents carers.

²⁰ Casey Stroud *Edmodo White Paper* Retrieved from <https://internal.masd.k12.wi.us/cms/0.Classroom.Connections/Documents/Edmodo-White-Paper.pdf>

Edmodo is designed to make students eager to learn in a more intimate environment. In Edmodo, teachers lecturers can continue online classroom discussions, provide polling to check students' understanding, and award badges to students individually based on performance or behavior.

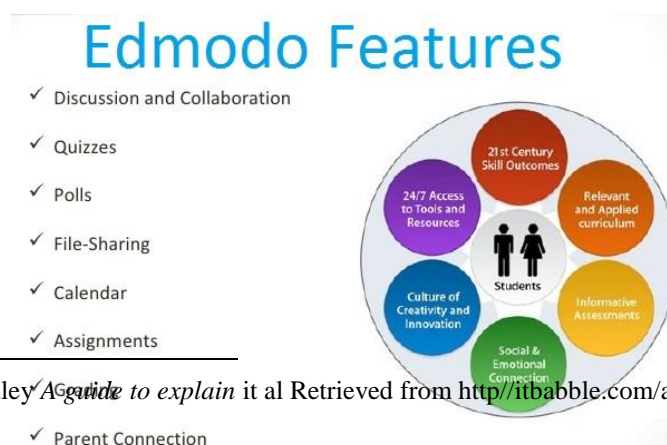
At Edmodo, teachers lecturers are in the midst of a strong network that connects teachers lecturers to students, administrators, parents guardians, and publishers books. This network represents the world's best resource surface and tools, which provide high-quality educational building blocks.

Edmodo makes it easy to track student progress. All grades and study plans assigned or provided through Edmodo are stored and easily accessible. Teachers / lecturers can get input from the classroom through student reactions for quizzes, assignments, and discussion posts that capture students' understanding, confusion, or frustration.

Edmodo's surface is an exciting, easy-to-use application that personalizes learning for every student. This application helps teachers lecturers to strengthen their lesson plans lectures by integrating with Edmodo, which provides all the digital content in one place.

1. The features contained in Edmodo

Edmodo has features that are specific to support learning activities. Edmodo classifies features based on the user's teachers and students. Below is a feature available on Edmodo.²¹



²¹ Patrick Cauley *Agenda to explain it al* Retrieved from <http://itbabble.com/> accessed at 19:57 pm

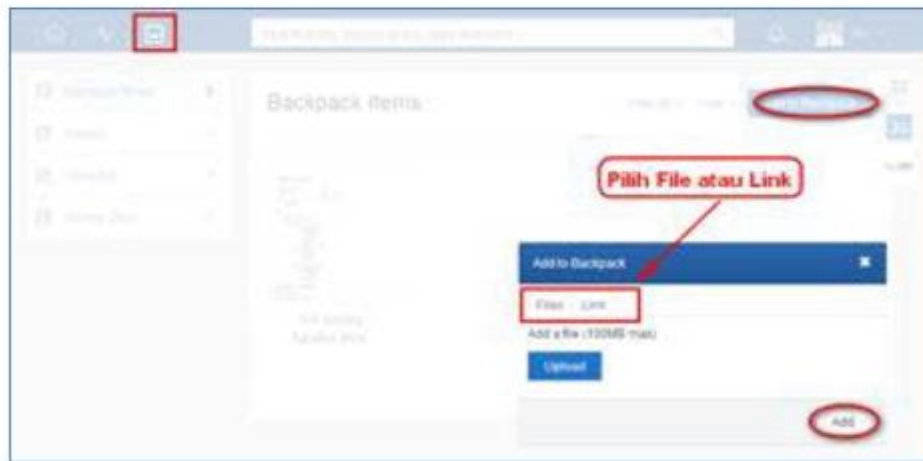
a. Assignment

Assignment is used by teachers to assign assignments to students online. This feature comes with a deadline time and attach file features so students can submit tasks in the form of files directly to the teacher. other than that, submissions Assignment may also be a "Turn in" button that indicates that the student has completing their assignments. Teachers can directly assess the results of the tasks students have undertaken. A given score was automatically be saved in the gradbook feature.

The screenshot shows the 'Assignment' creation page in Canvas LMS. At the top, there is a teal header with the text 'Kelas Experimental Class VIIA' and 'Rosni Handayani | Language Arts - Prekindergarten -1st Grade'. Below the header, there are three tabs: 'Posts', 'Folders', and 'Members'. Under 'Posts', there are four buttons: 'Vote', 'Assignment' (which is highlighted), 'Quiz', and 'Poll'. Below these buttons is a form with the following elements: a text input field for 'Assignment title'; a 'Load Assignment' button; a 'Due Date' field with a calendar icon; two dropdown menus for time selection, currently showing '11' and '15'; a checkbox for 'Lock this assignment after its due date' which is unchecked; and a checked checkbox for 'Add to gradebook'. Below the checkboxes is a text area for 'Type your assignment description here...'. At the bottom, there is a teal button with the text 'Kelas Experimental Class VIIA' and a close icon.

b. File and Links

In this feature teachers and students can send messages by attaching files and links to class groups, students or other teachers. The attached file applies to all types of extensions such as .doc, .pdf, .ppt, .xls, etc.



Gambar III-32Menambah *File/Link* untuk Siswa

c. Quiz

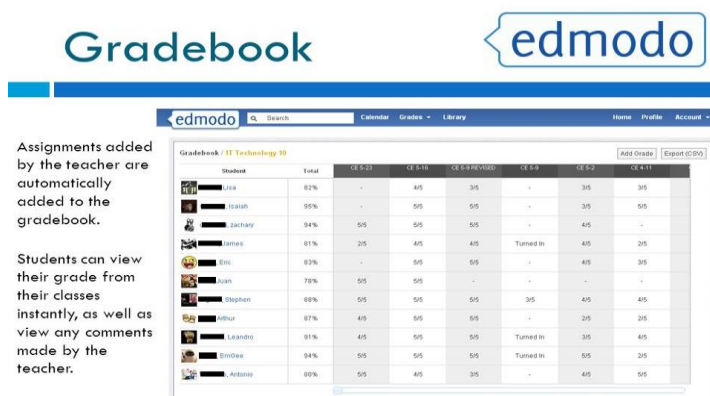
Quiz is used to provide online evaluation in the form of multiple choice, short field, or description. Quiz can only be created by teachers, while students only do it. This feature comes with time limits for workmanship, information on quizzes to be made, quiz titles and quiz views. The calculation of the scores on each item of quiz is done automatically for the type of multiple choice questions and short fields, while for scoring the description should be checked by the teacher first.



d. Gradebook

The gradebook feature is used as a record of student grades. Grading can be done by the teacher and can be filled manually or automatically. Autocomplete value can only be done based on Assignment and Quiz score. Gradebook rating can be exported into file.csv. In this feature, the teacher organizes the assessment of student learning outcomes. Teachers can set maximum value on each subject value.

The total value is the percentage of the overall value of each student automatically by the system. For Quiz assessment is automatically filled by the system based on the Quiz results of each student. In students, this feature can only be seen as a recap of values in the form of graphs and direct assessment.



e. Library

This feature is used as a storage place for various learning resources with diverse content. With library features, teachers can upload teaching materials, materials,

presentations, reference resources, pictures, videos, audio and other digital content. Links and Files available in the Library can be shared to students and groups. Students can also add content that teachers share in their library.

This feature can be used as a medium to accommodate various sources from inside and outside. So that students can store various information from outside but still accessed through Edmodo.

Share Folder dari Library



f. Award Badges

This feature is used to give awards to both students and groups. The award can be determined by the teacher itself so as not to hamper the teacher's creativity in rewarding.

g. Parents Codes

According to Rismayanti (2012), this feature serves to give parents / guardians the opportunity to join each student to monitor the learning and achievement of their children, the teacher must access the code for the parents and then distribute it to each parent / guardian. Access codes for parent students can be obtained by clicking on the class name

i. The Advantages And Disadvantages Of Edmodo

There are some advantages and disadvantages in using edmodo according to expert be a good teacher should pay attention to this so that the learning process can run smoothly the advantages and disadvantages of edmodo are as follows.

1. Advantages According to Shelly Gary (2011:6-45):

- a. Edmodo can help teachers create news stories in groups or give tests that are online
- b. Edmodo was also allow students to post articles and blogs that are relevant to the classroom curriculum according to the teacher's instructions
- c. Teachers can use Edmodo to develop a discussion room where students can communicate with each other at the same time.
- d. Teachers can also use Edmodo to instruct, assign, and discuss with their students online at the same time simultaneously.

2. Disadvantages According to Charles Wankel (2011: 24)

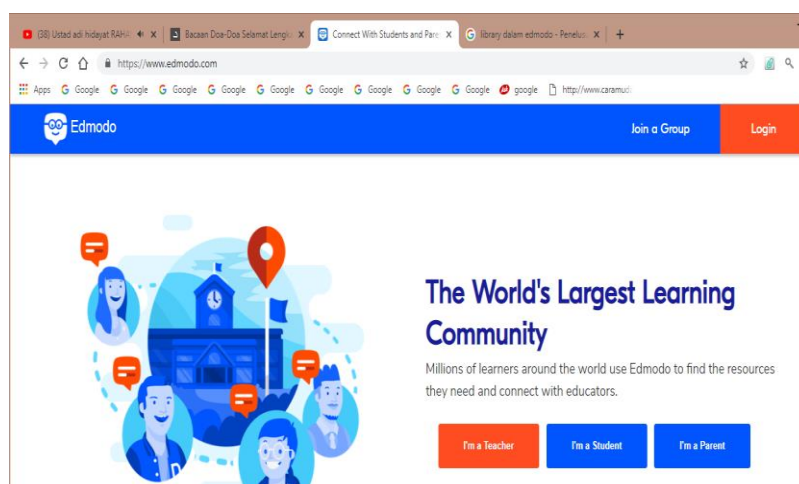
- a. Distractions on the internet connection can affect the website run more slowly.
- b. Students are restricted from access to exit, as they are only limited in that class.
- c. Still in development version and not perfect yet

3. Steps in Applying Edmodo

According to Patrick Cauley steps to apply Edmodo as follows :

1. Signing up

This is very easy. At the homepage, simply click I'm a Teacher and a new dialogue box was open up. Simply fill out that information and click Sign up. That is it! No junk mail, no verification e-mail; it is just simple and painless.



2. Group Code

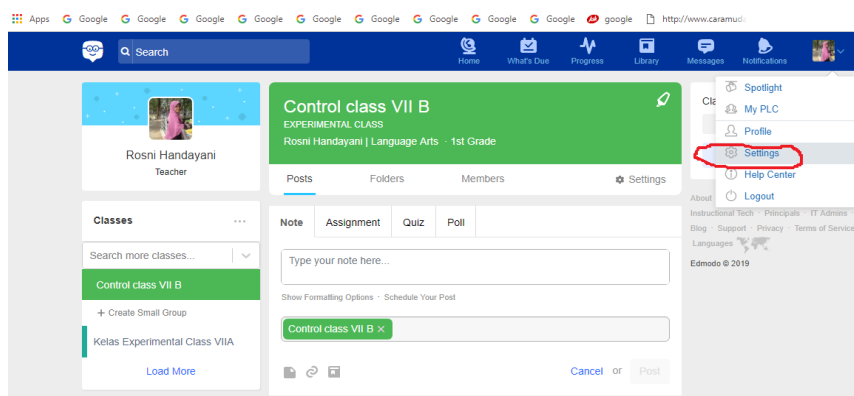
Now that we're into Edmodo, it is time to start setting up your groups. Groups are basically classes for students to join. It is very easy to create a group and just as easy for students to join that group. To do this click on Create Area of Edmodo area (on the left hand side below your profile picture).

3. Group Code (cont.)

After you have created the group, A window was pop up confirming the groups has beencreated and the code to join the group. This code can be distributed to students as they sign up. This was allow them to join your group and all the privileges that go with it.

4. Settings

This is the settings page. To access it look under Account (in the upper right hand corner). It ispretty basic. You can change your profile by Edmodo or by uploading your own picture. Also, you can change your password, add notifications (either an email or text message), or your personal information.



5. Student Signup

Now 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 *www.edmodo.com* and click on I'm a Student. They will need the Group Code you received when you signed up.

The students will be greeted with the following screen. Please note that e-mail is optional and that students will not receive any junk mail or e-mail from Edmodo (unless they set up e-mail notifications). However, the Group Code you are required.

If students are already signed up and using Edmodo. They do NOT need a new account. All they need is to Join the group. To do this they sign into Edmodo and on the left hand side they will see their class(es) they have joined. They merely need to click Join and type in the code. This way they can easily switch from one class to another

6. Request To Join URL

There is another way for students to sign up. You can give your students (or whoever) a link. If they follow the link it will ask them to either login or create a new account and then it will send a request to the teacher. The teacher then has the ability to approve or deny the request. Even if the group has been locked, students can join with the Join URL. You can find the URL on the far right side under the Group Code. Heck you can even Tweet the Join URL if you use Twitter in your class. When a student requests to join the class you will receive a notification. Click that and a new window will open where you can Accept, Deny or Block. If you have multiple you can select Approve All.

7. The Basics of Posting

Now that your groups are created, let's take a look at some of the basic features that Edmodo has to offer. Most are obvious and straightforward, and nearly all of them are meant to help increase communication and make the class a better place.

8. Post Alerts

Alerts are used to send important messages to people or groups. It is done the same way but will appear in larger font and in bold. It will also show up in the Notifications. To create an Alert, just click on Alert at the top of the Comment Box and the rest is the same as creating a note. You only have 140 characters to help you distill your thoughts.

9. Grading assignments

Grading an assignment is easy as well. In the Default Total: at the top right corner, type in the total possible points and click Set. Then click on a student's name in the list on the left. The assignment will show up on the right. View their work, give them a grade, you can even post a comment about their assignment, attach a file (like a rubric) or even record your voice and add an audio file.

When you click Grade, it will immediately show up on that student's Edmodo as well. If you make a mistake you can always click Clear and input a new grade. You can also edit, delete, or reattach anything you like. The student will be alerted immediately about the comment and the grade.

C. Previous study

The related of the study as the comparison of this research the first is from OkkeNoviana, *The Effective Use Of Edmodo In Writing A Narrative Text In Senior High School*, This study was a pre experimental study to improve students' ability on narrative text in senior high school. In this study, Edmodo was used as media to help student in writing

narrative text. Edmodo is an educational website that takes the ideas of a social network and makes it appropriate for a classroom. The process of pre experimental consist of pre test wrote story about Tangkuban Perahu, gave treatment use Edmodo and gave post test. The sample of this study was 29. The result of pre-test showed the total score of the students was $\sum X1 = 1240$ and the mean score is $X1^{\bar{}} = 42.76$ and is qualified as poor. The total score of the students in posttest test was $\sum X2 = 2030$ and the mean score was $X2^{\bar{}} = 70$. It is qualified as average to good. It means that Increasing Students' writing by using Edmodo give a strong significant effect in increasing the students' achievement in writing narrative text.²²

the second research is from Fauzi "*the effect of edmodo on students writing skill in recount text*" "This study investigates the effect of Edmodo on students' writing skill in recount text. The participants of the study were 9 students of Excellent Class of a Senior High School in Tulungagung, Indonesia. A pre-experimental study was employed as the research design to investigate the effectiveness of Edmodo in recount writing instruction. Following the research design, the students participated as both experimental and control groups."²³

They did pretest at the beginning of this study, received treatment, and did posttest at the end of the study. The finding of the study revealed that the null hypothesis could be rejected. The convention to reject the null hypothesis is that when the p-value of the obtained statistics is less than 0.05. The finding showed that p-value was less than 0.05 ($0.006 < 0.05$). Referring to the data, there was enough evidence indicating that the null hypothesis could be rejected, and thus it could be concluded that using Edmodo was effective to teach recount text. This study attempts to contribute to the improvement of teaching writing by maximizing the use of

²² Okke noviana Jurnal pendidikan dan pembelajaran
<http://jurnal.untan.ac.id/index.php/jpdpb/article/view/12588/11412>

²³ International Journal Of Pedagogy And Teacher Education (IJPTE) (Vol.1 Issue 2 | October 2017) P, 73

ICT tools. Using Edmodo, both students and teachers can have a safe online environment to conduct more effective and sustainable teaching and learning process.

D. Hypotesis

According to Arikunto (in Siddiq, 2013, p.5) "Hypothesis is a temporary answers to research problems up to proven through collected data". The hypothesis in this study that is:

(H1): There is a significant effect on the class experiment after getting treatment by applying *Edmodo* technique on students writing skill learning in descriptive text.

(Ho): There is no significant effect on experimental class after getting treatment by applying Edmodo.

CHAPTER III

RESEARCH METHOD

A. The Research Design

This research method is quasy experimental research, according to the book of Exspermental end Quasy exspermental design for generelaized causal inference stated that quasy exspermental relieve in random, a condition is by means selection by administrator by the teacher,therapis phisyciaters or others,decide which one get the treatment. ²⁴

The researcher choosed two classes; they are experimental class and control class . experimental class is a class that using edmodo meadia in teaching and learning process, and control class was did not using edmodo media. Before using the media, a pre-test for each class applied by the researcher in the order to see the level of students' qualification. After treatment or using media, a post test has given of the two classes in order to know the students writing descriptive text. The design of experiment as follow :

Tabel 3.1
The Design of Experimental Method

Class	Pre test	Treatment	Post test
Experimental Grup	O1	X	O2
Control Group	O3	X ₀	O4

Where:

O1 = pre test experimental class

O3 = post test of experimental class

O4 = Pre tesr of control class

²⁴ Donal Ary ,Lucy cheser jaobs & chisir sorensen Introduction to reearch and eduation P 26

O5 = Post test of control class

X = Treatment

X = No Treatment

B. Population and Sample

1. Population

The population is all the individuals in a school and the total numbers of this population is 55 students. The total number of the second grade students of Mts Al-Mubaarak Bengkulu in academic year 2018/2019 was show in the table 2.²⁵

Tabel 3.2
Distribution of the population

No	Class	Sex		Total	Mean score
		Male	Female		
1	VII A	8	8	16	60,0
2	VII B	8	8	16	60,0
3	VIII A	12	6	18	60,6
4	VIII B	14	7	21	60,6
Total		42	29	71	

Source : Mts Al-Mubaarak Bengkulu 2017/2018

2. Sample

Sample is partially or vice population studies. In this research, the researcher was choosed VIII A Class is as Experimental class that consist of 16 students and VII B Class as the control group that consist of 16 students. The reason in choosing these classes are ; both of classes have not extremely difference in reading score,same teacher,and they have some similarities problem in writing descriptive text . Then, the researcher can not able to covers

²⁵ English teacher Ikhsan jamad Akbar (interviewed on 15 march 2018)

all of the population even they are selected randomly break the regular schedule of the school.

Tabel 3.2
Sample of the study

No	Group	Class	Male	Female	Mean score
1	The Experimental Group	VIII A	8	8	60,0
2	The control Group	VIII B	8	8	60,0
Total			16	16	

Source Mts Al-Mubaarak Bengkulu (2018/2019)²⁶

C. Technique in Collecting Data

The research has do pre-test and post-test for all of the sample. Pre test has given to both control and experimental class. The data would collected by giving the test to the students. Pre-test do to find out students achieve mental before the students giving the treat . In the treatment,the researcher taught the students in experimental class using Edmodo as media and in control class did not using a media. Pos-test do to find out students achievement after the students treat by Edmodo media.

D. Research instrument

The researcher instruments that the researcher used in this study is test and writing descriptive text . The researcher used the test to obtaining good result. The researcher ensure that the pre-test provided instructions which differ in form or wording form the post-test,through the two test, test the same content,in example they are alternate form of a test for the same groups. The form of test problem writing descriptive texts. Then,to assess student's writing descriptive texts, the researcher set up problem descriptive texts in computer.

²⁶ English teacher Ikhsan jamad Akbar (interviewed on 15 march 2018)

Selecting the sampel is a very important to conducting a research study. Sample must be repetitive if one is to be able to generalize with confidence from the sample to the population.

The pre-test and post-test is about descriptive text. The researcher gave pre-test and post-test to control and experimental groups. The pre test and post-test would descriptive text question (fill in he blank). The students did pre-test or post-test in 2 x 40 minutes. The amount of questions was 20 items contain of 5 instruction objectives. The students was identified mein idea, generic structure of the text,references,synonym,antonym based on context of word phrase of the text, it can be seen the table below.

Table 3.4.Criteria of Variable

No	Sub Variable	Indikator
1	Content	Content involved two criteria of good writing
2	Organization	How your many developing within a frame work
3	Language use	A good langage use consist of general error and tense
4	Vocabulary	Is the list of word

E. Validity and Realibility of the test

In designed the writing test as the instrument of this research,the researcher measured the reliability and validity of the test.

1. Validity

Validity is the most important consideration in developing and evaluating measured instruments. Validity was defined as the extent to which an instrument measure what it claims to measure. The items test be try out to know the quality of the test. There are some items test that are not valid. The question of an instruments validity is always specific to the particular situation and to the particular purpose for which it is used.²⁷ In this research used assistance of SPSS version 20 .

2. Realibility

Realibility is the consistency of a set of measurement or of a measuring instrument ,often use to describe a test. Ary state that,the reliability of a measuring instrument is the degree of consistency with which in measures whatever it is measured.²⁸ In this research,the research used SPSS 20 to know the reliability of test instrument. The data was calculated by anates.

F. Technique in analyzing Data

Data analyzing is the last step ,in the step researcher would interpentated of data that has resulted in the subject.²⁹ In analyzing data the researcher was used statistical package for the social science (SPSS) students version 20. The researcher used simple linear regression,simple linear regression is a regression test that has one independent variable. To know the different result of reading narative text between the students who would taught by using edmodo media and who were not, so the researcher regression to independent samples if the data normal and homogeny.

²⁷ Donal ary, Lucy cheser Jacobs & chiris sorensen ,*introductionto research in Education* (New York: Printed in the united states of America 2010) ,P.225

²⁸ Donald Ary, Lucy cheser jacobs & chisir sorensen, *introduction to research in education* (New York: Printed in united states of america 2010),P.225

²⁹ IBID Donal ary, lucy cheser jacob and chiris jacobs&chiris sorensen p.236
Nanang martono ,*metode penitilian kuantitatif* (jakarata: rajawali press.2010) p 145

Requirement test of data analysis

1. Test of normality

Before the researcher used the regression, the normality of the data would be test first by used statistics kolmogorov simonov. The result of the test was compared with alpha level,0.05. if the sig.(2 tailed) would more than 0,05,it meant the data is normal.

2. Test of homogeneity

Test of homogeneity would applied to know whether the data would homogenous or not. If the data from both classes, experimental and would were homogenous,so the treatment could.

G.Research procedure

The researcher taught writing descriptive text by used Edmodo in experimental class,where each meeting allocation was 2x45 minutes. This kind would be six meetings.

The stage as follow :

No	Stages	Activities	Time allocation
1	Opening	The teacher open the teaching and learning activity, check students attendanlist as well as give stimulus to them.	5 minute
2	Treatment	<ul style="list-style-type: none">✓ The teacher explains about the definition funcion and the way to use it.✓ The teacher practices it with applying edmodo✓ The students was sign up to edmodo	10 minutes 15 minutes 15 minutes

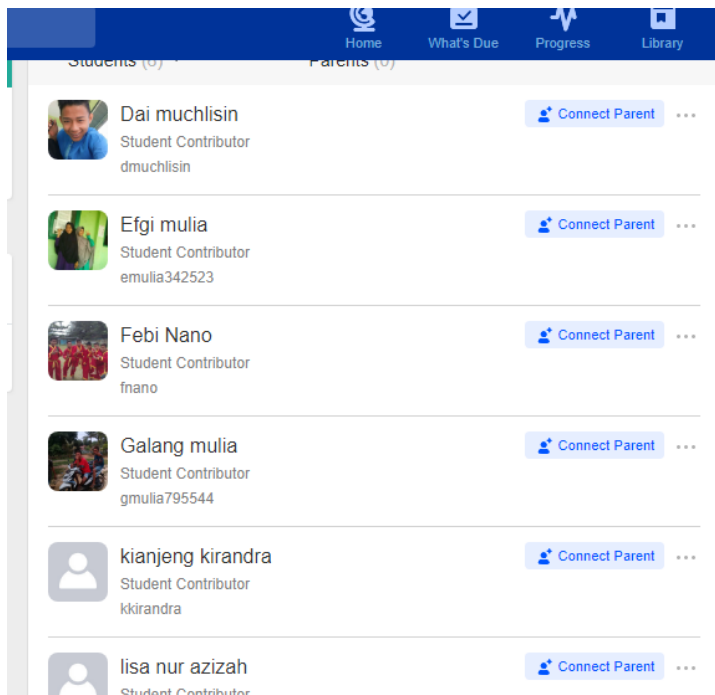
		<ul style="list-style-type: none"> ✓ The teacher asks the students to read the text in edmodo ✓ The students was do the excercise in their edmodo 	<p>15 minutes</p> <p>5 minutes</p>
3	Closing	<ul style="list-style-type: none"> ✓ The teacher was checks their understanding by question answer. ✓ The teacher was give home work to the students. ✓ The teacher close the meeting. 	<p>5 minutes</p> <p>3 minutes</p> <p>2 minutes</p>

H. Research Prosedure in Edmodo

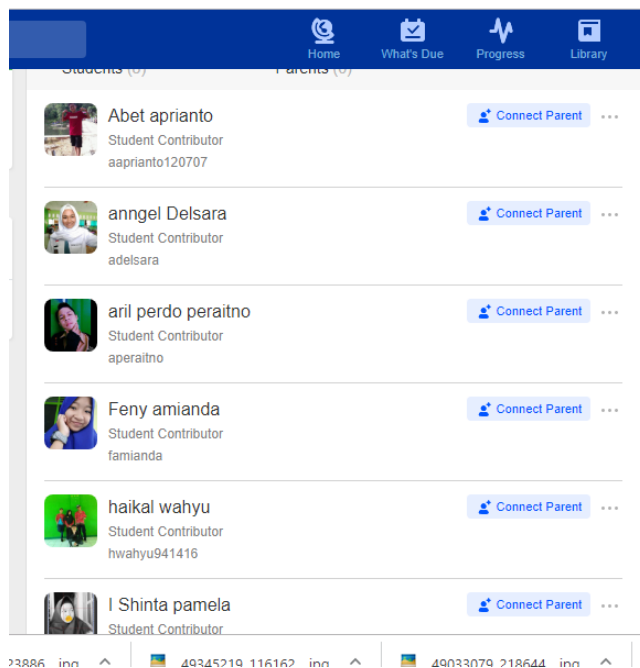
1. Giving Explanation About What Is Edmodo and how to used

The teacher gives an explanation of edmodo briefly then gives the opportunity for students to ask in detail about the ways and functions of Edmodo and how to use the edmodo application as a learning container. then students are asked to submit their respective emails to create an Edmodo account. The teacher makes two groups in edmodo applications , namely the experimental class group and control class group and is given the respective group code, then the teacher enters the student as a member in the group.

1. Experimental Group Members



2. Control group Members



2. The Teacher Gave Descriptive Text Material Through Edmodo



Rosni Handayani posted to Control class VII B

Teacher at Mts Al-Mubaarak Bengkulu

Materi descriptive text

ciri Descriptive Text

- Verb yang digunakan yaitu attribute verb, seperti be (am, is, are)
- Tense yang digunakan yaitu simple present tense
- Hanya fokus pada satu objek tersebut.

Struktur Descriptive Text (Generic Structure)

1. *Identification* (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
2. *Description* (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan. Misalnya sifat-sifat, tampilan fisik, dan lain-lain yang dimilikinya dengan spesifik.

Ciri-Ciri Descriptive Text

Unsur kebahasaan Descriptive Text

1. **Noun** : Menggunakan kata benda yang spesifik, seperti misalnya *my cat, my boyfriend, National Monument*. Selain itu, sering juga menggunakan *adjective* (kata sifat) untuk memperjelas penggunaan *noun* atau kata benda, seperti *a big house, a smart student, an independence woman*.
2. **Simple present tense** : menggunakan kata kerja dasar atau bentuk pertama (verb 1)

1 Like

2 Comments

Share

3.The Teacher gave the example of instrument test Through Edmodo

I.The problem in using Edmodo in teaching writing skill.

In using of this edmodo media there are some problem encountered in teaching process. Based on the observation on July , 24th 2018there are three problems in using edmodo.In the class meeting, in VII A class, the problem came from three factors.

The first is students factor that they were confused in using Edmodo because the language in the Edmodo, All of the language in Edmodo using English. The second is the teachers factors that they could not using Edmodo as well because they still not familiar in using Edmodo in the class. And the last is school factors that the school still not had many computer to all of the students and the internet access sometime trouble. Pupung (2016:249) in the thesis entitled “The use of Edmodo in teaching writin in a blended learning setting” there are three problem that made difficulties in teaching using Edmodo, the problems are Bandwidth, cunfusing in using Edmodo, Incompatibility of smartphone appllications.

From the opinion above it can be concluded that there are six problem in teaching writing using Edmodo. The problems are bandwidth, confusing in using Edmodo, incompatibility of smartphone applications, teacher factor, students factor and school factor.

J.The solution in using edmodo

In using edmodo the teachers and the students feel that school factor gave impact to use edmodo in teaching process because to access edmodo they must use computer or handphone that connect to internet. If the school could not have the facilities for the teaching process, using edmodo could not be use because that factor

CHAPTER IV RESULT AND DISCUSSION

3. Result

In this part, the result of the research was presented. The researcher began this research from July 27th until September 6th 2018. The schedule of both experiment class and control class was on Friday and Saturday. The researcher conducted one meeting for pre-test, eight meetings for treatment and one meeting for post-test. The result was obtained based on students' achievement in English writing descriptive text at the first grade students of Mts Al-Mubaarak Bengkulu.

This section describes and analyzes the test before and after the treatment. The pre-test and post-test were given to the students in the experiment class and control class. The pre-test was given to the students before the treatment was conducted, and post-test was given at the end of the treatment.

1. The description of pre-test score and post-test score in the experiment class

Graphically, the total score of students' pre-test and post-test in the experiment class can be seen on the figure below.

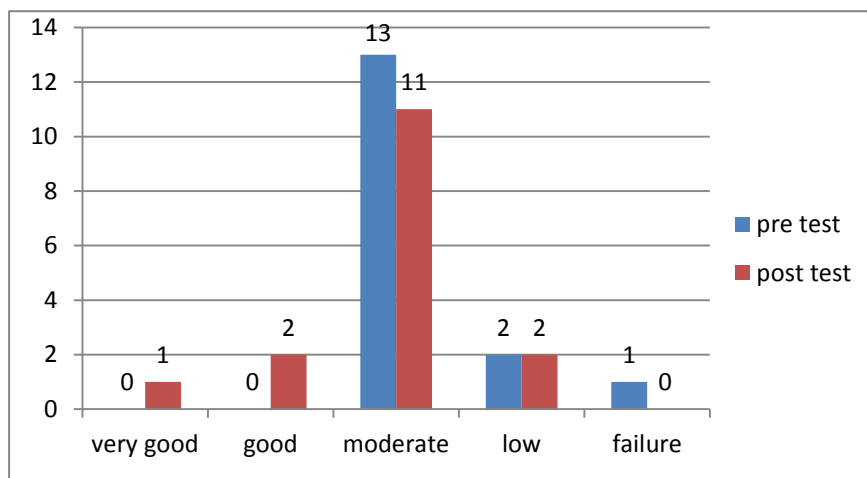


Figure 4.1 Students Pre-Test And Post-Test Score In Experiment Class

Based on figure 4.1 the post test score was higher than pre-test score. It means teaching writing descriptive text by using Edmodo as a media could increase the students' English writing descriptive score. The distribution of pre-test and pos-test score in the exsperiment class be seen on table below.

Score Interval		pre-test		post-test	
		frequency	percentage	frequency	percentage
90%-100%	very good	0	0%	1	6,25%
80%-89%	Good	0	0%	2	12,50%
60%-79%	moderate	13	81,25%	11	68,75
40%-59%	Low	2	12,50%	2	12,50%
0%-39%	failure	1	6,25%	0	0%

Table 4.1
Score Distribution In Exsperimental Score

Based on the table 4.1 above, the result of pre-test in experiment class was there was 0 (0%) student in veru good qualification, 0 (0%) students in good qualification , 13 (81,25 %) students were in moderate qualification ,2 (12,50 %) were in low qualification , and 1(6,25 %) student in failure qualification .

2. The Description Of Pre-Test And Pos-Test Score In Control Class

Graphically,the total score of students pre-test and post test in the control group can be seen on figure below.

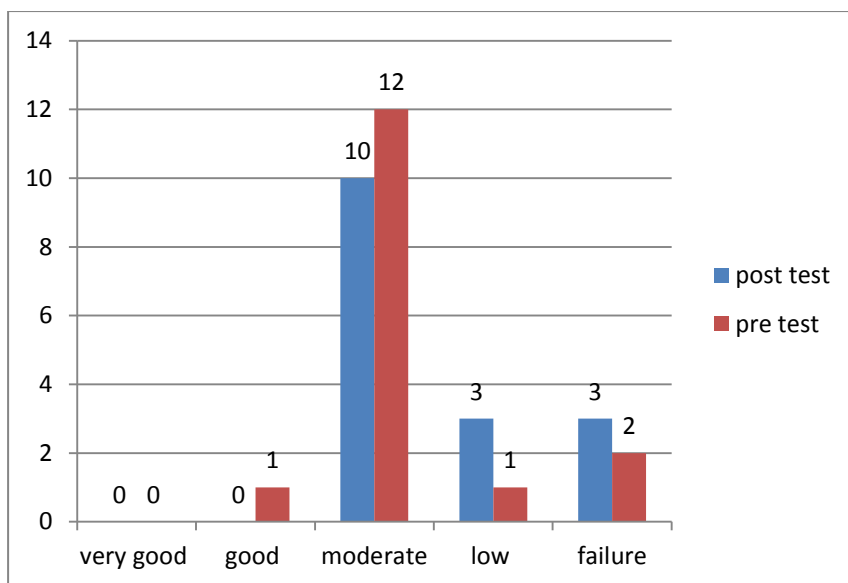


Figure 4.2

Students Pre-Test And Post-Test Score In Control Class

Based on figure 4.2 it was showed that the post test score and the pre-test score were relatively the same its mean the score of students english writing descriptive text increase gradually. The distribution of pre-test and post test score in control group can be seen in the table below.

Table 4.3
Score Distribution In Control Class

score interval	category	pre-test		post test	
		prequency	percentage	prequency	percentage
90%-100%	very good	0	0%	0	0,00%
80%-89%	good	0	0%	1	6,25%
60%-79%	moderate	10	6,25%	11	68,75%
40%-59%	Low	3	18,75%	2	12,50%
0%-39%	failure	3	18,75%	2	13%

Based on table 4.2 above the result of pre-test and post-test in control class was there 0 (0%) students in very good qualification , 0 (0%) students in good qualification. 10 (6,25%) were in moderate qualification, 3 (18,75%) in low qualification and 3 (18,75%) students in

failure qualification. Meanwhile in post-test there were 0(0%) students in very good qualification, 1 (6,25 %) students in good qualification 11 (68,75 %) in moderate qualification. 2 (12,50) student in low qualification and 2 (12,50) student in failure qualification

3. The Analysis Of Pre-Test And Post-Test

This section was aimed at analyzing the pre-test and post-test result, the score of both of class was compared whether any significant difference or not can be seen at the table below.

Group	Mean score		Improving
	Pre-test	Post-test	
Exsperiment	58,25	82,44	24,19
Control	50,05	78,18	28,13

In pre-test, the average scores between the experiment class and control class were compared. The result showe that in experiment class which was taught by using Edmodo was higher than control class which was taught without Edmodo media. It can be seen from the mean score of post-test in experiment class which was 78,12 while in the control class which was only 65,93. The improving of mean score in experiment class was 19,87 points and in control class was only 15,87 points.

4. Normality Test

Before being analyzed, the normality of the data should be measured

- a. The result of normality data test for pre-test in experiment class can be seen in the table below.

Table 4.4
Normality Test Of Pre-Test Sore In Experimental Class
One sample Kolmogorov-smirnov Test

		pre test experiemnt
N		16
Normal Parameters ^a	Mean	58.25
	Std. Deviation	7.759
Most Extreme Differences	Absolute	.271
	Positive	.271
	Negative	-.093
Kolmogorov-Smirnov Z		1.082
Asymp. Sig. (2-tailed)		.192

- a. Test Distribution is Normal
- b. Calculated from the data

From the table above, it can be seen the significance value of experiment class pre-test score is 1,082. It means that is was higher than the level of significance (0,05) so, it can be concluded data were distributed normally.

The histogram of the normal data of pre-test score in the exsperiment class can be seen in the figure below.

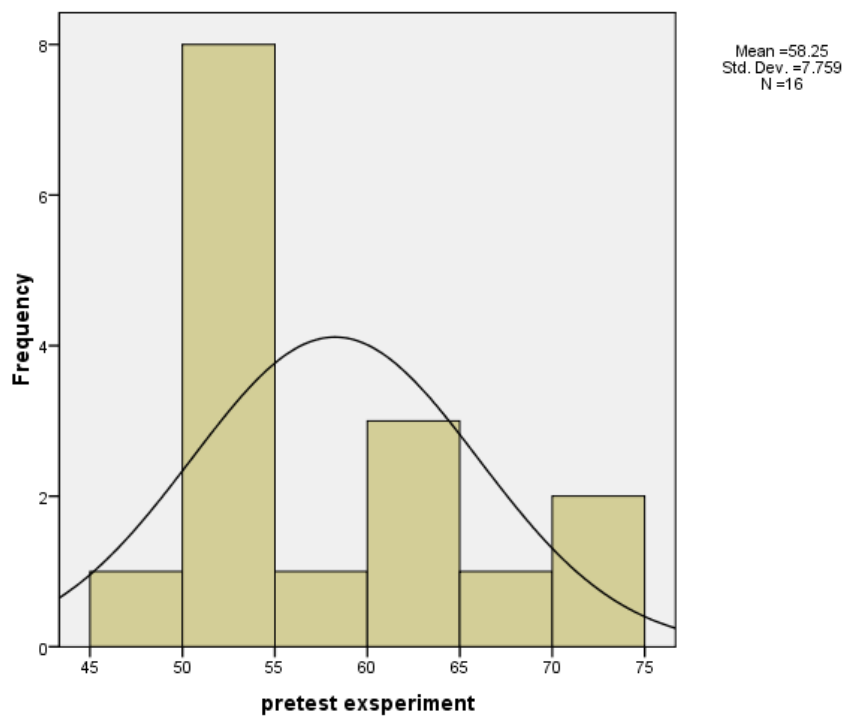


Figure 4.3 The Histogram Of Normality Data Of Pre-Test In Experiment Class

The result of normality data for pre-test score in control class can be seen in the table below

**Table 4.5
Normality Test Of Pre-Test Score In Control Class
One Sample Kolmogrov-Smirnov Test**

		pre test control
N		16
Normal Parameters ^a	Mean	50.06
	Std. Deviation	10.337
Most Extreme Differences	Absolute	.210
	Positive	.210
	Negative	-.207
Kolmogorov-Smirnov Z		.839
Asymp. Sig. (2-tailed)		.482

a. Test distribution is normal

b. Calculated from data

From the table above, it can be seen the significance value of control class pre-test score 0,839 its mean that it was higher than the level of significance (0,05) so, it can be concluded that the data were distributed normally

The histogram of the normal data of pre-test score in the control class can be seen in the figure below.

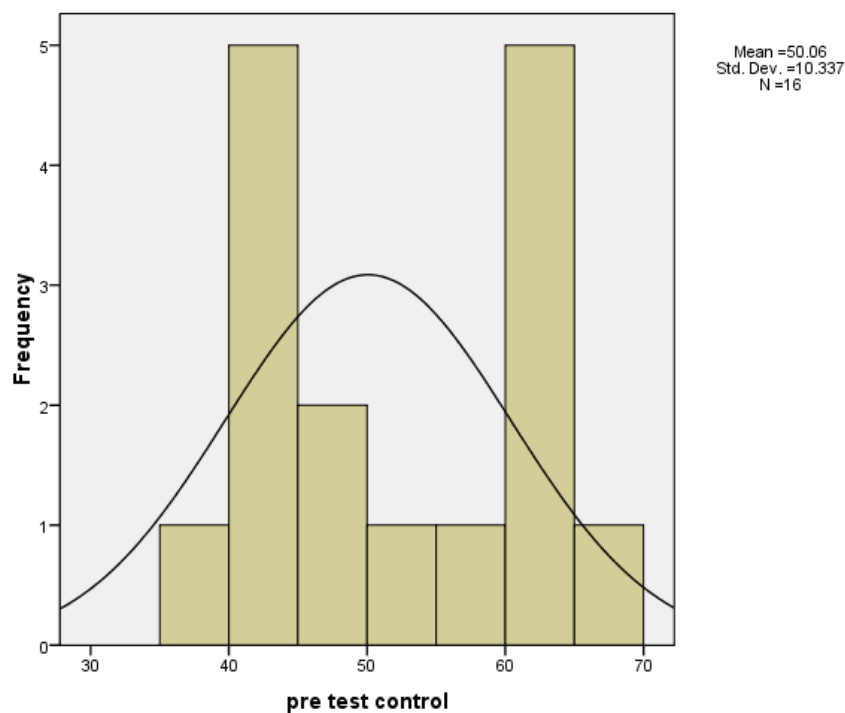


Figure 4.4 The Histogram Of Normallity Data Pre-Test In Control Class

The pre-test result of exsperiment class and control class was almost similar where the exsperiment class of pre test mean score was 58,25 (the average of students ability was $58,25 \times 100\% = 58,25\%$) and the pre test of control class was 50,55 (the average students ability was $50,55 \times 100\% = 50,55\%$). The qualification of the students achievmnt was howed in the table below .

Table 4.6
Scale interval percentage

Interval percentage	Category
90%-100%	Very good
80%-89%	Good
60%-79%	Moderate
40% -59%	Low
0%-39%	Failure

Based on the table above, the average of students ability in experiment class was, 58,25 and in control class was 50,05 it can be concluded that both of groups score in low qualification levels.

b. The result of normality Data test of post test t score.

The result of normality Data test for post-test score in class can be seen in this table below.

Normality Test Of Post Testscore In Experimen Class

One sample kolmogrov-smirnov Test

		post test exsperiment
N		16
Normal Parameters ^a	Mean	82.44
	Std. Deviation	6.282
Most Extreme Differences	Absolute	.401
	Positive	.401
	Negative	-.292
Kolmogorov-Smirnov Z		1.604
Asymp. Sig. (2-tailed)		.012

- a. Test distribution is Normal
- b. Calculated from the data

From the table above ,it can be seen the significance value of exsperiment class post test score was 1,604 its mean that it was higher than the level of significance (0,05) so,it can be concluded that data distributed normally.

The histogram of the normal data of post test score in the exsperiment class could be seen in the figure below.

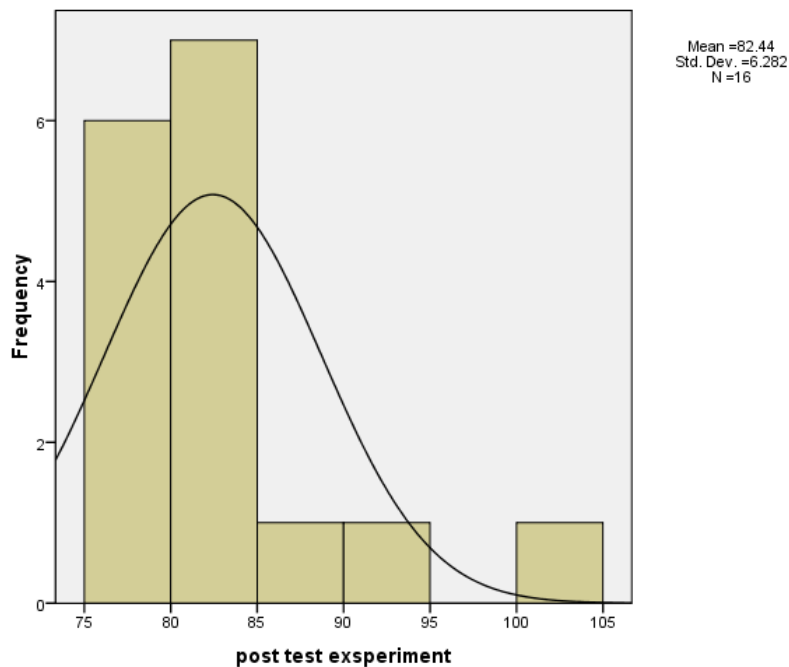


Figure 4.5 Of Post Test In Experiment Class

**Normality Test Of Post Testscore In ControlClass
One sample Kolmogrov-smirnov Test**

		pos test control
N		16
Normal Parameters ^a	Mean	78.19
	Std. Deviation	3.229
Most Extreme Differences	Absolute	.474
	Positive	.287
	Negative	-.474
Kolmogorov-Smirnov Z		1.897
Asymp. Sig. (2-tailed)		.001

- a. The distribution is normal
- b. Calculated from the data

From the table above, it can be seen the significance value of control class post test score was 1,897 its mean that it was higher than the level of significance (0,05) so, it can be concluded that data distributed normally.

The histogram of the normal data of post test score in the experiment class could be seen in the figure below

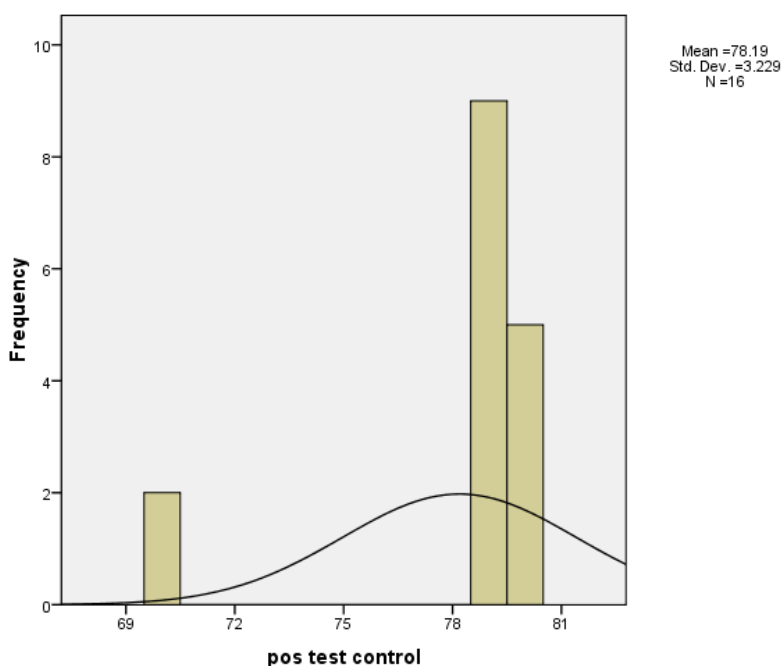


Figure Of Post Test In Control Class

The post test result of experiment class and control class was almost similar were the experiment class of post test mean score was 82,44 (the average of students ability was $82,44 \times 100\% = 82,44\%$) and the post test of mean score of control class was 78,18 (the average of students ability was $78,18 \times 100\% = 78,18\%$). Based on the table of scale interval for experiment class and control class was increasing from low to moderate. However there was still significant difference between the post-test mean score achieved by control class.

5. Homogeneity of the data

a. Homogeneity of Pre-Test

To analyzed the homogeneity of variances of exsperiment class and control class pre-test, the researcher used Levena statistic in IBM SPSS statistic 20. The result can be seen in the tables below.

Table 4.5
Test of homogenityof variences

Test of Homogeneity of Variances			
pre test			
Levene Statistic	df1	df2	Sig.
4.179	1	29	0.150

From the table 4.5 above , it can be seen that Levena’s test was 0,150 and it was bigger than 0,05 ($0,150 > 0,05$) so it concluded the data variences were homogenous or equal.

b. Homogeneity of post-tes

To analyzed the homogeneity of variance of exsperiment and control class pos-test score, the researcher also used levena statistic in IBM SPSS statistic 16. The result can be seen in the table below.

Tabel 4.10
Test of Homogeneity of Variences

Test of Homogeneity of Variances			
pos test			
Levene Statistic	df1	df2	Sig.
3.288	1	29	0.180

From the table 4.10 above,it can be seen that Levena’s test was 0,08,and it was bigger than 0,05 ($0,180 > 0,05$). So ,it could be concluded that the data variences were homogenous or equal.

6. The statistical analysis result

a. Paired sample T test analysis of post test result

This part described and analyzed the test after the treatment the post test were given to the students of exsperiment class and control the post-test was given after treatment to know the differences of students achievmnt after the treatment in english writing descriptive text . in post test there were 20 number of question . both group were given the same questions and they had to do the post test individually in 80 minutes.

The post test score was analyzed through statistical computation SPSS 16 for windows by using paired sample T test the result of post-test was describe as follow.

Paired Samples T Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Me an	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upp er			
Pair 1	exsper iment - control	4.2 50	6.557	1.639	.756	7.74 4	2.592	15	.000

Based on the table above , the score is 2,592 with sig 0,000 because the sig >0],05 then it can be concluded that there is a significant difference after the treatment in exsperimental class.

b. Treatment

After giving pre-test for exsp]erimental class and control class, the researcher gave treatment both of group]s. In teaching and learning process, the researcher used edmodo as treatment in exsperimental class while in the control without used Edmodo media the researcher did the treatment for six meeting in VII A as exsperimental group

The treatment in the exsperiment class use Edmodo media, it using by cooperative learning by TPR method, first the researcher ordered the students to prepare an idea about what they want to describe either human or scenery and then researcher will explain about the topic realted to Edmodo Media and students watched and show how to use edmodo media correctly and make

private account for their self and then the students will write in edmodo account and then the researcher check their their text one by one.

c. Regression Test

Before analyzed the data both of exsperiment and control group, the researcher did normality test of post test in exsperiment in exsperiment and control group .

Table 10
The normality Test of post test Exsperiment and control Group

One-Sample Kolmogorov-Smirnov Test			
		Exsperime nt	Control
N		16	16
Normal Parameters ^a	Mean	82.44	78.19
	Std. Deviation	6.282	3.229
Most Extreme Differences	Absolute	.401	.474
	Positive	.401	.287
	Negative	-.292	-.474
Kolmogorov-Smirnov Z		1.604	1.897
Asymp. Sig. (2-tailed)		.123	.001
a. Test distribution is Normal.			

Based on the table above, the kolmogrove-smirnovtest of post test exsperiment group showed that significance was 0,122 ($0,122 > 0,05$) and the significance of post test in control group was 0,001($0,001 > 0,05$) of group have *p* value has higher than 0,05, it could be concluded the data of post test in exsperiment and control group were considered normal.

Table 11
descriptive statistic

Descriptive Statistics			
	Mean	Std. Deviation	N
writing	78.19	3.229	16
Edmodo	82.44	6.282	16

Based on the table above, mean of control group was 78,19 and standar deviation 3,229 , while mean score of exspermental group was 82,44 and standar deviation was 6,282.

Table 12
Pearson correlation between Edmodo Media and students writing descriptive

Correlations			
		writing	Edmodo
Pearson Correlation	Writing	1.000	.170
	Edmodo	.170	1.000
Sig. (1-tailed)	Writing	.	.265
	Edmodo	.000	.
N	Writing	16	16
	Edmodo	16	16

Based on the table above, the correlation between Edmodo and students writing descriptive text was 0,170 with significance number 0,000 lower tahn 0,01 ($0,000 < 0,01$). It mean that , there was positive relationship or significance relationship between Edmodo Media and students writing descriptive text.

Table 13
Variables

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Edmodo ^a		Enter

a. All requested variables entered.

b. Dependent Variable: writing

Table 13 is a table that told which one independent variable and which one Dependent Variables. From the table Dependent Variable was writing and independent variables was Edmodo.

Table 14
The effect of Edmodo media on students writing descriptive text

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.170 ^a	.029	-.041	3.294	2.252

a. Predictors: (Constant), Edmodo

b. Dependent Variable: writing

Based on the table above coefficient correlation (R) between Edmodo media and students writing descriptive text was 0,017 while, coefficient determination (R Square) showed how far the effect of Edmodo media on students writing descriptive text it show, (R square) was 0,041 , its mean the effect of edmodo media on students writing descriptive text was 4,1 and 3,34 % (3,34) was influence by another variables.

Table 15
Significance of edmodo media on students writing descriptive text

F test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.513	1	4.513	.416	.000 ^a
	Residual	151.924	14	10.852		
	Total	156.438	15			

Was showed that there was any significant effect of edmodo media on student writingdescriptive text, the output above shown that F score was 0,416 and significance level was 0,000 when F score was > than F table (0,416) and significance level was < than 0,05(0,00 <0,05) its mean that there was a significant effect Edmodo on students writing descriptive text. By some exsplanation above the conclusion that alternative hypotesis was accepted and null hypothesis was rejected . there is a significance effect of writing descriptive text whowere taught by using edmodo media and who were not.

A. Discussion

From the description of the resarch result above, there were some discussion that the researcher gave in the research . some of them are about how the Edmodo Media Tchnique effect the students writing descriptive text , what the reason why Edmodo media tchnique effect the students writing descriptive are, and what thing thats would lead the researcher to the final conclusion of this research

Exspermental and control class were the same in their initial level of writing descriptive text by conducting the pre test were given before that treatment. The mean score of pre test in exspermental score was 58,25 and the mean score of pre test in control group was 50,06 statistical analysis has reaveled that there was no significant effect in their pre test score of writing ability mastery.

Based on the result of study, the following interpretation are presented to strengthen the value of the study . after doing the post test the result showed the stistically significant effect of Edmodo Media technique in writing descriptive txt. The mean score in exspermental class was 82,43 which was higher than the mean score of the post test in control class was 78,18 it showed that Edmodo media gave significant effect on students writing descriptive text.

The score of post test in exspermental class was compared to the mean score of post test in control class the output (table 15) show that F score was 0,416 and significant level was 0,000 when F score was $>$ than F table ($0,416 > 0,25$) and significant level was $<$ than 0,05 ($0,000 < 0,05$) its mean that there were any significance effect of Edmodo Media on students writing descriptive text .

Coeficient correlation (R) between Edmodo media Technique (in exspermental group) and students writing descriptive text (in control class) was 0,170 While coefiencie determination (R square) showed how far the effcet of Edmodo Media on students writing descriptive text.

There were some reason why Edmodo media gave significance effect on students writing descriptive text in exspermental class first, the students in exspermental class were provided the situation were they did discovery activities wich activelyinvolved them analysis and application. The students were ot only receiver but also the actors .

Second the students wre not tough trough only receiving infomation passively from a text book or teacher. So they exsperiened the material without too much passive information. While the students in control class were tough by using Edmodo media , but only get conventional strategy which is usually used by the teacher. The result of the students posttest score was not significantly improved the students in control class got lower posttest score of exspermental class.

Finally edmodo media be one of the ways in teaching english to develop their writing skill. Therefore they need to be more exposure to develop their writing skill achievement in further, that must be mastered by every students in order to develop their reading skill.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion in the previous chapter, some conclusion are arisen. After doing the research collecting the data and then analyzing them, the researcher found that the result of this study showed astatistically significance effect of Edmodo media technique on students writing skill can be seen based n the score of the pos test in exspermental class was 82,44 wich was higher than the mean score of the post test in control class which was 78,14 it showed that Edmodo media gave significance effect on students writing skill in exspermental class.

First the provided situation were they discovery activities which actively invilved the analysis and application. While the students in control class that only got conventional (lecturing) method which usually used by the teacher were not significantly. The students in control class got lower post test score of exsperiment class 80%. The control class didi not show the significant effect of using conventional mmethod is usually used by the teacher in teaching writing ability. Thus alternative hypotesis (Ha) was accepted and Null hypothesis (H0) was rejected

B. Suggestion

Based on the conclusion above the researher would like to suggest that Edmodo media can be applied fot teaching writing descriptive text. This technique is to intermediet to advanced learner the exspermental class and control class that were the object of this researcher the first grade junior. The researcher expect that their would similar studies by using this media the include other them writing ability. The researcher also expect that writing ability of english learners would be better and improved.

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