TEACHER PREPARATION IN TEACHING WRITING TEXT RECOUNT USING EDMODO

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Abstract

English has four skills including speaking, reading, listening and writing. Writing can be done on social media, novels, newspapers, articles and others in the form of text. Practical activities of writing recount text can be done through Edmodo learning media. Through Edmodo, students and teachers can interact in learning activities by taking advantage of the features in it. Of course, to achieve maximum learning output, teachers must prepare good learning needs. The purpose of this study was to analyze the preparation of teachers in teaching writing recount text using Edmodo. This research is a qualitative research with a case study approach. The main data sources are the English teacher and students as supporting research data. There were 1 teacher interviewed and 10 students. The results showed that the teacher preparation in teaching writing recount text was good enough by preparing teaching materials using the syllabus; use of Edmodo is good enough. Some of the obstacles faced by students in using Edmodo are that they do not have internet and network quotas so that they cannot access the material on Edmodo, inadequate device capacity becomes an obstacle. The impact of using Edmodo is that students have more creative thinking skills in writing a sentence with good vocabulary choices so that the content of the writing can be conveyed well to the reader.

Keywords: Teacher Preparation, Recount Text, Edmodo

INTRODUCTION

English has four skills that students must learn including speaking, reading, listening and writing. Writing plays an important role in academics (Warschauer, 2010). Writing is done in text, but can also be done anywhere such as social media, articles, novels and so on.

Writing practice activities in English lessons can take advantage of online learning media, namely through Edmodo. Edmodo is an online learning media platform that facilitates teachers and students to be able to interact in learning with remote systems in real-time. Teachers can assign assignments by uploading material in the form of audio, images and videos which can be saved as personal files and can be used at any time as student learning materials (Ali, 2015).

Students' writing skills are needed in composing a sentence by choosing good and correct vocabulary so that readers do not misunderstand the content of the writing. In addition, by writing, it can improve students' creative thinking skills to express thoughts and ideas in writing. They can write anywhere and anytime such as writing blogs, recount texts, short stories or reviews.

Edmodo is a safe platform for teachers and students to communicate, collaborate, share learning content, a means of discussion to provide value (Dharmawati, 2017). Edmodo is claimed to be an effective medium for interaction, broader material exposure and a place for students to train themselves to improve their writing skills (Hariri & Bahanshal, 2015).

Based on data from the National Writing Commission (2003), it shows that secondary school teachers are less prepared to teach writing so that it can have an impact on student learning outcomes. Students often do not have ideas or are confused to put their thoughts into writing because of their anxiety and lack of writing skills. They worry about the quality of their writing on vocabulary, spelling, and punctuation in constructing a sentence. The main problem for students in writing techniques is the absence of an environment that makes them familiar with English (Akbari, 2015).

Based on the results of previous research, it shows that there are still problems with teacher preparation in implementing Edmodo applications in class X SMKN 1 Bojonegoro in writing recount text because teachers are not ready to use the online learning system using Edmodo. This can be seen from only a few students who understand instructions for using Edmodo. Teachers and students still have difficulty using Edmodo as a medium for learning writing skills because so far written learning has always been carried out directly or face to face in the classroom. The first problem for teachers is that they rarely do online learning because they only use books in accordance with the existing curriculum and second, most students have never tried the existing online learning system.

Based on the background description related to the lack of teacher preparation in doing online learning using instructional media, the researchers were interested in conducting a research entitled "Implementation of Edmodo Application in Teaching Recount Text Writing: Teacher Preparation Studies".

RESEARCH METHODS

This research is a qualitative research with a case study approach. The research was conducted at SMKN 1 Bojonegoro, Bojonegoro Regency, East Java. The main data sources in this study were obtained from interviews with 1 English teacher and 10 students as supporting research data. Data analysis was carried out by the stages of data collection, data reduction, data presentation up to the stage of drawing conclusions. The data validity test used the source triangulation technique by conducting interviews with several other teachers at SMKN 1 Bojonegoro and the triangulation method using observation to support the interview result data.

RESULTS AND DISCUSSION

The results and discussion of research related to the preparation of teachers in teaching writing recount text and students' perceptions about the use of Edmodo media.

1. Teacher Preparation in Teaching Writing Recount Text Using Edmodo

Edmodo is a system-based application used in online teaching and learning activities. Edmodo can be used as a learning medium so that teachers and students can still interact in the learning process with a distance learning system. Therefore, both students and teachers are required to be able to properly use the available online learning media because technology has become an important part of the scope of learning in education.

Of course, behind the advantages of a media, there are drawbacks, including the Edmodo media. This is in accordance with what was conveyed by the teacher that:

> *"The only weakness is how to use it, if we really understand how to use Edmodo I think there are no weaknesses. I haven't found any other weaknesses, only when using a phone with a small storage capacity. In addition, because cellphones have a small screen size that sometimes makes the eyes weak, but it is practical if you use a cellphone because you can carry it everywhere "*(I / T / NN / 12062020).

This is in line with the opinion of Jati (2016) which states that when someone is closer to social media, it will be more effective in managing and providing information. The better the competence of teachers in using this application, the better the results of using Edmodo will be. Therefore, both teachers and students are encouraged to practice using online learning media such as Edmodo.

Edmodo learning media can provide digital literacy benefits for teachers and students so they can work collaboratively and help them manage the learning process effectively (Erdemir & Eksi, 2019). The teacher can also be a companion to encourage students to improve their knowledge and skills to use information technology in the current and future learning process.

Regarding the knowledge and skills of teachers, it is in line with what was conveyed by the teacher that the ability of teachers to use information technology is needed, so they can easily use it as the statement follows:

> *"If teachers are good at using Edmodo, I think it's easy, but sometimes not all of them have good competence for using IT. So maybe if you have trouble, call the IT guru. The features are good and complete "* (I / T / NN / 12062020).

This teacher's statement is in line with the research results of Purnawarman, Susilawati & Sundayana (2016) which show that there are learning barriers such as students being confused when using the

Edmodo application. The mismatch of cellphone specifications makes students not interested in using them. But actually this is not the first time for students to use technology-based learning media because they have previously used digital-based learning media called simdig, as conveyed by the teacher as follows:

> *"It has been before, when class X had simdig (digital simulation) so actually not only in English class, religion class has also used it like that, the special simdig lesson itself was also published using edmodo"* (I / T / NN / 12062020).

However, not all teachers and students have the same experience in using online learning media so that for those who are experienced, it may be quite easy to apply it, but on the other hand, for those who are not experienced it is rather difficult to use it.

There are other shortcomings apart from Edmodo which are considered by students to be its own weaknesses, namely the unavailability of networks and internet quotas which prevent students from accessing material that has been uploaded to Edmodo media. This is as expressed by the teacher, namely as follows:

> *"I started teaching in 2013. I often use Edmodo, but it's ineffective because sometimes children don't have a quota so it becomes an obstacle. So sometimes students manually hand over assignments to me for reasons it can't be opened don't have a quota. So since 2015 I started using Edmodo "* (I / T / NN / 12062020).

Therefore, all school elements must think of all solutions in the application of online-based learning with the aim of minimizing the risks or drawbacks so that they have an impact on the effectiveness of learning.

With regard to learning English, not only writing skills but also listening or reading skills, so that teachers assume that English is most effective if learning is done directly or face to face with students because Edmodo displays a lot of writing skills. This is as said by the teacher as follows:

> *"I think English is the most effective way to learn directly because there are four skills that we teach, or Edmodo has more writing skills so that direct meetings of the four skills can be delivered directly, for example listening, speaking, reading, and writing can be integrated directly. Personally, for English, I can practice pronouns. Edmodo cannot speak it but write differently. In edmodo, you can only write, sometimes it's difficult because it doesn't have to be if we are together but it's different in class. Anyway, the language is the best way to meet it directly because you can't imitate how it looks "* (I / T / NN / 12062020).

According to the results of research by Gay & Sofyan (2017), it shows that learning media using Edmodo can help develop and improve students 'language skills, especially students' reading and writing skills. In line with Sari, Suwarno & Sofyan's (2018) research findings that Edmodo as a learning medium has a good level of effectiveness compared to other learning media in improving student writing skills because the Edmodo application provides facilities for students to work independently, helping students to be more focused. on the quality of their work with application features that are more practical, interactive and of course interesting. Likewise with the results of research by Vania, Setiawan &

Regarding teacher preparation, of course the teacher must prepare the learning

needs properly so that the teaching and learning process can run effectively and can have a positive impact on student learning outcomes. The preparation made by the teacher is as stated in the following statement:

> *"Before the learning took place, I determined the class first and I used Edmodo for class XI, with the reason that in class XI in semester 2, students have internship or internship activities for 4 to 6 months. Then with this I activated Edmodo. The preparation that I did was the first time I opened the class first, I opened an account first for my class. Later, I asked students per class to join my class by providing the code to enter my class. Then in the first semester I decided what material in semester 2 was related to students whose internships were far away. In addition, beforehand the basic competency must be determined in accordance with the syllabus, learning objectives, and before class I prepare the material presented first the material that must be studied by students "*(I / T / NN / 12062020).

Based on the teacher's statement, it was concluded that the teacher had prepared a learning process that would go well. The teacher has prepared teaching materials in the form of material that is uploaded first before starting learning activities so that students can study the material in order to understand it.

According to Yustinaningrum (2018) says that with the help of online-based learning media, teachers can prepare concept maps, learning objectives and also perception questions both before and after learning, so that students can understand the direction or purpose of learning. This is done so that the learning process can run well and optimally. In line with the results of research by Ziden & Rahman (2013),

Chao, Parker & Fontana (2011) which state that teachers can first add or upload material before starting learning activities.

In addition, the teacher must prepare a form of assessment for learning activities, both ongoing and ongoing. This is necessary to assess the extent to which students' ability to accept and understand the material provided by the teacher has been done by assessing the final results and their impact on students.

Based on the research results, the teacher has prepared a simple form of assessment for students by giving quizzes both before and after the material takes place. Before the lesson begins, the teacher gives a quiz to review the material that has previously been given, then after the lesson ends, I return to give a quiz to review the material that students have just obtained to find out their ability to understand the material. This is like the statement conveyed by the teacher as follows:

> *"It depends on the assessment, if in the test I also make several choices, if I write, I give feedback that is valuable, I will immediately generate it in edmodo, if on paper it can circle the wrong one, if in Edmodo I write the wrong keyword manual and I write the correct answer, maybe I am less competent in using edmodo or how do I not know "*(I / T / NN / 12062020).

In line with Wardono & Kurniasih (2015), which states that in addition to innovation in developing learning systems, the development of assessment tools is also needed in the form of tests to measure students' ability to understand a material.

In this study, the implementation or use of Edmodo application emphasizes the students' ability to write recount text. As previously explained, it is different when students write face-to-face and via online. Through online learning, students have more time to think creatively in writing,

also they can use good vocabulary to avoid misunderstandings in the delivery of words in a material.

The results of this study related to writing recount text using the Edmodo application have actually been understood by students because previously students had also received media based on digital technology, namely digital simulation lessons (simdig) and their application using Edmodo. The teacher's only task is to revive students' memories of using or utilizing the features contained in the Edmodo application. This is in line with the statement made by the teacher as follows:

> *"At first the students did not understand, I had to guide one student at a time to enter my class, I explained the function of edmodo first, I explained the parts, but students in class X have received edmodo material because in class X there are simdig lessons or digital simulations. . The application of simdig is in the form of edmodo "* (I / T / NN / 12062020).

Based on this statement, it was concluded that students had understood writing recount text using the Edmodo application because students already had previous experience using the features in the Edmodo application. The results of this study are in line with the research of Fauzi (2017) which shows that the use of Edmodo application has been proven effective in teaching writing recount text. The use of Edmodo applications can provide a sense of security and comfort in learning activities for students and teachers so that they can carry out a much more effective and sustainable teaching and learning process.

2. Students' Perceptions of the Use of Edmodo in Teaching Recount Text Writing

The current technological development that is developing so fast cannot be denied.

Therefore, teachers and students are certainly expected to be able to use existing technology effectively to improve the quality of learning both in the classroom and outside the classroom with abilities possessed both knowledge and skills (Chan, 2010 & Gut, 2011).

Based on the results of the study, it shows that the average student feels happy when learning to use the online-based Edmodo application, especially in terms of writing recount text because there are many features that can be used easily. This is in line with the statement conveyed by MA students as follows:

> *"Yes, I like using the edmodo application because apart from getting experience using the application, we also get knowledge about technology while studying. My friends and I also like it sis. Yes, sometimes there are some obstacles, such as an unstable internet network, and internet quota that doesn't have any "* (I / S / MA / 12062020).

Most students have a good understanding of the use of Edmodo because they have previously used digital-based applications, namely digital simulations (simdig). This is like a statement made by UM students as follows:

> *"Sis, it's easier because before the teacher has given us the material before starting the lesson, sis, so yes we can study first so that when we enter online classes we can discuss and if there is a question, then we prepare to ask the teacher too, Sis. "* (I / S / UM / 12062020).

Regarding students' experiences in using technology-based applications or systems, they previously used them in learning, namely digital simulations. Digital simulation is a forum for students to access assignments from teachers. This system has been applied to IT and Islamic education as

the statement made by UM students is as follows:

> *"Once, sis, there used to be a simdig. Yes, the use is almost the same, assign tasks through the system. So yes students can access their assignments through the application or system "* (I / S / UM / 12062020).

Digital-based learning is now familiar with its use because it has to adapt to the rapidly developing world of technology. Many learning media in the world of education were created to support the teaching and learning process. However, the learning media are also inseparable from deficiencies both internally and externally. The external weakness factor is the absence of a network and internet quota for students so they cannot access the material in the Edmodo application. This is as expressed by RE and MA students as follows:

> *"As for the problem, there is no sis, from the application itself, sis. But if there are external factors, the most difficult is an unstable internet, then the quota is sis. The good thing about Edmodo is that we can access lessons or assignments anywhere and anytime as long as there is a good internet network, right?* (I / S / RE / 12062020).

> *"Yes, most of the obstacles were like the unstable internet network, then the quota problem too, sis. Sometimes there is a quota but it is not enough to use the edmodo application, in the end, I get a ride from another friend "* (I / S / MA / 12062020).

Therefore, based on the students' statements that have been explained, it can be concluded that students are used to using digital-based or online-based systems. This is also supported by the use of smartphones in their daily activities, enabling them to quickly understand learning media such as Edmodo. In addition, when students used Edmodo, they welcomed it very well. They happily accept online learning activities using edmodo media.

The effectiveness of learning to write recount text was also considered by students to have run quite effectively as expressed by RE students as follows:

> *"It will be effective if the students welcome it well, sis. For me personally, it's effective if you learn using a remote system or online. That's why we can learn from home or from anywhere and anytime as long as we have the internet, we can access the tasks or materials "* (I / S / UM / 12062020).

Based on the students' statements, it can be concluded that learning English in writing recount text using Edmodo application learning media has gone well because students feel happy with the media. In addition, students' creative thinking skills increase in choosing good and correct vocabulary to compose a sentence that does not cause misinterpretation of readers. In addition, students also have the ability to understand the material better.

Students' assessment of the readiness of teachers in preparing materials to using the Edmodo application as a learning medium is considered good enough by students because the teacher has done their job well in managing their class so that learning can run well. Of course, as educators, teachers must master the class and be able to make students really understand the material given. This is done by preparing well so that learning can be carried out effectively and also the results are expected to be maximum, namely students have good knowledge and skills.

CONCLUSION

Based on the research results, it can be concluded that (1) the teacher is well

prepared by preparing Basic Competencies (KD), learning objectives, learning methods by providing further materials, quizzes and also forms of evaluation of learning outcomes; (2) The use of technology by teachers has also been implemented quite well because teachers have basic knowledge and understanding as well as skills in using Edmodo learning media in writing recount text activities; (3) Students' critical and creative thinking skills in writing recount text are better, because students have enough time to think before writing by choosing the use of good and correct vocabulary and language to avoid misunderstanding the content of past experiences.

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