

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

There are two research question that have to be answered in this research. The first is about the use of the Edmodo application in learning English in MAN 2 Model Banjarmasin. The second is about students' perceptions in using Edmodo application in learning English in MAN 2 Model Banjarmasin.

In this section the researcher will describe the results of the data obtained by researcher while conducting research. Researcher conducted research on teacher and students in MAN 2 Model Banjarmasin who used Edmodo application in learning English. The researcher has conducted research on February 14 to April 13, 2019.

1. The Use of Edmodo Application in Teaching and Learning English in MAN 2 Model Banjarmasin

In MAN 2 Model Banjarmasin English teachers use Edmodo application in learning English. In collecting data in this section the researcher used observation, and interview. The researcher conducted three observations in this study. The observations did when the teacher and students used the Edmodo

application in learning. The researcher also conducted interviews with teachers who used the Edmodo application to learn more about the use of Edmodo applications in this study. The researcher also took several pictures when the teacher and students did the learning using the Edmodo application. Details of the observation and interview process conducted by researcher from the teaching and learning process of class X MIPA 6 students in MAN 2 Model Banjarmasin can be seen in the appendix.

To get data and to answer this research question. The researcher used observation and interview with Teacher A. The researcher conducted three observations in Teacher A's class, and interviewed her directly. The researcher only made three observations because the results of the data obtained from three observations were considered by the researcher as sufficient. By doing three observations the researcher can conclude the answer to this research question. Starting from the first observation to the third, the data obtained has not changed anymore. The researcher also interviewed Teacher A to strengthen the data obtained from observation.

Table 4.1 List of Observation Schedule

No.	Observation Schedule	Day/Date	Topic	The use of Edmodo
1.	First Observation	Friday/ March 1 th 2019	Simple Past Tense	1) Teacher explain the material directly in the class. 2) Teacher Ask students to make the sample sentence of Simple past tense in the class

				<ul style="list-style-type: none"> 3) Teacher upload the assignment on the Edmodo application 4) Teacher ask students to open their Edmodo application, and make sure all students get the assignment on the application 5) Teacher ask students to do the assignment at home ot can do anywhere
2.	Second Observation	Friday/ March 8 th 2019	Simple Past Tense	<ul style="list-style-type: none"> 1) Teacher show some dialogue of simple past tense in the class 2) Teacher ask students make the dialogue of simple past tense with their partner in the class 3) Teacher ask students to come in front of the class and practice their own dialogue with their partner 4) The end of the class teacher ask the students to take the picture of their dialogue and upload the dialogue on the Edmodo application, students can do this anywhere
3.	Third Observation	Saturday/ March 9 th 2019	Present Perfect Tense	<ul style="list-style-type: none"> 1) Teacher explain Present perfect tense directly in the class 2) Teacher ask the students to make sentence of present perfect tense base on the formula 3) Teacher upload the assignment of present perfect tense on the edmodo application 4) Teacher ask the students to open their own edmodo account, to make sure that the assignment have been

				uploaded. 5) Teacher ask her students to do this assignment at home or anywhere, they may not do it in class
--	--	--	--	-----------------------------------------------------------------------------------------------------------------

Based on 3 observations made by researcher, researcher found that the Edmodo application was used for media working on assignments made by Teacher A in this application and to collect assignments according to Teacher A. instructions. At the first observation the researcher found that Teacher A used the Edmodo application to assign assignments to students. . The task given is related to learning material, namely Simple Past Tense. Teacher A assigns this task in the form of assignments done by students at home, the task being in the form of Multiple Choice with a number of 10 items. The task can be seen at pictures below.

Question 1: Multiple Choice

Points: 1 / 1

1. We each other 2 years ago

☐ love

☐ be loving

☐ are love

☒ loved **Correct**

(Picture.4.1: The task of Simple past tense 1)

Question 2: Multiple Choice

Points: 0 / 1

I.....this scissors to cut the grass yesterday

- ☒ **cuted** **Incorrect**
- ☐ cutting
- ☐ cut
- ☐ be cutted

(Picture.4.2:The task of Simple past tense 2)

Question 3: Multiple Choice

Points: 1 / 1

.....he read novel last night?

- ☐ do
- ☒ **did** **Correct**
- ☐ done
- ☐ are


(Picture.4.3:The task of Simple past tense 3)

At the second observation the researcher returned to class, and the material taught by Teacher A was still the same as the previous material, Simple Past Tense. However, at this meeting Teacher A did not focus on the structure but rather speaking and writing, in which students were told to make dialogues that used simple past tense sentences, after which students came to the class to

practice the dialogue they had made. After learning, Teacher A almost finished telling students to upload a simple past tense dialogue in the Edmodo application. The simple past tense dialogue can be seen in the below pictures.



(Picture.4.4:The dialogue of student 1)

 Muhammad Haikal posted to X
Mipa 6 Man2
Student at Plan 2 Model Banjarmasin.
7 hours ago

Muhammad haikal
M, Angga saputra

1. what did you
2. I was where and at what time yesterday?
3. I was in Bandung, how about you?
4. I was at my house during the night
yesterday what time did you visit?
5. I visited Angga and his other friends
afternoon time
6. What was that very interesting what
did you see there?
7. I saw the picture of the village who
were like the village that were like
the it was really good
8. Oh I see
9. Great! What time
10. Hi Angga have you read this book?
book?

(Picture.4.6:The dialogue of student 3)

At the third observation the researcher returned to class, the material taught at this meeting was the Present Perfect Tense. In this meeting like previous observations, Teacher A taught in the class as usual, at the end of Teacher A made a task in Edmodo application. The assignments made by Teacher A are almost the same as the tasks given in the second observation, namely Multiple Choice with the number of 10 items. This task was also done at home according to Teacher A Instruction. The task can be seen at the pictures below. Based on three observations made, the researcher found that Edmodo was used as a tool or media to give assignments and collect tasks from teachers and students.

Question 1: Multiple Choice

Points: 1 / 1

1. We each other 2 years ago

☐ love

☐ be loving

☐ are love

☒ loved **Correct**

(Picture.4.7: The task of Present perfect tense 1)

Question 2: Multiple Choice

Points: 0 / 1

I.....this scissors to cut the grass yesterday

- ☒ **cuted** **Incorrect**
- ☐ cutting
- ☐ cut
- ☐ be cutted

(Picture.4.8: The task of Present perfect tense 2)

Question 3: Multiple Choice

Points: 1 / 1

.....he read novel last night?

- ☐ do
- ☒ **did** **Correct**
- ☐ done
- ☐ are

(Picture.4.9: The task of Present perfect tense 3)

When conducting interviews with Teacher A, researcher found that Edmodo was used for various things in learning, including giving assignments, quizzes, uploading learning materials, showing student values, and also for discussions between students and teachers. But when the researcher made an observation, Edmodo was only used to give assignments, in which this task was

in the form of a multiple choice quiz. When making observations, researcher did not see that the Edmodo application was used to upload learning material because the learning materials used by Teacher A while teaching were found in the student and teacher handbook, so the material used was only contained in the book. In addition, the researcher also did not find that Teacher A showed the values of student work, because the assignments given by Teacher were homework so students did it at home, so it was unknown what scores the students had. Furthermore, the researcher also did not find when making observations that the Edmodo application was used as a communication tool or discussion between students and teachers, because for three observations, the Edmodo application was only used at the end of the lesson to give assignments. Although when conducting an interview with Teacher A, she stated that the Edmodo application was used also to upload learning material, show students' values, and also as a tool for communication and discussion between students and teachers, but these things were not found by researcher when researcher did observation.

Based on the results of the interview, Teacher A explained that all students were told to download the Edmodo application on their respective smartphones. She also said that all students in her class did use smartphones, so no students had difficulty using this Edmodo application in learning. After all students have successfully downloaded the Edmodo application on their own smartphones, Teacher A takes care of her students to create an Edmodo account.

Teacher A said that the students had been taught how to create an Edmodo account. Teacher A also said that she taught directly and observed her students directly to create an Edmodo account. So in making Edmodo account there was no misunderstanding.

In using the Edmodo application, there are several parts in it. In the Edmodo application the teacher still plays a role as a teacher, and vice versa. Because in Edmodo application there are three divisions, the first as a teacher, then as a student, and the last one can also create an edmodo account as parents. But in Edmodo application the most important role is the teacher. Because in this application there will be a division of class groups again, according to how many classes are taught using this Edmodo application.

Teacher A said that she had several groups in the Edmodo application, according to the class she taught. So the group that Teacher A made in Edmodo application is the parts of the class that she teaches. X Mipa 6 is one of the classes taught by Teacher A uses the Edmodo application, and the name of this class group is X Mipa 6 according to their class name.

Students in class X Mipa 6 in creating Edmodo application account need code to be able to join their class group. Therefore Teacher A taught directly how to create an account and enter their class group. Teacher A taught her students to create an Edmodo account step by step. This is done so that they do not experience difficulties when creating an Edmodo account. Besides, Teacher A

does this so she can ensure immediately that in making Edmodo account the students do it correctly and they have entered the group that they should be.

Teacher A said that Edmodo was not used for every English learning meeting. Edmodo is only used when needed in learning and if there is an opportunity. According to Teacher A Edmodo cannot be used at any time, because for the use of Edmodo much needs to be done so Teacher A only uses Edmodo if it is needed and there is a chance.

In MAN 2 Model Banjarmasin learning using the Edmodo application basically learning is done as usual, the teacher explains in class according to the existing lesson plan to achieve learning objectives. So in the use of Edmodo application in this school not all learning processes are used with Edmodo application. As the explanation of learning material is still carried out by teachers in class such as normal learning. So to explain learning materials, teacher do not use Edmodo application.

The use of Edmodo in learning English in MAN 2 Model Banjarmasin as a complement. In this school the teacher uses more to give assignments, exercises, questions and quizzes in the use of Edmodo application. So to explain the learning material, explain it still as usual in the classroom by the teacher. But for giving assignments and quizzes or the other teacher uses Edmodo application for the process.

In giving assignments, Teacher A usually uses the assignment feature. In the assignment feature there are several types of tasks, including Multiple Choice, True false, Short Answer, Fill in the blank, and matching. But not all tasks from Teacher A uses the assignment feature, it can also be in the form of direct training tasks done in the book, it can also be tasks that are uploaded in the Edmodo application such as making dialogues or stories. When the researcher does observation, in the first and third observation, the teacher use feature is to assign assignments but the students do this at home. Whereas in the second observation the teacher told students to upload their assignments directly in Edmodo application.

According to Teacher A gave the assignment through the assignment feature very helpful, both for teachers and students. Because the assignment feature has been prepared ways of presenting tasks, so the teacher just needs to prepare the question. Besides that, according to Teacher A assignment feature is very helpful because it is equipped with a due date, so students will definitely do their work on time. Tasks that are as usual, usually many students who do not timely gather their assignments for several reasons such as not attending class or missing assignment books and others. But using the assignment feature in the Edmodo application, students must do their assignments on time, if they don't work on time, they will lose their value on the assignment.

According to Teacher A, not every English learning meeting she uploaded learning material. Because according to Teacher A material was available in the student's handbook, except there was material that was not readily available so Teacher A will upload learning material applied by Edmodo. So only additional material is uploaded in the application. When do the observation the researcher is not found that the teacher upload learning material in the Edmodo application.

According to Teacher A Also, that all student values are uploaded in the Edmodo application so students can see what their values are. This is very easy according to Teacher A because students can know whether there is a value they are empty or not working on. So in this Edmodo application students can see their respective values. When do the observation the researcher is not found that the students see their values in the edmodo, the reseacher not found the teacher upload the values in the Edmodo. But based on the statements of some students when conducting interviews, students said that they could indeed see their values in the Edmodo application.

When conducting Teacher A interviews, the Edmodo application can be used to teach all skills in English and for all types of learning material. But when making observations, the researcher only found that the skills taught and did the task when using the Edmodo application were only about Grammar structure and writing. Grammar of this structure is when students work on simple past tense

and present perfect tense assignments in which students are told to work on 10 multiple choice questions related to using the correct verb in simple past tense sentences and present perfect tense. While for skill writing is when students make dialogue that uses simple past tense sentences which are then uploaded in Edmodo application. As for the Reading, Listening and Speaking skills, researcher did not find that this skill could be taught using the Edmodo application.

Based on the results of the above research it can be seen that there are several differences that researcher get when making observations and when conducting interviews. Among them that Edmodo is only used to give assignments and send assignments by students and teachers, this is obtained when making observations. But the results of the interview stated that Edmodo was used for various things besides providing tasks including uploading learning materials, showing student grades and also being used as a tool for communicating and discussing between students and teachers. The difference was also seen when the teacher said that all English skills could be learned using the Edmodo application, but when observing the researcher found that the Edmodo application was only used when teaching grammar structure and writing.

2. Students' perception about the use of Edmodo application in Learning English

In using Edmodo application for learning English in MAN 2 Model Banjarmasin, researcher also want to know how students perceive the use of the Edmodo application. To find out the perceptions of these students, researcher collected data by distributing questionnaires and conducting interviews with several students. For students who were the subject of this study was the X Mipa 6 class, why the researcher chose students in this class because this class was one of the most active classes using the Edmodo application in learning English. In class X Mipa 6, Teacher A not only teach compulsory English subjects, but Teacher A also teach English Limit/Peminatan subjects in this class. The two English classes use Edmodo application in learning. The researcher conduct the data from compulsory English subject.

In Class X Mipa 6 there were 29 students consisting of 13 boys, 16 girls. The researcher distributed questionnaires to all students in this class, and conducted interviews with 17 students in this class. The researcher conducted interviews with 17 students, of which 17 were students who were willing to be interviewed by the researcher. Researcher conduct interviews outside the classroom when the learning hours are empty.

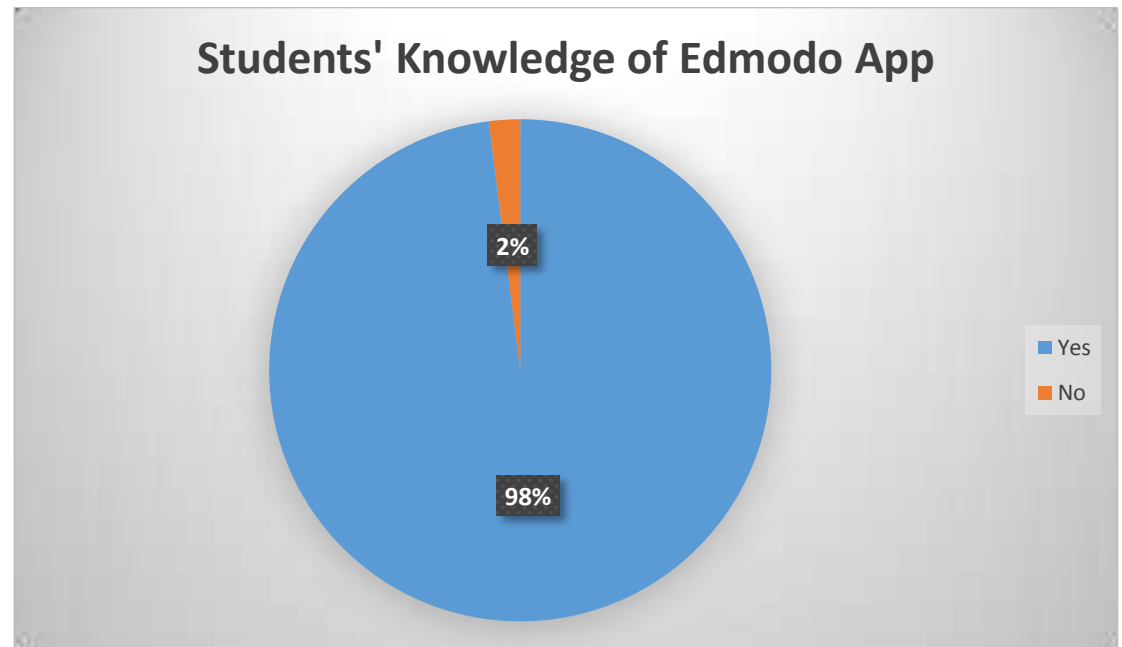
The researcher distributed questionnaires to students in class X Mipa 6, of which 29 students were in this class. The researcher distributed questionnaires to all students in this class and asked them to answer the questionnaire based on what they knew and what they experienced. The researcher distributed this

questionnaire on Friday March 1th, 2019, the researcher asked the students to be able to return or finish answering the questions on the questionnaires on the Friday March 8th, 2019.

The researcher made a questionnaire with 14 questions. The questionnaire consists of 3 aspects that researcher want to find out, namely about Student's knowledge of Edmodo application, Perception of students who agree to use the Edmodo application, and perception of students who disagree to use the Edmodo application. The three aspects that researcher want to know from students through this questionnaire, because in this study researcher want to find out how students' knowledge about the Edmodo application and how students perceive about the use of Edmodo application. For this reason, the researcher made this questionnaire to consist of several aspects. Questionnaires can be seen in the appendix IV.

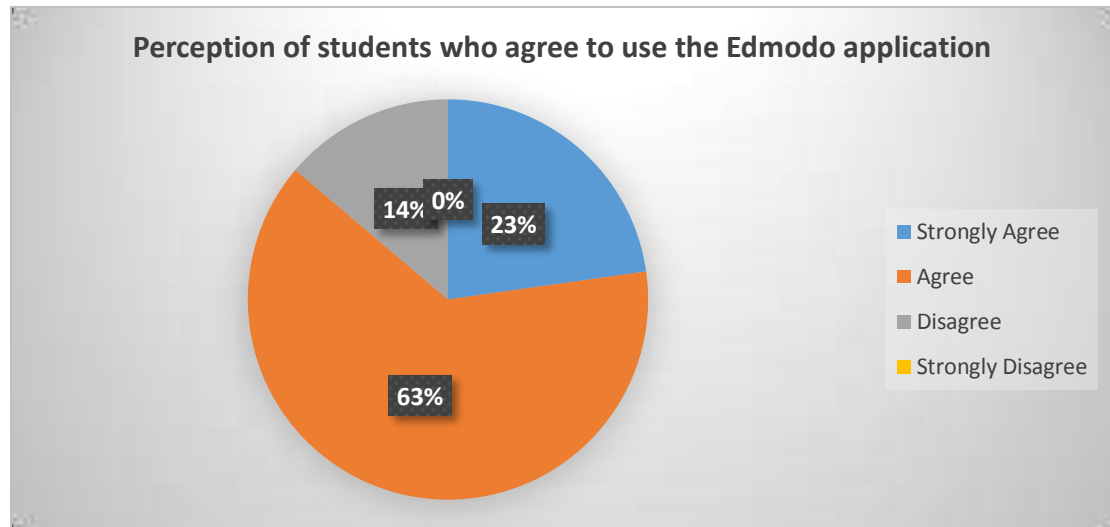
Through this questionnaire that has been distributed to 29 students, researcher have found results that in broad outline students already know what is the Edmodo application, and students agree with the use of Edmodo application. The results of the questionnaire were filled by 29 students, for aspects of student knowledge about the Edmodo application, researcher found that 63% of students answered strongly agree, 35% agree, and 1% of students disagree, and 0% of students answered strongly disagree. Which with this result can be said that more than 90% of students already know what is Edmodo application.

Diagram 4.1 Percentage of Students' Knowledge of Edmodo App



Furthermore for the aspect of Perception of students who agree to use the Edmodo application, researcher have obtained results from questionnaires filled by 29 students, 23% answered strongly agree, 63% answered agree, 14% disagree, and 0% strongly disagree. With this result, more students answered in agreement with the use of Edmodo application in learning English. With these results it can be said that more students like learning using the Edmodo application, and students also consider the Edmodo application to make it easier for them to learn, and also students consider learning to use the Edmodo application more interesting.

Diagram 4.2 Percentage of perception of students who agree to use the

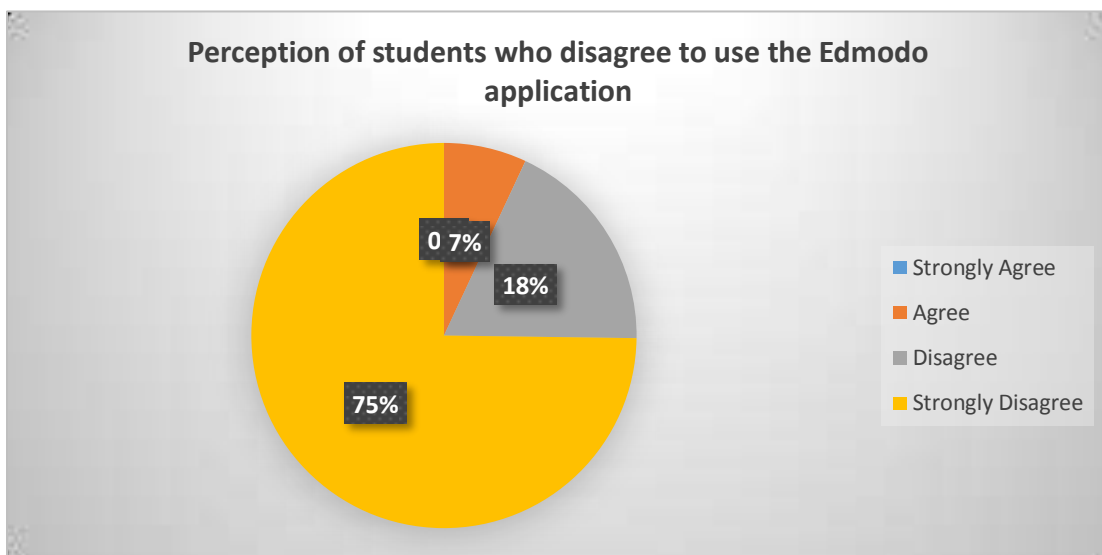


Edmodo application

Next is the last aspect that researcher want to know through this questionnaire. That is about Perception of students who disagree to use the Edmodo application, researcher have found the results of questionnaires filled by 29 students, the result is, 0% of students answered strongly agree, 7% of students answered agree, 18% of students answered disagree, and 75% students answered strongly disagree. With the percentage results as above, it can be concluded that more students stated they do not disagree with not use of Edmodo in learning. With this, it can be said that many students agree to use the Edmodo application in learning. In addition, with the results of the questionnaire on this aspect, it can be concluded that the Edmodo application does not complicate students in

learning, and students do not feel unhappy with the use of Edmodo applications in learning.

Diagram 4.3 Percentage of perception of students who disagree to use the Edmodo application



Based on the results above, it can be concluded that the results of the questionnaire answered by 29 students, most of the students more than 90% know what the Edmodo application is, most of them more than 80% agree with the use of Edmodo applications in class, and more than 75% of students also do not approve of not being used Edmodo application in learning. It can be concluded that the use of Edmodo application in learning English in MAN 2 Model Banjarmasin does not make it difficult for students, and students feel the use of Edmodo application is very helpful in the learning process, then students

feel excited to learn using Edmodo application, and also students feel happy with the use Edmodo application in learning, students also state that using Edmodo application in learning is more interesting, and also students prefer to use the edmodo application in learning rather than not. These things are known to the researcher through the results of the students' answers in the questionnaire that the researcher gave. With this the researcher found results that students preferred and were more agreed to use the edmodo application in learning rather than not using it.

In addition to distributing questionnaires, researcher also conducted interviews with several students to strengthen the data obtained through questionnaires. The researcher interviewed 17 students from 29 students in X Mipa 6 class. Researcher interviewed only 17 students because before conducting the interview the researcher asked students who were willing to be interviewed by the researcher, so that's why only 17 people were interviewed. The researcher conducted interviews with students directly meeting. Researcher conducting interviews are those in the class who are outside the class, depending on the situation and time available. The researcher conducted an interview by stating first, so that students were comfortable and free to answer the questions asked.

It can be concluded from the interviews conducted by researcher on 17 students that, all students have known about Edmodo application and they have used this Edmodo application in class or outside the classroom related to learning

English. English learning that uses the Edmodo application is also used by Edmodo to be used to collect assignments, do assignments or quizzes, and to see the materials shared by teacher, and to see their values. Same with the results obtained by researcher through questionnaires. That more than 90% of students answered that they knew what Edmodo was and they also stated that they were using the Edmodo application.

After conducting interviews and researcher asking about the students' abilities of using Edmodo, some students answered they could use Edmodo but they were not good at using it. Students can use Edmodo according to the instructions given by the teacher to them, because in its use Edmodo is more used to do assignments and quizzes, so students know to do and do it because they have been given instructions on how to do it. But they said that they didn't really know what features are in Edmodo. Different with the results of the questionnaire that all students stated strongly agree and agree that they understand how to use Edmodo application. Here there is a difference with the results of interviews conducted by researcher that students are not very proficient using the Edmodo application.

The students also said it was difficult when creating an account in this application because of several factors, among others, the name of the account that usually does not want and must be varied, there are also difficulties because their Emails cannot be used to register this application. When the researcher asks

if there are inhibiting factors for using Edmodo applications in the classroom, most students answer the inhibiting factor is an internet connection. Even though in MAN 2 Model Banjarmasin is facilitated with wifi connections in several classrooms and in every laboratory, but sometimes when using Edmodo the network can still be error. According to students this happens because there are too many wifi users. It is inversely proportional to the students' statements in the questionnaire where they stated disagree and strongly disagree that they felt burdened using the edmodo application, and the edmodo application made it difficult for them. Both of these statements most students express strongly disagree and disagree.

The students argue that the use of Edmodo application is very helpful for them in learning, making it easier for them to gather tasks, and according to them using the Edmodo application makes learning more interesting. The students also said that they were happy to use the Edmodo application in learning, because according to them this application made it easier for them and attracted their interest in learning. This is the same as the students' statement through the questionnaire they filled out, most of them stated that they felt happy learning to use the Edmodo application. They also stated that using the Edmodo application in learning is also very helpful. But when conducting interviews with 17 students there were 2 students who answered interview questions differently than most of the other students. Two of these students stated that using the

Edmodo application slightly made it difficult for them. Because they have to open cellphones in class, according to them it is difficult because it makes their concentration disturbed. They also said they prefer learning as usual compared to Edmodo.

The researcher also asked the students whether the Edmodo application made it difficult for them in the learning process, the students answered that the Edmodo application did not make difficult for them to understand learning because learning had already been explained by the teacher in the classroom as usual. The students said Edmodo helps them in collecting tasks, with this application they can collect assignments at any time and they also say that by displaying the values in the Edmodo application they can find out whether their value is empty or not. So with the application Edmodo facilitate them in the learning process. Although most of the students in the interview stated that Edmodo did not complicate them and helped them, there were still some students who expressed disagreement with other students. They feel that the use of Edmodo application makes it difficult for them, disrupts concentration because in learning they have to open an application, also usually an internet network error. Students' statements on the questionnaire they filled out, that they stated that Edmodo's application did not complicate them in learning. The same is true with the students' statements captured, stating that the Edmodo application helps them learn.

In searching for data to find out student perceptions in using Edmodo in learning, through questionnaires and interviews conducted. The researcher found that most students stated that they agreed to use the Edmodo application in learning. They also stated that the Edmodo application helps them in learning. They also stated that there was no difficulty in using the Edmodo application. But when interviewed there were indeed differences from several students, but only a few students stated this. They stated that Edmodo application made it difficult for them to learn, because their focus was divided into two, when they were understanding the learning material but at the same time the teacher asked them to do the assignments in the application. In addition they also stated that an internet connection that is error also makes it difficult for them to complicate them, sometimes they fail to concentrate on the learning they have learned because they have to open the Edmodo application and the internet connection slows them down.

B. Discussion

After the data has been obtained and in the process like the description above, the researcher has written and analyzed the data that has been obtained in the researcher at the above findings. The researcher also knows how to use the edmodo application in learning English and what students perceive about using Edmodo in learning English.

Based on Dharmawati (2017), The main feature of Edmodo is active support for the communication model of online social media, which is added with online learning material features and online evaluation. This statement is different from what researcher found when making observations. Teacher A does not use Edmodo to upload learning material. But the statement above also has similarities with the findings of researcher when making observations. Which is where teacher A uses the Edmodo application for online evaluation. The statements above are related to the results of research, some are not.

Dealing with Garisson (2007) in Pawan (2016), Communication in online courses is mostly done textually, not in a short period of time but students have a comfortable time. This statement was not found by researcher when making observations. The researcher did not find any communication or discussion conducted by the teacher and students in the Edmodo application. But when conducting an interview with Teacher A, he stated that there was communication established in Edmodo application.

According to Pawan (2016), In the online learning management system there are various tools, such as Oncourse, that are very suitable to help teachers understand the potential of learning and understand inclusive English. This statement is different from what the researcher obtained when observing. In three observations researcher only found the Edmodo application used to give assignments to students. Edmodo application is only used as a tool to do tasks.

Different from the statement above which is said that the online course has many tools in it.

Mahnun (2012) said, selection of media in learning in accordance with the theory, then there are three factors that need to be improved, namely: first the ability of the teacher, both the innovative attitude of the teacher and the third the availability of facilities and infrastructure. Based on the statement above, it can be concluded that the choice of media use has three factors. In choosing the Edmodo application in learning English, it seems to have covered all three of these factors. First the teacher's ability, here Teacher A has understood and already knows how to use the Edmodo application. Second, Teacher A also has new innovations using the Edmodo application in learning English for senior high school level students. Innovation from Teacher A is the teacher's ability to use application in learning and her knowledge of technological developments used in learning. Finally, the school facilities and infrastructure are sufficient for the use of Edmodo applications. So based on the explanation above, it looks like the Edmodo application is indeed suitable to be used in this school.

Umaroh (2013) in Ainiyah (2015) state that the advantages of Edmodo include: 1) Making learning not dependent on time and place, 2) Relieving the task of the teacher to provide assessment to students, 3) Providing opportunities for parents or guardians of students to monitor learning activities and achievements of their children, 4) Making the class more dynamic because it

allows the interaction of teachers and students and students with students in terms of lessons and assignments, 5) Facilitating multidisciplinary group work, 6) Encouraging collaborative virtual environments that help process-based learning. Based on the statement above, researcher can find the advantages of Edmodo used by Teacher A in this school. Among them learning does not depend on time and place, this is evidenced by the tasks and quiz given by the teacher and students can answer it anywhere and anytime. the researcher found the advantages of the Edmodo application when making observations. that is the first advantages of Edmodo, which at the time of observation researcher found that Teacher A used the Edmodo application to provide assignments or quizzes, which tasks and quizzes can be done anywhere and anytime. Furthermore, the researcher also found the second advantage of using the Edmodo application, when making observations, Teacher A gave assignments to students through Edmodo application.

Based on Ainiyah (2015), For the shortcomings of Edmodo as a learning media e-learning is almost non-existent, the only disadvantage is Edmodo is very dependent on the internet network so students and teachers who are in accordance with areas with difficult internet access cannot use Edmodo. This statement same as what the students stated, that the factors that inhibit the use of Edmodo are networks. Almost all students in this school complained about the

network about using Edmodo. Because for the use of this application, internet network is needed.

According to Ekici (2017), exploring the perceptions of middle school students about the effectiveness of applications as a support tool for learning. The results obtained from the analysis of focus group discussions and interviews showed that students thought that Edmodo was an effective tool. Same with the results obtained by researcher when distributing questionnaires and conducting interviews. Most students in MAN 2 Model Banjarmasin stated that they were happy with this application, and they believed that this application helped them to learn, and of course according to their application did not complicate them. This is in accordance with the explanation above for Edmodo application is an effective tool.

Dealing with Fauzi (2017), Research on the effects of Edmodo on student writing skills in recount text. Positive, the results showed that the posttest score was better than the pretest score at the end of the study. This finding uses digital technology such as Edmodo which can create student writing in various ways including in generating ideas, compiling, revising, and editing, from one word to a long essay. Edmodo's implementation in the evaluation process in this study is clearly effective to make students improve the discussion process better. This statement is not supported with the result of researcher, when the researcher did the observation. In the second observation researcher get, the teacher ask her

students to make dialogue base on the material. Teacher A ask her students to upload their task (make dialogue) in the Edmodo application. In the result of observastion, the researher get teacher A ask her students to make dialogue directly in the class, write on the book. After that students take the picture of their dialogue and upload that in the Edmodo. This thing is not supported with the statement, which one the students can directly write on the Edmodo application.

In conclusion, based on several theories that explain the use of Edmodo application, it is explained that Edmodo application can be used for several things including giving assignments, dividing material and others. This is different from the results of researcher's research, which Edmodo is only used to give assignments to students. In addition, from various theories, it was also explained that from the various results of previous studies on the use of Edmodo, positive results were obtained from students. This theory is the same as the results of research in which most students of class X Mipa 6 in Man 2 Model Banjarmasin responded positively to the use of Edmodo application or agreed and were happy with the use of this application.