

CHAPTER 1

INTRODUCTION

A. Background of study

The proliferation of computer technology and internet access over the last decade has brought significant changes to the mode of language learning. If previously learning mode depends on conventional face-to-face classroom instruction, today online learning mode has added to the way institutions deliver their courses. Initially, the use of online instruction is more prevalent in distance education as a means of communication between course instructors and learners. Online instruction is really helpful for learners who are unable to meet the requirement of attending the class full time.

The advance of ICT enables teachers or instructors to create a virtual learning environment (VLE), and allow learners to study beyond the limit of classroom walls. Popular terms used to refer to learning mode which apply or utilize VLE are e-learning and blended learning. The term “e-learning” refers to a range of information technologies at use in schools and corporations for education and training. In e-learning courses, information is presented over computer networks to instructors and students who are often in different locations, but all accessing the same materials through their personal computers (<https://www.mindflash.com/elearning/what-is-e-learning>).

Meanwhile, blended learning is a term used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. In other words, the term “blended learning” is used to describe the use of both face-to-face and online modes of instruction. It is used as supplement to enhance conventional classroom teaching. The practice has become more common and has encouraged educators to explore its use in a variety of ways (Stacey & Gerbic, 2007).

Experts believe that the future direction of language learning in the 21st century will head toward blended learning and virtual learning (Crogovic, 2011). This is supported by the evidence that the practices of blended learning have been implemented in many higher institutions throughout the world. For example, data from a national sample of over 1,000 colleges and universities in the U.S, almost 55% of all institutions offer at least one blended course while 64% offer at least one online course (Allen & Seaman, 2007). In addition, a survey conducted by Browne et al in 2006 reported that 95% of higher education institutions in the UK used virtual learning environments (Wadman, 2013). With the encouragement of governments worldwide, more and more students are enrolling in courses which incorporate e-learning (Boulton et al, 2008).

To create a virtual learning environment (VLE) and enable e-learning, higher education institutions needs to have a learning management system (LMS) using particular web application. Golonka et al (2014) used the term CMS

(course management system) which refers to “Server-based application used to present materials and services required for blended or distance learning (such as syllabi, required readings, calendars, etc.). Teachers and students access a CMS over a network through a web browser, using a menu driven interface. This system enables sharing of course materials, allows accessibility to content at anytime and anywhere, facilitate course content organization, and communication between teacher and student or between student and student.

The institutions may decide whether to use paid software packages such as Blackboard or WebCT, Lotus Learning Space and COSE, or free web application such as Moodle and Edmodo. In addition to LMS, some famous social networking sites such as Facebook and Twitter can also be used for virtual language learning but with certain limitations.

In IAIN Antasari, virtual learning has been introduced since last year to support student learning through e-learning site which uses Moodle application. There has been a series of training and workshop for lecturers on how to apply e-learning in their courses. Preliminary observation on the e-learning site shows that a number of lecturers have started to utilize the site or their courses. In addition, based on information from the students, they have used the site to get the study material and assignments posted by the lecturer.

Other web application that can be used as VLE is Edmodo, which the writer has used since last year.

Compared to Moodle or e-learning, Edmodo is not that familiar for students and lecturers at IAIN Antasari. Only a few lecturers have tried to use it. However, in some schools and higher institutions in Banjarmasin, teachers and instructors have introduced it to the students. Therefore, the writer is interested in exploring more about the use of Edmodo as an alternative VLE in IAIN Antasari.

Another underlying reason is to learn more whether the use of Edmodo as VLE has positive effects on student learning. Ideally, virtual learning should be able to increase learner motivation and it is often linked to learner autonomy. As Kim (2008) suggested, the use of virtual learning can increase student interaction of the target language in the form of exchanging and discussing, and it will enhance their motivation to engage in their learning. Moreover, the use of virtual learning could facilitate the implementation of a constructivist approach and assist individual learners in constructing their knowledge and expanding their perspectives. It helps students become independent learners by allowing them to explore and discover content to be learned on their own. In other words, it transforms teachers' pedagogical practices from teacher-centered to student-centered ones (Kim, 2008, p. 244).

However, in many cases it remains an open question whether the increased use of technology has fundamentally changed the way students learn, which moves toward the notion of being an autonomous learner, or whether it is simply a case of students typing up their essays on

computers and sending their assignments to instructors through online tools, or instructors sending the students course reading lists or work assignments with little feedback of student works (Boulton et al, 2008).

In the case of virtual learning at IAIN Antasari, particularly at English Department, it has not been much identified to what extent students make use of the available virtual learning environment (VLE) for increasing their knowledge, skills, motivation, and autonomy to learn English. Therefore, in order to find out more about how students utilize VLE and what impacts it has on student learning, the writer will conduct a research entitled “Investigating The Impacts of Virtual Learning Environment (VLE) on EFL Learners at English Department IAIN Antasari Banjarmasin.”

B. Statements of problem

The following are statements of problem which have been formulated for this research.

1. What impacts does VLE have on language learning?
Does it positively affect language learning in general or in learning certain subject at English Department?
Does it enhance learner motivation?
2. To what extent does it lead to students’ autonomy in learning?
3. What other benefits do the students perceive of learning through VLE?
4. What are the constraints of learning through VLE?

C. Definition of key terms

1. Investigating: researching or finding out what happened
2. Impacts: influences or effects
3. EFL : English as a Foreign Language
4. EFL learners: students who live in a non-English speaking country and learn English as a foreign language. In this research the students are those who study at English Department Faculty of Tarbiyah and Teacher Training IAIN Antasari Banjarmasin.
5. Virtual Learning environment (VLE): a virtual classroom that allows teachers and students to communicate with each other online. Class information, learning materials, and assignments are provided via the Web. Students can log in to the class website to view this information and may also download assignments and required reading materials to their computers. Some VLEs also allow assignments and tests to be completed online (<http://techterms.com/definition/vle>). In this research VLE is limited to asynchronous learning by using web tool Edmodo.

D. Research Purpose

In general the research is conducted with aims to explain the current usage and practices of virtual learning at English department. To be more specific, the aims are:

1. To investigate the impacts of VLE on student learning
2. To find out whether VLE can enhance student motivation and autonomy in learning

3. To gain more information about the benefits of VLE from students' point of views
4. To identify the constraints encountered by students in using VLE

E. Research significance

The outcome of this research is expected to bring several advantages as follows:

1. It will contribute to the research related to TELL (technology-enhanced language learning)
2. It will add to the knowledge about particular practice of language learning through virtual learning environment (VLE)
3. It will raise learners' awareness of how to utilize virtual learning environment (VLE) effectively for English language learning
4. It will suggest the instructors/teachers to improve instructional practice by applying appropriate pedagogical approach in regards to the use of virtual learning environment (VLE)
5. It will put into consideration for English department about the importance of integrating technology in the curriculum and teaching learning process

CHAPTER II

LITERATURE REVIEW

A. Virtual Learning Mode

Actually the notion of virtual learning mode is not a new phenomenon. It has already started since 1990s when technology experts started to develop various online communication tools. Rapid developments in communication technology have increased the demand for virtual learning that involves connection of learners, both asynchronously and synchronously (Compton, 2009). Asynchronous virtual learning involves coursework delivered via web, email and message boards that are then posted on online forums. Asynchronous learning can be carried out when the student is offline. It allows students to communicate and collaborate via their computer without the constraints of time and distance. Students complete the course at their own pace, by using the internet merely as a support tool rather than volunteering exclusively for an online interactive classes. In contrast, synchronous virtual learning is real time. It involves chat and videoconferencing, which allows students to ask, and teachers to answer questions instantly, through instant messaging(<https://www.mindflash.com/elearning/asynchronous-synchronous>). The common online tools which can be used for synchronous learning are Skype and GoogleHangout.

B. Development of LMS and e-learning tools

As described earlier, the term “e-learning” broadly refers to a range of information technologies at use with the purpose to improve the process of education at secondary and higher institution. Tavangarian et al (2004) defines e-learning as all forms of electronic supported learning and teaching, which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner.

To support e-learning, a learning management system (LMS) needs to be developed at the institutions. Learning management systems (LMS) provide e-learning materials and tests for students. LMS can perform variety learning tasks such as providing study materials for students, enabling chats between students and instructors, administering test and recording scores. Learning content management system (LCMS) is used to create the materials and tests that are then given to the LMS for students and instructors to utilize ([https://www.mindflash.com/learning managament system](https://www.mindflash.com/learning-managament-system)).

Among e-learning tools which are widely used as VLE are Blackboard or WebCT, Lotus Learning Space, Moodle and Edmodo. WebCT (Course Tools) or Blackboard Learning System is a commercial virtual learning environment system that is licensed to colleges and other institutions and used in many campuses for e-learning. WebCT was originally developed at the University of British Columbia by a faculty member in computer science, Murray Goldberg. He began to develop

the application in 1995. To their WebCT courses, instructors can add such tools as discussion boards, mail systems, and live chat, along with content including documents and web pages. Now WebCT is using a commercial trademark name Blackboard . Blackboard is widely used in the US and UK.

Moodle (modular object-oriented dynamic learning environment) is free, open source internal network which was originally developed by Martin Dougiamas in 2002 to help educators to create online courses with a focus on interaction and collaborative construction of content. Moodle can be used to create a private website for dynamic online courses, and administrators can make modification based on their needs. The platform can be used for e-learning projects in university, corporate training, school and other sectors. Moodle has been translated into different languages. Users of Moodle mostly come from Australia and Asia.

In 2007, the rights of open source education was in difficult situation when Blackboard tried to establish a patent that all virtual learning environments are subject to payment. However, Dougiamas, as the creator of Moodle defended its right at a United States court, which agreed to deny Blackboard and other commercial virtual learning environments from controlling the market. Moodle continues to exist as a free open source (Wadman, 2013).

Another free open source tool is Edmodo, which was developed by two former Chicago education administrators, Nic Borg and Jeff O'Hara in 2008. Primarily used in the

United States, it has served over 17 million users. In its appearance and design, Edmodo resembles Facebook, so that some people name it educational facebook. The advantage of Edmodo over other LMS is both instructors and students can sign up and create their own account without having to wait for the administrator approval. Edmodo contains features which allows students to post comments and send notes, links, files, alerts, assignment and events, and send direct messages to the instructor.

Edmodo has collaborative learning features where multiple and simultaneous discussions can take place within a group. To facilitate multiple, simultaneous discussions, teachers can creates 'groups' for each of their classes. Each group is assigned its own unique code, which is distributed by teachers to all the class members. The groups are self-contained so those without access will be unable to view the discussions, unless the instructor designates them as public. Instructor can also create-a-quiz feature and ready-made quizzes (open-ended or multiple-choice questions) to formatively and summatively assess students' performance, and reward badges, which a teacher can assign to a student, acts as a motivator. An added feature of Edmodo is that students can create their own groups as well. Participants can choose to receive posts through their cell phones, e-mail, or through an RSS feed posted on the course home page (Looi & Yusop, 2011).

C. Some characteristics and advantages of virtual learning

It is important to distinguish forms of learning that incorporate online opportunities. Garrison and Kanuka, (2004) divided e- learning into a continuum which range from enhanced, blended, and fully online learning (p. 96). Meanwhile, Allen & Seaman (2007) defined blended courses and programss as having between 30% and 79% of the course content delivered online. Face-to-face instruction includes those courses in which zero to 29% of the content is delivered online; this category includes both traditional and Web facilitated courses. The remaining alternative, online courses, are defined as having at least 80% of the course content delivered online (p. 67).

Among key features of blended learning according to Gruba et al (2009) are materials available as much as possible in digital format, support and academic sessions interspersed throughout the syllabus, and online submissions, with face to face consultations and additional interactions on line.

There are considerable challenges in the implementation of integrating classroom face-to-face learning with online learning experience. Those challenges include:

- Development of online and offline course content. Online learning materials can include pre-recorded lectures.
- Facilitation of communication with and among students, including the pedagogy of communicating content online
- Guiding the learning experience of individual students, and customizing material to strengthen the

learning experience.

- Structuring independent study time guided by the material in the lectures and skills developed during the classroom experience.

(<https://www.mindflash.com/elearning/what-is-blended-learning>)

In general, virtual learning brings some advantages to the teaching learning process; the most obvious one is it solves instructors' problem of inadequate class time. Through virtual learning, instructor or teachers can optimize the timeliness and focus of the curriculum, and students can better fit learning time into their schedules. Other advantages are the online delivery allows instructors to keep materials up-to-date, through links that can be found through various websites, and share with the students, meaning that instead of having to buy textbooks, the students can save cost. It is also a better fit for 21st-century learners, as today's learners are generation who are technology savvy and spend much of their time communicating and finding information in the virtual world.

D. The ideal practice of language learning through VLE

In order to get the optimum benefit of language learning through VLE, Chinnery (2008) suggests that virtual learning and teaching should be productive, informative, collaborative, communicative, aggregative. First, productive means that language learners need to be given the opportunity to demonstrate their ability to create in the target language. The production of content for an

authentic audience, not only for their instructor, but also their peers, can lead to positive learning outcome. For example, when learners post their writing tasks on the discussion board of their VLE site, other students are their immediate readers who can give response and feedback. By making material accessible for subsequent reflection and analysis, students can revisit and revise their works; thus, enriching the learning experience (Ferdig & Trammell, 2004 in Chinnery, 2008, p. 475).

Second, informative means learners should have the ability to seek out accurate information autonomously, become self-directed and self-empowered researcher, editor, and selector of information, develop skills in online search strategies such as how to formulate good queries, how and when to use query reformulation or other search refinements, how to judge search result relevancy, and how to combine multiple search engines of different types, and critically evaluate “the credibility of online information” (Chinnery, 2008, p. 475).

Third, collaborative means that virtual language learning and teaching should promote collaborative learning. In other words, learners should collaborate towards the completion of tasks. Collaborations generates intense motivation from many students and encourages learning from peers.

Fourth, communicative means that virtual language learning and teaching must strive to provide learners with opportunities to use their English for communicative purposes. This could be done through chat. Such

communications can help individuals in the class engage more frequently, with greater confidence, and with greater enthusiasm in the communicative process (Chinnery, 2008, p. 476).

Fifth, aggregative means that virtual language learning and teaching should recognize multiliteracies possessed by learners. Multiliteracies, which are spurred by the existence of internet, enable learners to make use of the array of digital audiovisual media available online and offline. Consequently, teachers or instructors should promote the integration of oral, textual and audiovisual communication in their instruction (Chinnery, 2008, p. 477).

Furthermore, the practice of virtual learning and teaching brings impacts to both students and teachers. According to Gruba (2009), in the part of students, responsibility for learning is heightened as students must learn to get and use digital materials. It will also affect student learning style. Students who were coming from 'traditional' systems of learning, must adapt to the modern learning environment by being more active and participatory. In the part of teachers, virtual language teaching is a new competency for instructors as it requires greater flexibility and a keen knowledge of the materials, how to access them and when to use them for best effect. In terms of assessment practice, virtual learning and teaching approaches lead to a rubric based, standardized view of assessment that makes marking more equitable, results are more immediate as they are available digitally.

In short, virtual learning and teaching should apply pedagogical principles which are based on a constructivist and social constructionist approach, emphasizing that learners, not just teachers, can contribute to the educational experience. In other words, it should promote learner autonomy.

CHAPTER III

RESEARCH METHOD

A. Type

The type of this research is field research. Field research is a study where a researcher observes the subject in its natural environment, in this case, the classroom and VLE at English Department IAIN Antasari Banjarmasin.

B. Approach

This research used mixed method approach. Mixed methods research is empirical research that involves the collection and analysis of both qualitative and quantitative data. In mixed methods research, qualitative and quantitative methods and data are mixed, or combined in some way (Punch, 2009, p.288). Creswell (2008) divides mixed method design into three kinds: triangulation design, embedded design, and explanatory design. This research used triangulation design

Triangulation design is a one-phase design, where the two types of data are collected at the same time (Creswell, 2008, p. 560; Punch, 2009, p. 296). Data can be collected through a questionnaire, observation, interview, or documents. The results of quantitative data and qualitative data are merged into one overall interpretation.

C. Research location

The research will be located at State Institute for Islamic Studies (IAIN) Antasari Banjarmasin, to be specific

at English Department Faculty of Tarbiyah and Teacher Training.

D. Population and sample

The population of the research is the students in IAIN Antasari Banjarmasin who have learned through virtual learning environment. The writer chooses students from the fourth semester academic year 2014/2015 because all of them have taken up a subject which uses Edmodo as VLE. The subject is Introduction to Literature and there are 5 classes which the researcher teaches. Because there is a large number of population, the respondents will be taken by sample. Sampling technique which will be used is proportional purposive sampling. From each class the sample is 50% of the total number of students. The table below shows the population of the students and the sample.

Table 3.1. Data of English Department Students Fourth Semester Academic Year 2014/2015

No	Class	No. of active students	Sample
1	A	32	16
2	B	34	17
3	C	34	17
4	D	34	17
5	E	26	13
	Total	160	80

The student age ranges between 19 to 21 years old. The number of female students is higher than male students as the female respondents comprise of 71.3 % of the sample, while male respondents comprise of 28.8 % of the sample. The following table presents the number of respondents and their gender.

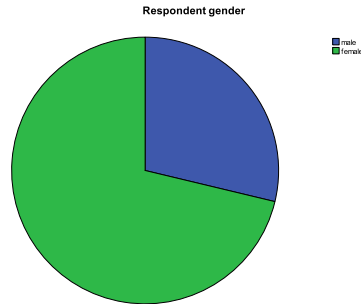


Table 3.2. Respondent Gender

	Frequency	Percent
Male	23	28.8
female	57	71.3
Total	80	100

E. Techniques of data collection

Data will be collected using questionnaire and documentation. The questionnaire is used at the first stage of this research to identify the impact of VLE on student learning activity. The questionnaire consists of three parts (see appendix). The first part consists of 8 items and asks the personal background of the respondents and their

general habit in online activities, while the second part asks the respondents about their habit in using Edmodo and their opinion about how they perceive the use of VLE in learning. The third part which is open-ended questions is intended for data triangulation. In the third part there are 12 items which ask the respondents about their activities in Edmodo, their purposes, the benefits they get, their difficulties, their learning mode preference, and their expectation regarding virtual learning.

Documentation in the form of records and notes on student online activities on Edmodo sites will be used to support the findings from the questionnaire

F. Techniques of data analysis

The first step is analyzing quantitative data from the questionnaire. In analyzing the quantitative data, the researcher used the following steps:

1. Input the data:

This step is done by transferring the data from the responses on the questionnaire to a computer file. The program that will be used is SPSS because it can transform the result and count the frequency, percentage, mean, and standard deviation quickly.

2. Score the data:

The researcher assigns a numeric score for value to each response category for each question on the questionnaire. In scoring the response, the researcher will use single-item scores, that is, an individual score for each question answered by each respondent. For the

items that ask about the habit of student in online activities, the response 'never' will get the score 0, 'rarely' will get the score 1 , 'occasionally' will get the score 2, and 'often' will get the score 3. For the items that ask about the impacts of Edmodo to student learning, the score is 1 for significantly subtracted or significant hindrance to learning, 2 for subtracted or hindrance to learning, 3 for no impact or no help, 4 for added to leaning or minor help, and 5 for significantly added or significantly help to learning . There are also 2 items in the questionnaire that rate from 1 to 7 (in part 1) and from 0 to 9 (in part 2). Each will be scored as it is.

3. Check and clean the data

It is the step to clean and account for missing data whether there are incomplete answer (the respondents do not give the answer), check which data is relevant to the research questions, and which need to be left out from the analysis.

4. Analyze the data

The data that have been scored will be analyzed using descriptive statistics. Descriptive statistics indicate general tendencies of the data such as mean, mode, and the spread of scores, so it can help the researcher to summarize the overall trends in the data (Creswell, 2008).

The next step is analyzing qualitative data. The responses of the students to the open-ended questions are coded and organized based on emerging themes. Their responses are useful to support and confirm their responses

in previous parts. Another qualitative data, that is documentation taken from the student posts and notes in Edmodo will also be used to support the finding from the questionnaire.

The overall findings then will be interpreted and summarized. The conclusion will be drawn and confirmed with the existing literature.

CHAPTER IV RESEARCH FINDINGS

This chapter presents findings based on the students' response in the questionnaire and documentation from Edmodo.

A. The students' virtual activity

In accessing the internet, most of the students do it at home (42.5%), which means that they have the facility such as modem either at their own house or boarding house. 23.8 % access the internet at study center at campus, which is quite convenient place because in this place the students can access free wifi although the network are often slow. 22.5 % of the students answer other for accessing the internet, that is, they use their smartphone or wifi.id corner, and only 11.3% of the students go to computer center to access the internet. Computer center at Tarbiyah and Teacher Training Faculty is quite small, that is why not many students can get a place there.

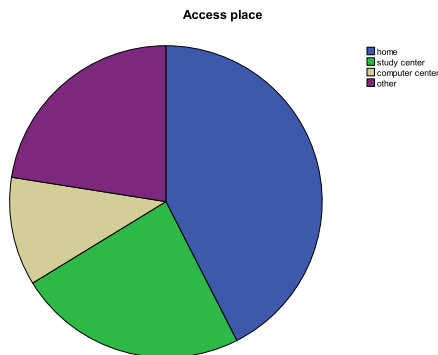


Table 4.1. Access Place

	Frequency	Percent
Home	34	42.5
study center	19	23.8
computer center	9	11.3
Other	18	22.5
Total	80	100.0

Regarding the frequency of accessing the internet, it is found that 41.3% of the students use the internet 1-3 times a week, and 30% of the students use the internet more than 7 times a week. This means that the students are quite active in virtual world.

Table 4.2. Frequency of accessing internet

Weekly access	Frequency	Percent
1-3 times	33	41.3
4-7 times	22	27.5
> 7 times	24	30.0
Total	79	98.8
Missing	1	1.3
Total	80	100

In addition, the time spent online is quite moderate, as most of the students spent time online between 1-2 hours

(35%), and between 2-3 hours (33.8%). It can be seen from the following table.

Table 4.3. Time spent online

Time spent	Frequency	Percent
< 1 hour	10	12.5
1-2 hours	28	35.0
2-3 hours	27	33.8
>3 hours	15	18.8
Total	80	100.0

One of the question items in the questionnaire asked the students to rate themselves in the continuum whether they hate technology (technophobia) or love technology (technophilia). The range is between 1 to 7. The result from the table shows that the majority of the students love and enjoy technology and rate themselves 6 and 7. Only 1 student gave rate 3 meaning that he/she is not really into technology. The rate can be seen from the following table.

Table 4.4. Student rating toward technology

Rate	Frequency	Percent
3	1	1.3
4	7	8.8
5	17	21.3
6	28	35.0
7	27	33.8
Total	80	100.0

In the open-ended questions, the students are asked whether they have ever participated in online or virtual learning before. Half of the respondents (50%) responded that they have ever participated in virtual learning. The students mentioned e-learning and a Facebook group created by their lecturer as the types of virtual learning that they have ever joined. Meanwhile, 35 or 43 % of the students stated they never joined in virtual learning, and 5 students or 6.3% did not provide answer.

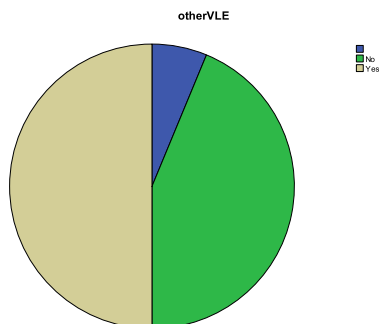


Table 4.5. Previous experience in virtual learning

	Frequency	Percent
No	35	43.8
Yes	40	50.0
No answer	5	6.3
Total	80	100

Despite the finding that students love technology and quite active online, not many of them seem to make use of technology for learning activity, particularly Edmodo as an educational site. This can be seen from the students' response that most of them rarely visit Edmodo site (45%). The rest visit Edmodo site once a week (28.8%), 2-3 days per week (23.8%), and only 2.5 % of the students visit more frequently, that is 4-6 days per week.

Table 4.6. Frequency of visiting Edmodo site

Log in to Edmodo	Frequency	Percent
Rarely	36	45.0
once a week	23	28.8
2-3 days per week	19	23.8
4-6 days per week	2	2.5
Total	80	100

When asked whether they ever post a note on their Edmodo group, the majority of students also rarely do (57.5%). 18.8 % of the students even never post something on Edmodo. Only 3.8 % or 3 students often post a note on Edmodo.

Table 4.7. The frequency of posting a note

Post a note	Frequency	Percent
Never	15	18.8
Rarely	46	57.5
Occasionally	15	18.8
Often	3	3.8
Total	79	98.8
Missing	1	1.3
Total	80	100

A note in Edmodo is like writing something on Facebook timeline, or writing a personal message to a classmate or to the teacher. The student can also post or upload their class assignment such as powerpoint presentation or a reading source so that other members of the group can read it. Below is the example of a post by a student in Edmodo.



Tri H. said Mar 21, 2015

Intermezzo: Shakespeare is the first people who used letter "U" for replace "You"



Me • Mar 22, 2015

Wow, interesting. I just knew that. Thanks Tri :)



Tri H. said Mar 22, 2015

Anytime, mom...

By the way, i'm sorry tomorrow i'll not coming o your class because i still in my hometown, mom

Beside rarely sending a note, the students also rarely give response to a note sent by their friends or by the teacher. 48.8% of the students stated so, and 23.8% of the students even never respond at all. However, the number of students who occasionally and often respond is higher than those who ever send a note, that is, 13.8%, compared to the number of students who often send a note which is only 3.8%. It can be seen in the following table.

Table 4.8. The frequency of responding to a note

Giving response	Frequency	Percent
Never	19	23.8
Rarely	39	48.8
Occasionally	11	13.8
Often	11	13.8
Total	80	100.0

The next part will discuss the impacts of Edmodo as a virtual learning environment (VLE) to student learning.

B. The impacts of Edmodo as VLE on Student Learning

1. Impact on learning the subject

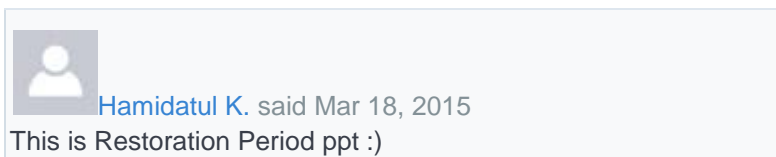
Despite the rare frequency of the students in logging into Edmodo, sending a note or responding to a note, the students feel that Edmodo add to learning. The majority of students (72.5%) feel that Edmodo posts add to learning, and 20% feel that it adds significantly to learning. Only 2.5% think that it has no effect, the same percentage of the students who think that it subtracted to learning. The mean score for this item is 4.13, meaning that the effect is quite strong, and the standard deviation of .567 implies that there is not much difference in the response range. The following table presents the result.

Table 4.9. Effect of Edmodo Post

Edmodo Post	Frequency	Percent
subtracted to learning	2	2.5
no effect	2	2.5
added to learning	58	72.5
added significantly to learning	16	20.0
Total	78	97.5
Missing	2	2.5
Mean = 4.13		
Std Dev. = .567		

In their responses to the open-ended questions, students stated that they can learn from the material posted on the Edmodo group such as the power point made for group presentation. One student stated “*although I never post anything on it, it’s really effective I guess, especially when it becomes a routine... I can see a lot of powerpoint that other groups post*” (ST 27).

The following the example of how a student uploaded her group powerpoint presentation





restoration_period_group_5.ppt



Me • Mar 19, 2015

thanks Hami :)



Hamidatul K. said Mar 28, 2015

you're welcome mam :)

Another student stated that she could learn not only from the materials uploaded in Edmodo, but also from notes or posts by the lecturer and the classmates. *“I can get knowledge not only from my lecturer but also from my friends... I learn from posts from my friends, and quote or motivation form lecturer”* (ST 10). While other student stated that he can get the benefit by reviewing the material already discussed in the class *“I get many benefits, among them is I get a chance to practice more and review the material by doing extra assignment in Edmodo”* (ST 43).

Beside posting material which can be read by everyone in the group, the students can also send personal note either to a classmate or to the instructor. This activity is expected to help student in learning. Students usually send a personal chat to the instructor to ask about something such as assignment or their score, or even to

report a problem. One student stated that “*When I have complaint, I can ask the lecturer*” (ST 41). Here are some excerpts of student personal note sent to the instructor through Edmodo.



Hilda H. said Apr 17, 2015

mam i want to ask, from all of period, the golden works/the golden literature is exist in what period mam ? is it in elizabethan period ? thanks miss.. hehe



Hilda H. said May 3, 2015

Mom, I have some difficulty in read the short story. There are some vocabularies that i dont understand. Should i searc the meaning one by one mom while i was reading the text ?
Thnksmom



Me • May 4, 2015

Don't worry about unfamiliar words. Sometimes you just have to skip those difficult words as long as you already understand the whole context. Sometimes we can guess the meaning of the word from context. But if you feel you need to know the exact meaning, you may check in the dictionary



Hilda H. said May 10, 2015

okay ma'am thanks :)

i'm sorry ma'am, we have an individual task, right ? we have to analyze one short story ? is it collect tomorrow ma'am ??

Other personal notes sent to the instructor is mostly when the students have trouble logging in to Edmodo because they forgot their password, or when they have problem with the assigned quiz, such as in the following excerpts:



[hartati h.](#) to [Literature D](#) Apr 25, 2015

Asslamu'alikum.Wr.Wb

Mem i have some problem with my profil in this group because i forget my password

the first name is Hartati Arta i have done old english period until middle english period and then my profil now is Hartati Hety i have done elizabethan period until the end.

pardon me mem... :D



[Me](#) • Apr 26, 2015

Don't worry. I still have the record of your score for Old English and Middle English



[Jauhari](#) . said Apr 20, 2015

Mom, would you mind if i answer back this quiz, because i haven't clicked submit. Please mom.



[Me](#) • Apr 20, 2015

Ok you can take it again :)



[Hamidatul K.](#) said Mar 1, 2015

I'm sorry ma'am. Since i didn't come last week, I just realized that I must do the assignment (quiz) to get the score. I just made my account twice, but there was written that I have to get your confirmation to join the group. I'm really sorry because I noticed it late. Please, give me another change. It's Novia Yunitazami. I use Hamidatul's account since I can't contact you on my account. Thank you.



[Me](#) · Mar 2, 2015

I already approved. Actually if you signed using the group code, you will automatically become member :)
Or probably the group code has already expired after 2 weeks, so the system is closed and I have to reset a new code :)



[Noor A.](#) said Apr 15, 2015

Mam.... I get problem when answering quiz middle age, I've answered all the questions but due to break up the network, which assessed only half the question, so what should i do?



[Me](#) · Apr 16, 2015

Your score is 60 for Middle English. I think that's fine. Just do the Old English, Elizabethan period, and Modern English, so your scores will be complete :)



Noor A. said Apr 18, 2015

I think it would be trouble
ok Mam, thanks for the information

Although the students still need to improve their skills in constructing correct English sentences, the notes sent by the students to the instructor show that they are eager to learn and concerned about the result of their learning. By communicating with the instructor, they can improve their knowledge about learning through Edmodo as well build good relationship with the instructor/lecturer. The following table presents the finding about the effect of personal note to and from the instructor.

Table 4.10. Effect of Personal Note to/from the instructor

Personal Note	Frequency	Percent
subtracted to learning	2	2.5
no effect	4	5.0
added to learning	47	58.8
added significantly to learning	25	31.3
Total	78	97.5
Missing	2	2.5
Mean = 4.22		
Std. Dev. = .658		

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The effect of personal note from and to the instructor according to the majority of the students (58.8%) is added to learning, and according to 31.3% of the students it added significantly to learning. Only 5% feel that it has no effect and 2.5 % think it subtracted to learning. The mean score is 4.22 meaning that the note from and to the instructor gives quite strong effect for student learning

In Edmodo the instructor actually expected that students can interact with each other discussing about topics that has been brought up during the class but could not discuss further due to limited time. However, many students do not use Edmodo to discuss the material, but just log in to Edmodo to do assignment or check their scores.

Although not many students make use of Edmodo site to discuss the material and only a few discussion running on, when asked whether the use of Edmodo affects the quantity of class discussion, 36.3% of the students feel it as minor help and 32.5% think it is significant help. However, 17.5% of the students feel it as minor hindrance, and 10% feel it as significant hindrance to the quantity of class discussion. The mean score is not that high ($M = 3.64$), meaning that the use of Edmodo to add the number of discussion only range between minor help to no impact.

For certain students, they might feel it as hindrance because they need to spare time and find specific place to access the internet. For them traditional face-to-face might be more convenient and easier. Therefore, they might feel

that traditional face-to-face class discussion gives more impact to the students than virtual discussion in Edmodo. The following table present the finding about the effect to the quantity of class discussion.

Table 4.11. Effect of Edmodo to the quantity of class discussion

	Frequency	Percent
significant hindrance	8	10.0
minor hindrance	14	17.5
no impact	3	3.8
minor help	29	36.3
significant help	26	32.5
Total	80	100.0
Mean = 3.64		
Std. Dev = 1.362		

This finding is quite similar to the student opinion about the impact of Edmodo toward the quality of class discussion. The mean score is 3.60, in which 38.8% of the students feel that the use of Edmodo only gives minor help, while 30% feel it gives significant help. 13.8 % think it gives significant hindrance, 11.3% think it gives minor hindrance, and 6.3% think it has no impact to the quality of class discussion. The following table shows the student

response about the impact of Edmodo to the quality of class discussion.

Table 4.12. Effect of Edmodo to the quality of class discussion

	Frequency	Percent
significant hindrance	11	13.8
minor hindrance	9	11.3
no impact	5	6.3
minor help	31	38.8
significant help	24	30.0
Total	80	100.0
Mean = 3.60		
Std. Dev. = 1.383		

The following is the example of the discussion in one Edmodo class. The instructor starts by prompting a question, which then receives responses by the students.



Me May 11, 2015

If we relate to learning poetry, songs and poetry have similar elements such as certain diction (word choice, figurative language) and repetition of words. What do you think the function of repetition?



Ayuni N. said May 11, 2015

I think the function of repetition is make poem easier to remember the poetry.. :-)



Me • May 12, 2015

Others?



Raudah S. said May 12, 2015

give emphasizing about the theme, I think.



Nurul H. said May 12, 2015

function of repetition word is to show important part that writer want to share to the audience, I think.



Me • May 16, 2015

Good point



Resti W. said May 20, 2015

I think so. hehe

Regarding to the overall effectiveness of Edmodo for one of the course they take in the fourth semester, that is Introduction to Literature, 47.5% of the students think that it gives minor help, and 21.3% think it gives significant help. Meanwhile, 13.8% think that gives significant

hindrance, 11.3% think it gives minor hindrance, and 6.3% think it has no impact to the effectiveness if the course. The mean score of this item is only 3.51, with standard deviation 1.322.

Table 4.13. Overall effectiveness of Edmodo

Overall effectiveness	Frequency	Percent
significant hindrance	11	13.8
minor hindrance	9	11.3
no impact	5	6.3
minor help	38	47.5
significant help	17	21.3
Total	80	100.0
Mean = 3.51		
Std. Dev. = 1.322		

Related to the effectiveness, the students in the open-ended questions answered that they can upload material and submit the assignment faster. One student responded that *“for explanation I prefer face to face, but for assignment I prefer virtual”* (ST 10). Another student stated that *“I think Edmodo is effective for learning because you can study by your own at home”*(ST 25).

The effectiveness of Edmodo was also acknowledged by the student who is also not really active, but rather as a passive viewer. *“although I never post*

anything on it, it's really effective I guess, especially when it becomes a routine... I can see a lot of powerpoint that other groups post" (ST 27) Another student added that "I don't feel I increase my skills in Edmodo, yet I get much knowledge from the quiz, and it's really suitable with the course that have the theory for the basic" (ST 26)

The students are also asked to give rating to the amount of knowledge they have gained by learning through Edmodo, ranging from 0 to 9. 0 means that they learned nothing, while 9 means they learn more than any other class they ever had. Many students feel positive about the practice of learning Literature through Edmodo as 41.3% give rate 7, 21.3% respectively give rate 6 and 8, while 3.8% give rate 9.

Table 4.14. The amount of knowledge gained

Rate	Frequency	Percent
4	2	2.5
5	5	6.3
6	17	21.3
7	33	41.3
8	17	21.3
9	3	3.8
Total	77	96.3
Missing	3	3.8

Rate	Frequency	Percent
4	2	2.5
5	5	6.3
6	17	21.3
7	33	41.3
8	17	21.3
9	3	3.8
Total	77	96.3
Missing	3	3.8

2. VLE and student motivation

Among Edmodo features that actually have purpose to increase student motivation in learning are quiz and badge. The instructor can design quiz with various types such as multiple choice, true-false, fill in the blank, or giving short answer. The template provided by Edmodo makes it very practical for the instructor, besides the scores can come automatically if the instructor set a point for each correct answer. Then the score will be automatically inputted in the student gradebook, and student can check their result regularly. One of the limitation of the quiz is student cannot answer the questions through their smartphone. Instead, they have to use their PC or laptop. The following figures show what the quiz looks like.

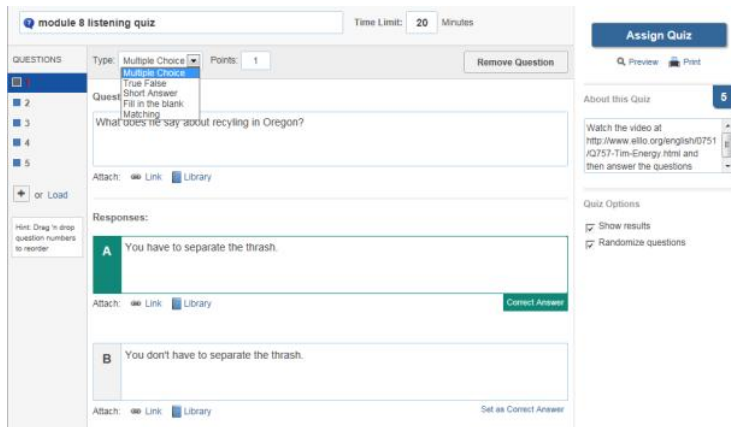


Figure 1. Example of Quiz in Edmodo

In Introduction to Literature class, the lecturer gave quiz about Period of English Literature from Anglo-Saxon Era to Modern Era. Each week students will get questions about one period. The quiz is expected to help students review the materials discussed in class.

Compared to writing post or personal note in Edmodo, students pay more attention to quiz and always try to take the quiz seriously. It is presumably because of the score they will get for each quiz they submit. In Introduction to Literature course, the quiz is designed weekly because it is intended as a review for each topic learned in class. The students can take the quiz right away after the material discussed in class or later on, but they have to make sure they will not miss the quiz because there

is a set deadline, and if the due date comes, the quiz will be

Quiz	Frequency	Percent
subtracted significantly to learning	1	1.3
subtracted to learning	4	5.0
no effect	1	1.3
added to learning	24	30.0
added significantly to learning	48	60.0
Total	78	97.5
Missing	2	2.5

closed and the student cannot access it anymore.

Mean	= 4.46		
Std. Dev.	= .863		

Table 4.15. Effect of quiz

The table above presents the student opinion about the quiz. Based on the table, the majority of the students (60%) feel that quiz added significantly to learning, and 30% of the students feel that it added to learning. Only 4 students think that it subtracted to learning, and 1 student respectively feels that quiz subtracted significantly to learning and gives no effect to leaning. The mean score for quiz ($M = 4.46$) is the highest among other items asked in the questionnaire, meaning that the impact of quiz is very strong.

Generally, the students like to do the quiz. They stated this in the response to the open-ended question. One of the students stated *“I like to do the quiz for it’s really interesting and I’m a real gamer”* (ST 26). Another student stated *“I find several knowledge from the answer of the quizzes”*(ST 30).

The time limit to do each quiz also makes the students always try to finish answering the questions on time. One student stated: *“I like looking at the result of my answer”* (ST 29). Or another student stated *“I like answering the quizzes from our lecturer because the quiz*

make our scores more (increase our score)’’ (ST 30). The scores of the students appear in the gradebook as below:

Student	Total	Quiz	In-Class Project (in-class Turn-in)	Turn-Everlasting Ch. 2 Quiz	Turn-Everlasting Chapter 8 Test	In-class participation	Turn-Everlasting Chapter 10 Homework
Juli Barquist	0%			90/100			
Jane Addams	87%	0/5	C	90/100	89/100	10/10	85/100
Sophia Andrews	92%	5/5	90/100	95/100	96/100	5/10	92/100
Trey Armstrong	92%	4/4	90/100	98/100	SICK	6/10	90/100
Anne Brandis	83%	4/5	80/100	95/100	78/100	6/10	
Kristen Cameal	92%	2/5	90/100	86/100	100/100	10/10	85/100
Cairo Como	91%	5/5	90/100	95/100	88/100	10/10	
Sienna Gomez	87%	2/5	C	74/100	92/100	10/10	97/100
Kathy Hoolan	92%	4/5	90/100	96/100	92/100	9/10	Turned In
Johnny Kennedy	77%	0/5	90/100	70/100	78/100	N	
Jimmy Madison	68%	3/5	N	70/100	73/100	0/10	
Brennan Mathews	75%	5/5	70/100	60/100	75/100	3/10	100/100
Annie O'Connor	100%		78/100	80/100	81/100	8/10	88/100
Matt Porch	83%	5/5	85/100	80/100	83/100	9/10	

Figure 2. Student Gradebook

This gradebook only appears in the instructor profile, while in the student profile they can only view their own score, not their classmate score. This gradebook is very useful for the instructor because it can be used to monitor student progress and diligence. Based on the instructor’s record, there are students who manage their time well and do the quiz regularly every week, but there are also students who like to put off and do several quizzes at the same time before the deadline. A few students miss the quiz, and as a result their score is not complete.

Another feature in Edmodo that can be used to increase student motivation in learning is badge. Badge is like a sticker given by the instructor for the students who have made certain achievement. There are various badges in Edmodo such as “student of the week”, “perfect score on the quiz”, “class participation”, and many others. The more achievement the students made, the more badges they will received as appreciation from the instructor. Edmodo provides several badges ready for use, but the instructors can also design their own badges or get badges from other instructors. Below is how the badges look like.

Badge	Frequency	Percent
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Figure 3. Edmodo Badges

subtracted significantly to learning	1	1.3
subtracted to learning	1	1.3
no effect	11	13.8
added to learning	45	56.3
added significantly to learning	17	21.3
Total	75	93.8
Missing	5	6.3
Mean = 4.01		
Std. Dev. = .744		

The following table shows that students feel motivated by receiving the badges, as 56.3% think that it added to learning, and 21.3% think it added significantly to learning. Meanwhile, 13.8% think it has no impact, and 1.3% respectively think it subtracted to learning even subtracted significantly to learning. The mean score is 4.01, meaning that the badge adds more to leaning in terms of giving motivation for the students to maintain their good habit in learning.

Table 4.16. Effect of Badges

Interestingly, a few students are not even aware that they have received badges until the instructor or their classmates tell them. It seems that the students are not really familiar with the idea of badges because it is not in

their school culture. Badges or awards are commonly used at schools in western countries as a way of teacher recognition for the student achievement, while students in Indonesia expect to get scores for any achievement they make. That is why quizzes receive more attention than badges because the students can get real scores. This finding implies that the students in Indonesian school tend to have more extrinsic motivation rather than intrinsic motivation in studying.

Next, whether Edmodo affects overall enjoyment of the Introduction to Literature course, 42.5% of the students respond that it gives minor help, and 25% think it gives significant help. However, there are also students who think that it gives significant hindrance (10%), and minor hindrance (13.8%), while only 6.3% think it has no impact to the enjoyment of the course. The mean score is 2.60 with standard deviation 1.293, meaning that the distribution of score is quite spread, or the opinion of the students is quite varied.

Table 4.17. Overall enjoyment of the course

Enjoyment	Frequency	Percent
significant hindrance	8	10.0
minor hindrance	11	13.8
no impact	5	6.3
minor help	34	42.5
significant help	20	25.0

Total	78	97.5
Missing	2	2.5
Mean = 3.60		
Std. Dev. = 1.293		

3. VLE and student autonomy

Autonomy in learning means that student have control over their own learning, which comprises of active involvement in learning process, and responsibility for its content (Benson & Lor, 1998, p. 8). The virtual learning environment through Edmodo is actually expected to create student autonomy in learning, meaning that students should not depend on the instructor all the time. Instead, they have to be active either in searching information or extending their knowledge through virtual discussion.

However, since not many students are active in posting something in the group wall or in responding to their friends as explained in the previous section, it can be implied that student autonomy is not yet achieved. In the open-ended questions, students also respond that they only post something on Edmodo if asked by the instructor such as sharing the presentation materials or when they have to submit assignments. For example, one student stated “*I use Edmodo just to work a homework by the lecturer*” (ST 29). It means that the students are not yet independent learners.

A few students who actively make use of Edmodo as a means to communicate with their friends or with the instructor, mostly use it to ask about their assignments. In the open-ended questions they also admit that the purpose is

merely to share the presentation material to other friends, not for further discussion.

Here is sample of communication among the students, starting when a student posted a quote.



[amalina n.](#) to [Literature A](#) Mar 19, 2015

"Kindness is the language which the deaf can hear and the blind can see"

-Mark Twain- Mar 16, 2015



[Me](#) • Mar 19, 2015

Do you know who Mark Twain is?



[Ahmad N.](#) said Mar 21, 2015

he is author, isn't he Mam?



[Amalina N.](#) said Mar 21, 2015

He is an american author, humorist, journalist etc.. :D *I just look for about his information Mam ;D



[Me](#) • Mar 22, 2015

Yes, very good.

I think there's something we forgot to discuss in class, about metaphysical poetry. This type of poetry began to emerge during Puritan Period. What is metaphysical poetry?



Kusairi A. said Mar 20, 2015

The metaphysical poetry is a term coined by the poet and critic Samuel Johnson to describe a loose group of English lyric poets of the 17th century, whose work was characterized by the inventive use of conceits, and by speculation about topics such as love or religion. These poets were not formally affiliated; most of them did not even know one another or read one another's work.

The word 'meta' means 'after,' so the literal translation of 'metaphysical' is 'after the physical.' Basically, metaphysics deals with questions that The metaphysical poetry is a term coined by the poet and critic Samuel Johnson to describe a loose group of English lyric poets of the 17th century, whose work was characterized by the inventive use of conceits, and by speculation about topics such as love or religion. These poets were not formally affiliated; most of them did not even know one another or read one another's work.

The word 'meta' means 'after,' so the literal translation of 'metaphysical' is 'after the physical.' Basically, metaphysics deals with questions that can't be explained by science. It questions the nature of reality in a philosophical way. .



Me • Mar 22, 2015

Good answer, Sairi! You deserve a badge ^_^

The excerpts above show how a student can be an autonomous learner in searching for information and sharing it to their peers. In this way, the lecturer is not the

only source in learning, but the students can learn from each other.

Unfortunately, based on the instructor observation on the frequency and the activity of the students in their Edmodo group, it is evident that there are still some students who are not aware with the features and real purpose of virtual learning. They still think that virtual learning is only to get the material from the lecturer, or to submit assignments. As a matter of fact, it is more than that as VLE is intended to make them become autonomous learner.

4. Other benefits

There are many other benefits of virtual learning through Edmodo. Among them is it gives a chance for the students to use their English outside the classroom, and the students think it can improve their language ability. Here are some students' responses:

“because it was English site so I must find something new for my vocabularies” (ST 4)

“Indirectly it helped my writing skills absolutely in grammar and from literature material I really get new knowledge” (ST5)

“I find a new vocabulary from my friends and my lecturer” (ST19)

“Edmodo help me to improve my reading and writing skill and add my knowledge about the course” (ST 28)

“I can practice my English “ (ST48)

In addition, some students feel that learning through Edmodo is very practical and convenient.

“the benefit are we always check the learning without library” (ST 11)

“I can read what other had posted and it’s easier than opening the book” (ST 33)

“... easy to share learning materials” (ST 58)

“By answering the quiz I can learn and know my ability and I don’t have to go to campus to submit quiz or assignment” (ST 70)

“I can learn every day” (ST 72)

These responses imply that to a certain extent Edmodo as virtual learning environment can bring good impacts to student learning.

C. Constraints of Edmodo as VLE

Despite some benefits that the students get from Edmodo, there are also constraints that the students face. Based on the responses to the open-ended questions, most of the students stated that the constraint in using Edmodo is related to the slow connection and network. Students find difficulties when they have to upload their assignment or when answering the quiz. The trouble with the connection often makes the students unable to finish the quiz and make them worried about the result, as stated by these students:

“When I answer the questions the time is over” (ST 72)

“When I take the quiz, and the internet disconnected, my answers stop. I cannot continue the quiz and the result my score is bad” (ST 75)

Other constraints are limited capacity of Edmodo file, and some features cannot be opened through smartphone, as stated by the following students

“there’s no application, and it’s hard to open by my mobile phone”

“I enjoy using it, but I have trouble uploading the video with large capacity” (ST 41)

Although many students nowadays can get internet access in various places, they cannot always get strong internet connection such as in the student resource center. Even if the students use smartphone, they sometimes have limited budget to buy their phone enough credits. That is probably why students prefer to use traditional face-to face learning, although virtual learning seem exciting and more sophisticated.

“I prefer traditional face-to-face because it’s easier to understand when I see the teacher when they explain” (ST 4)

“I don’t really talk computer so I prefer to read from a book then learn in virtual learning. I also prefer face-to-face because I’m an auditory learner’s type.” (ST 26)

“I think I must consider, something I will prefer virtual instruction cause it is more easy in time, and

I prefer the traditional face-to face for getting more detailed information” (ST 75)

The students’ response to the question in the open-ended part which asks which learning mode they prefer is 35% of the students prefer traditional face-to-face learning mode, 20% prefer combination of both of them, and only 16.3% prefer virtual learning mode. Among 80 respondents, 23 students or 28.8% cannot decide which mode they prefer as they left it answered or provide answer with “I don’t know”. The next figure and table present the result.

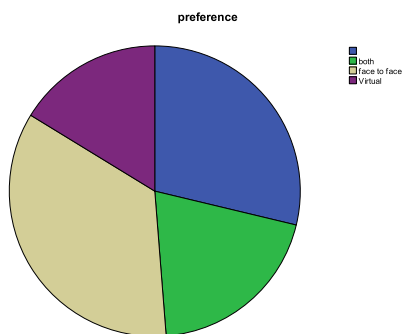


Table 4.18. Student preference toward learning mode

Learning mode	Frequency	Percent
Both	16	20.0
Face to face	28	35.0
Virtual	13	16.3
Don't know	23	28.8

Learning mode	Frequency	Percent
Both	16	20.0
Face to face	28	35.0
Virtual	13	16.3
Don't know	23	28.8
Total	80	100.0

The students expect that if virtual learning mode is to be applied in campus, there should be supporting facilities, particularly strong internet connection

“It’s good but I think our campus isn’t ready for it. The campus has to make a new rule that all of assignment as to collect on virtual learning” (ST 2)
“In Indonesia the internet connection is worst. When we can’t get a good quality of connection that provide us with a good access, we have to rethink about a virtual learning program that will be used by us, is it really a good program? or it can be a weight (burden) for the learner because the quality of the access.” (ST26)

These opinion is worth to be taken into consideration in order to improve the quality of learning particularly in the era of modern technology so that more positive impacts can be obtained by learners.

CHAPTER V

CLOSURE

A. Conclusion

The table below summarizes the overall findings on how student perceives about the effects of Edmodo on their learning.

Table 5.1. Descriptive Statistics

	N	Mean	Std. Dev
Effect of Edmodo Post	78	4.13	.567
Effect of notes from/to instructor	78	4.22	.658
Effect of Quiz	78	4.46	.863
Effect of Badge	75	4.01	.744
Effect on the quantity of class discussion	80	3.64	1.362
Effect on the quality of class discussion	80	3.60	1.383
Effect on the relation with instructor	78	3.68	1.334
Effect on the relation with classmate	80	3.40	1.259
Overall enjoyment of the use of Edmodo	78	3.60	1.293
Overall effectiveness of the use of Edmodo	80	3.51	1.322

From the table above, the conclusion can be drawn as follows:

1. Virtual learning through Edmodo generally gives quite positive impacts for the fourth semester students at English Department as EFL learners as the mean score for each item is above 3. The activities in Edmodo add the student knowledge in learning the subject Introduction to Literature subject which they took up at the fourth semester, as well as facilitate them to practice English outside the classroom.

Although only a few of them who are actively involved in virtual discussion, the majority of the students think that learning activities through Edmodo such as posting notes and sharing materials have helped and added to learning. Activities in Edmodo also have benefited the students in their language skills since they are required to communicate in English, and they have to know the vocabulary and try to write well.

One feature that receives the highest mean score is the quiz ($M = 4.46$), which means that the students have maximally made use of the quiz, in which they can review the materials, beside they can get scores which makes them more motivated to learn the subject. In this way, the quiz has increased the students' motivation in learning, although it is still an extrinsic motivation.

2. Regarding student autonomy, many students are still passive learners and are not yet into the habit of controlling their own pace of learning. They still like to wait for the instruction from the lecturer in posting

something to Edmodo and seldom take their own initiative.

3. Other benefits that the students can get are practicality and convenience in terms of time and place as they can learn everywhere and any time they want, and can submit assignments without having to go to campus.
4. The constraints in Edmodo as VLE mostly occurs because of slow internet connection that hampers students online learning activity. Therefore, the mean score for the overall effectiveness is still below 4 ($M = 3.51$), meaning that the student view about Edmodo effectiveness falls between minor help and no impact. Although the virtual learning seems more practical, convenient and enjoyable, many students still prefer traditional face-to-face learning mode, or combination of both (blended learning).

B. Recommendation

The researcher would like to give several recommendations regarding the use of virtual learning environment for student learning.

1. Students as EFL learners should be more active in participating in virtual discussion in order to increase their knowledge on the subject they are learning as well as their language skills. In the long run, it is expected that they will become more autonomous learners.
2. The lecturers who create a virtual classroom for their student should continuously monitor, encourage, and motivate their students to participate actively in their

group and contribute to the virtual discussion. The role of the lecturer or instructor is also to help and guide their students to familiarize themselves with the features and purposes of virtual learning environment.

3. If virtual learning or blended learning is to be implemented more intensively in the future, the institute should provide strong internet access to support student virtual learning.
4. As this research is still far from perfect, it is recommended that the next researchers can fill the gap and investigate other aspects dealing with virtual learning.