

The Effect of Edmodo in Triggering Students' Recognition of Recount Text Elements

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Abstract

The difficulty of students writing recount was found at MTs Hasanah Pekanbaru. The students could not write good recount text because of lack of vocabulary and lack of knowledge about recount text. In addition, the students hope that the use of technology in teaching because the strategy is not interesting enough that makes creativity low in writing. Knowing the effects of using Edmodo on learning English that can help the teacher to present the materials and help the students to find and develop the ideas and into elements of recount text at the eighth grade of MTs Hasanah Pekanbaru. This research was a quasi-experimental research. The sample was two classes VIII.4 with 26 students and VIII.5 with 24 students. After conducting this research using Edmodo, the results of the post-test scores of the experimental class were higher than the pre-test scores that were with less effective level. This can be seen from the average post-test score of the experimental class was 52.83, and it was increased from the pre-test score was 30.63 with a gain of 22.2 and N-gain 0.31. The average post-test on the control was 33.69, and it was lower than the experimental class with the gain 8.1 and N-gain 0.1. As the conclusion, there was a significance effect of the students who received in class experimental using Edmodo than the students who did not received classroom instruction using Edmodo in recognizing a recount text.

Keywords: *Edmodo, Recount Text, Recognition*

Pengaruh Edmodo dalam Memicu Pengakuan Siswa terhadap Unsur Teks Recount

Abstrak

Kesulitan siswa menulis recount ditemukan di MTs Hasanah Pekanbaru, siswa tidak dapat menulis paragraf recount yang baik karena kurangnya kosa kata dan kurangnya pengetahuan tentang teks recount. Selain itu, siswa berharap bahwa penggunaan teknologi dalam pengajaran karena strateginya tidak cukup menarik sehingga membuat kreativitas rendah dalam menulis. Mengetahui efek Menggunakan Edmodo pada pembelajaran bahasa Inggris yang dapat membantu guru untuk mempresentasikan materi dan membantu siswa untuk menemukan dan mengembangkan ide-ide dan menjadi elemen teks recount di kelas delapan MTs Hasanah Pekanbaru. Penelitian ini adalah penelitian eksperimen semu. Populasi penelitian adalah dua kelas VIII.4 dengan 26 siswa dan VIII.5 dengan 24 siswa. Setelah melakukan penelitian ini menggunakan Edmodo, hasil nilai pasca-tes dari kelas eksperimen lebih tinggi daripada skor pra-tes dengan tingkat kurang efektif. Hal ini dapat dilihat dari skor pasca-tes rata-rata kelas eksperimen adalah 52,83, meningkat dari skor pra-tes 30,63 dengan gain 22,2 dan N-gain 0,31. Rata-rata pasca-tes pada kontrol adalah 33,69 lebih rendah dari kelas eksperimen dengan gain

8,1 dan N-gain 0,1. Kesimpulannya, ada signifikansi siswa yang menerima eksperimen di kelas Edmodo dibandingkan siswa yang tidak menerima instruksi menggunakan Edmodo dalam teks recount.

Kata Kunci: Edmodo, Teks Recount, Pengakuan

1. INTRODUCTION

The development of science and technology is getting faster. In every place, people use technology as a reference to improve the quality or the quantity or quantity of work in an agency such as in education. The impact of its development also affected to the education, such as the creation of various IT-based learning media that can help teachers in the learning process. By the technology teachers can create animations that are difficult to describe and can make students interested. Besides advances in information technology gave as know as e-learning.

E-learning can be interpreted as all educational activities that use electronic media or information technology including the internet. Through e-learning, learning materials can be accessed anytime and anywhere. In addition, the material can be enriched with various learning resources including multimedia that can be quickly updated by the teacher.

English subjects have become compulsory subjects at junior high school (SMP) to senior high school (SMA) with an average study time of 4 hours a week, 16 hours in a month and 96 hours in one semester. Yet, the time allocation was still not enough to encourage English skills. So, it seems like still not optimal. The language of instruction used in the learning process is still in Indonesian and the lack of students' reference material causes them to be less active in speaking English in the school environment, as well as less study time.

Edmodo is chosen because the language of instruction is English, so it can hone students' English proficiency. The site used is an educational site. Sites like this can be used by teachers to enrich the knowledge of their students.

Cauley (2014) Edmodo is an educational site that takes ideas from social networks and refines them, then makes them suitable for classrooms. By using site, students learn in a fun way, especially when they are learning English. Edmodo, both students and teachers have an exciting new way of learning and collecting homework. Students only need to upload their homework or assignments, and then the teacher grades their work on Edmodo. Edmodo who uses English as an instruction is very suitable for use in teaching English.

Davies (2013) suggests several ways in integrating Edmodo into language learning activity, especially for building students' writing skill. Fauzi (2015) found that Edmodo can be used as a learning medium to improve writing skills. This is because, Edmodo is a free and secure learning platform which is free of advertisements, games and other distractions used to provide a simple way for teachers to create and manage online classrooms, and enable students to connect with teachers and other students anywhere and anytime.

Based on the research background which has been described, the research question as Do the students taught using Edmodo achieve better in recount text element than the students who are taught not using Edmodo in the grade eight students of

MTs Hasanah Pekanbaru?, this research for knowing the effect of Using Edmodo on learning English that can help the teacher to present the materials and help the students to find and develop the idea and into element of recount text is the focus in this study. The reasons chose Edmodo more interested in the topic of the lesson which has easy-to-use features that support students more interested in learning recount text and add insight into vocabulary and make it easier for teachers to interact with students outside the classroom in assignments and learning material this study.

The Nature of Teaching and Writing Skill

Teaching is guiding and facilitating learning, enabling the learners to learn and setting the condition for learning (Brown, 2000:7). The process of teaching is a process of helping, facilitating, and guiding the students with the main goal that is making them more understand about the knowledge.

Writing is an important skill used to support other skill in language learning. Every people can use writing to communicate their ideas, thinking, arguments, and messages to other people in the world. Writing is an activity of expressing, developing, and organizing ideas into written form. The more ideas the writers have, the better writing product will be. However, to express, develop, and organize ideas into written form is not easy. There are two aspects in writing that must be considered by the writers. First, writing process, such as pre-writing, drafting, revising, editing, and publishing (Fachrurrazy, 2011). Second, micro and macro skills of writing, such as the ability to use word diction, grammar, and writing mechanics including the use of capital letter, spelling, and punctuation (Brown, 2015 in Abbas & Herdi, (2018).

The Recount Text

Rosyadi (2011) explains that recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. According to Anderson and Anderson (2010:24), a recount text usually has three main sections.

The first paragraph gives background information about who, what, where, and when (called an orientation). This is followed by series of paragraphs that retell the events in the order in which they happened. Some recounts have a concluding paragraph, however this is not always necessary. They also stated that there are three steps in conducting recount text. The first is introductory paragraph that tells who, what where and when, the second is a sequence of events in the order in which they occurred and the last is a conclusion.

Boardman & Fjia (2013: 287) stated that the steps for constructing of written recount text are:

1. The First paragraph that give background information about who, what, where and when. It is called on orientation.
2. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.
3. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
4. A reorientation which “rounds off “the sequences of events or retell about what happened in the end.

Edmodo

Cauley (2014), “Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips”. Edmodo is one kind of web-based learning that provides some features of learning environment. Edmodo is a simple tool using to present the lesson contents; it provides useful tools for students and teachers to interact online (Hourdequin, 2014).

Based on some studies, the researchers found that Edmodo provides various useful features that facilitate the students’ in learning English. Those features are note, assignment, quizzes, and badges. First, note allows the teacher and the students to post messages, files and links to the group. Note provides opportunities for the students and the teacher to interact by posting something or giving comments and feedback to the post.

From the post, the students were eager to correct their works by welcoming teachers’ feedback, showing that participation and work involvement took place. This is also the students’ strategy to be skillful in writing as a part of cognitive engagement: how to work on tasks and how they master learning materials (Purnawarman, Susilawati, and Sundayana, 2016). Edmodo helps students to consult their teacher personally, review lessons and files posted by their teacher, and get feedback from their teacher easily (Kongchan, 2012). Second, assignment feature allows the teachers to post assignments and assesments that are electronically submitted and automatically graded. It provides students with facility for assignments.

The features of Edmodo

Edmodo is designed with innovative features that facilitate the teaching and learning activities. According to Cankaya et al. (2013), “Edmodo provides activities such as micro blogging discussion, manage and respond to polls, manage and submit assignments, and manage and submit quizzes for teacher and students”. This is a secure and private platform which requires students to enter the code that is given by the teacher in order to access the course because only the teacher who can create the accounts in Edmodo. There are some features that are available in Edmodo. One of the features is post in which teacher can post note; post assignments; post quizzes; and post polls. Then it also provides alert, calendar, library, grade book and badges. Cauley (2014) from “A Guide to Explain it All” (IT Babble.com) explained that most of Edmodo features are understandable and easy.

2. METHOD

This research was quasi experimental research. It was measured group on dependent variable and process to account for differences between pre-test and post-test. According to Muijs (2014) “quasi-experimental research was especially suited to looking at the effects of an educational invention. This research was conducted at second year students of MTs Hasanah Pekanbaru. The researchers had chosen the class randomly to determine which class was the experimental class and which class was the control class. As a result, class VIII.4 have 26 students became the experiment class and class VIII.5 have 24 students became the control class. To collect data, in this study the authors wanted to know the results between before and after treatment using the media namely Edmodo.

After giving the score, the researchers input their score into Excel bar. Then, the researchers counted the input score using t-test: two-sample assuming unequal variances using *SPSS 24*. Next, the researchers noted the mean of pre-test and post-test. After that, she counted t_{Stat} (p value < 0.05) to state whether students taught using Edmodo achieve better skill than the students who are taught not using Edmodo in the grade eight students of MTs Hasanah Pekanbaru.

The researchers analyzed the final data using descriptive statistics. Descriptive statistics is a method of data analysis to summarize and to organize the amount of numerical data (Mertler, 2009). Therefore, the T-test is will take from the results which were conducted before and after the students learn by using Edmodo as media in teaching process. Test of normality aims to determine whether the distribution of responses has a normal distribution or not.

3. FINDINGS AND DISCUSSION

This chapter presents the description of data analysis those are findings discussion. These are done to answer the formulation of the research, “Do the students taught using Edmodo achieve better score in recount text than the students who are taught not using Edmodo in the grade eight students of MTs Hasanah Pekanbaru?”. The test was test in recount text that should be done by students’ in the experimental group and the control group, and the result of the pre-test can be seen in the Table 1.

Table 1. *Descriptive Statistic of Pre-test Score*

Class	N	Minimum score	Maximum score	Average
Experimental	26	0	56	30.63
Control	24	8	35.5	25.62

From the Table 1 above, it shows that minimum score on the test of experimental class was 0 and control class was 8. Maximum score on experimental class was 56 it was higher than control class for maximum score that got 35.5. Test of recognition in recount text element using Edmodo on pre-test from the average showed experimental class was 30.63 and control class was 25.62. It concluded that experimental class had knowledge was higher than control class that was having 20.13 as average score.

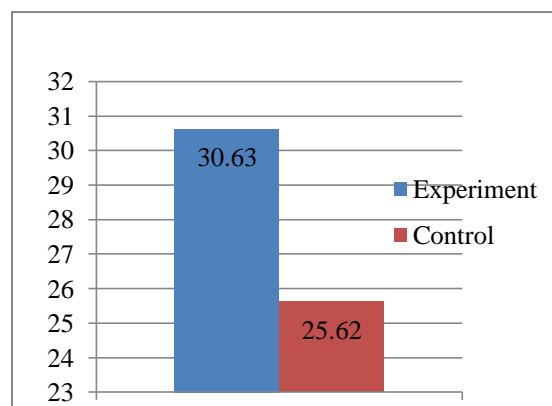


Diagram 1. *The result of pre-test score of experiment and control class*

Based on the Diagram 1 above, it shows that the average score of experimental class was lower than control class. The experimental class achieved 30.63 and the control class achieved 25.62.

After getting the data comparasion of pre-test experimental and control class, researcher continued to calculate normality test, homogeneity test and continuity test of pre-test data by using parametric test or U-Mann Whitney test. T-test can be used if the data is normal and homogenous, while data is not normal or not homogenous, the the data is calculated by using nonparametric namely U- Mann Whitney.

Table 2. *Normality Test of Pre-Test*

Class	Asym p.Sig. (2- tailed)	a (signif icant Level)	Hypot hesis	Distrib ution
Experi ment	0.065	0.05	Accep t H_1	Normal
Contr ol	0.093	0.05	Accep t H_1	Normal

Referring to the Table 2 above, it shows that the distribution of data was normal for the pre-test on experimental class and control class. The experimental class was in Asymp. Sig. (2-tailed) was 0.065 with significant level was 0.05, if the data value of Asymp. Sig. (2-tailed) $0.065 > 0.05$, it mean that the distribution of data was normal and the Control class value of Asymp. Sig. (2-tailed) $0.093 > 0.05$ it mean that the data distribution also was normal. In analyzing the data, this homogeneity test was calculated by Levene Formula. Based on the result of pre-test both experiment class and control class got homogeneity test as follow.

Table 3. *Homogeneity Test of Pre-test*

Trime d mean	a (Significa nt Level)	Hypothe sis	Distributi on
0.468	0.05	Accept H_1	Homogene ity

Based on the Table 3, it can be explained that the pre-test for the experimental class was coming from homogenous variance when Based on trimed mean $0.468 > 0.05$, it mean that pre-test data both the classes were from the homogenous variance. The result of t-test o pre-test can be seen in the Table 4 below.

Table 4. *T-test Result of Pre-Test*

Da ta	Asymp .Sig. (2- tailed)	a (signifi cant Level)	Hypot hesis	Distrib ution
Pre - tes t	0.052	0.05	Accepr H_0	Not differ significa nt

Based on the Table 4 above, T-test of both classes; experimental and control was not significantly different. It was occurred since the value of Asymp. Sig. (2-tailed) was 0.052 it mean that Asymp. Sig. (2-tailed) $0,052 > \text{significant level } 0.05$. Here researcher concluded that the students ability in recognizing recount text of experimental class and control class were equal and not differ significant. Based on the data that been collected, experiment class and control class were getting the post-test data in the following table:

Table 5. *Descriptive Statistic of Post-test Score*

Class	N	Mini mum score	Maxi mum score	Avera ge
Experi mental	26	24	81	52,83
Control	24	12	58	33,69

Based on the Table 5, it can be stated that the minimum score for the experimental class was 24 while the control class was 12. The maximum score on the control class was 58, and it was lower than score gained by experiment class 81. Moreover, the average of the post-test was 52.83. The conclusion of the table above is it can be seen that for the post-test score the experiment class was higher the control class after giving come treatments. The comparison of post-test score of experimental and control class can be seen on the bar diagram below.

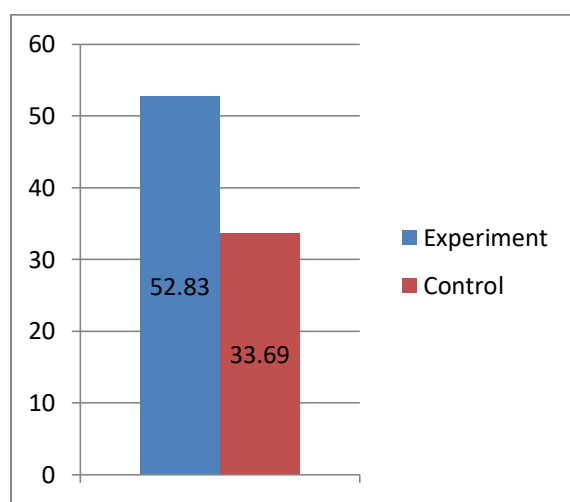


Diagram 2. *The Result of Post-test Score of Experiment and Control Class*

From the Diagram 2 above, it can be stated that the result of average post-test both of class that was the average of exeriment class was seen higher 52.83, the lower one got 33.69 on control class. While, the students' score after giving treatment in recount text element to each indications such as content (orientation, event, and reorientation), vocabulary, grammar, spelling and punctuation and capitalization can be seen in this following table.

Table 6. *The Indicators of Recount Text on Post-test*

No	Experiment		Control
	Frequency	Indicators	Frequency
1	43.1	Content	29.3
2	68.3	Vocabulary	35.8
3	61.3	Grammar	27.6
4	55.9	Spelling	20.0
5	33.8	Punctuation & Capitalization	6.8

Based on the Table 6, it can be stated that the frequency of recognition in experimental class in terms of content was 43.1, vocabulary was 68.3, grammar was 61.3, spelling was 55.9, punctuation and capitalization was 33.8. Moreover, frequency for the control class in terms of content was 29.3, vocabulary was 35.8, grammar was 27.6, spelling was 20.0, punctuation and capitalization was 6.8.

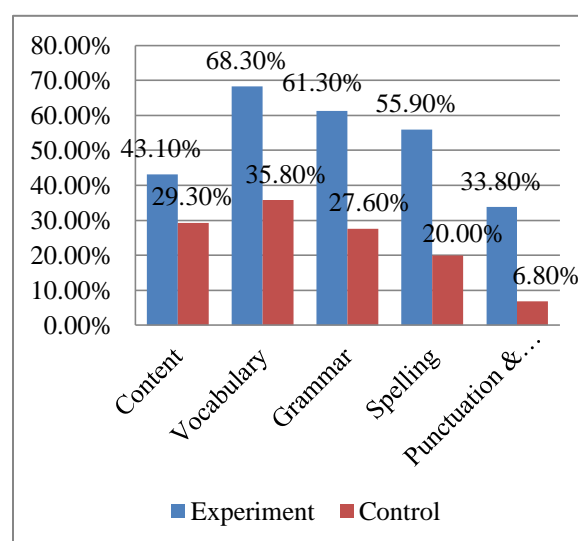


Diagram 3. *The Indicators of Recount Text Element on Post-test*

Referring to the Diagram 3, in term of content (orientation, event, and reorientation), vocabulary, grammar, spelling, punctuation and capitalization, the students' of experimental class had writing recount text were not equal after giving treatment. In term of content the students got percentage 43.1%, in terms of vocabulary the students got percentage 68.30%, in terms of grammar the students got percentage 61.30%, while in spelling, the students got percentage 55.90%, and the last in terms of punctuation and capitalization got percentage 33.80%. In other the word, the edmodo helped the students to write a recount text by their ideas in recount text element. Pertaining to the post-test data was gained experimental and control class, next calculation was done normality test, homogeneity test, those tests were one of qualification for continuing test. The data had normal and homogenous distribution; it was continued by using t-test. For the data which was not normal and homogenous, U-Mann Whitney was a next testing after test normality and homogeneity completely done, and data was not normal and homogenous. It used calculation nonparametric.

In this research, normality was done to know the distribution data whether normal or not that this test to determinate the next test, using parametric statistic or nonparametric. Normality test in this research used a formula of Kolmogorov Smirnov (KS-21). The result of normality test of post-test can be seen from the following table.

Table 7. *Normality Test of Post-test*

Class	Asymp. Sig. (2-tailed)	a (significant Level)	Hypothesis	Distribution
Experiment	0,107	0.05	Accept H_1	Normal
Control	0,051	0.05	Accept H_1	Normal

Based on the information provided in the Table 7 above, the normality test of post-test on experiment class and control class had normal distribution. Here experiment had the column Asym. Sig. (2-tailed) 0.107, it was compared with significant level 0.05. Asymp. Sig. (2-tailed) $0.107 > 0.05$, it mean that data was normal. While control class got Asymp. Sig. (2-tailed) 0.051 with significant level 0.05. It was also normal since Asymp. Sig. (2-tailed) $0.051 > 0.05$

Table 8. *Homogeneity Test of Post-test*

Data	Trimmed mean	a (Significant Level)	Hypothesis	Distribution
Pos t-test	0,187	0.05	Accept H_1	Homogeneity

Referring to the Table 8 above, the value of trimmed was 0.187 with level significant 0.05. Based on trimmed mean was higher than level significant 0.05. It could be said post-test data on experimental and control class were homogenous variance because trimmed mean $0.187 > 0.05$. It mean that homogenous.

Table 9. *T-test Result of Post-test*

Data	Asym. Sig. (2-tailed)	a (Significant Level)	Hypothesis	Distribution
Pos t-test	0,000	0.05	Accept H_0	Homogeneity

Based on the Table 9 provided above, it shows that t-test of post-test on

control and experiment class were differ significant, because Asym. Sig. (2-tailed) $0,000 < 0.05$. It could be concluded that both of classed were significantly different.

Table 10. *Gain and N-Gain Experiment Class and Control Class*

Class	Score Pre- Test	Score Post - Test	Gain	N- Gain	Cate gory
Experi ment	30.6	52.8	22.2	0.31	Medi um
Control	25.6	33.7	8.1	0.1	Low

Based on the Table 10 provided above, it shows that gain and N-gain of pre-test and post-test on control and experiment class, experiment class with a gain of 22.2 and N-gain 0.31 the category medium and control class with the gain 8.1 and N-gain 0.1 the category low. It could be stated that the score was in less effective level.

This research was done at eight grade of MTS Hasanah Pekanbaru. The sample of the research was as the control class VIII.5 and VIII.4 as the experimental class. The decision of determination which was as control and experimental class was taken by using cluster random sampling.

Based on the result of pre-test, the experimental and control class showed that the data of both classes had the normal distribution. The data was said normal when the output of result calculating of Kolmogorov Smilnov that calculated by using the SPSS higher than significant 5% or 0.05. Here researcher got the Asym. Sig. (2-tailed) higher than significant 0.05, and the homogeneity calculation data pre-test was 0.187, it mean that the distribution of data was homogenous. In calculating the parametric statistic, the researchers used t-test.

The researchers got there was no a significant difference between two classes. It showed from the result of pre-test that had been done which the experimental got 30.6 and control class achieved 25.6.

In post-test, the researchers got the result of calculating T-test that the students' ability were differ significant, it occurred because after treatment to the experimental class by using Edmodo, the result of the average score of experimental was higher than control group. Extracting from the evidence above, it shows an increasing of students result test mean of experimental group by using Edmodo in teaching writing recount text than conventional teaching technique from pre-test and post-test. It is because writing as a process of transferring the word that comes from our mind effectively, it can work up to what it really means to said and write. It means that, the writer can deliver what want the writer say to other people by using written from the result of t-test (0.000) on the level pf significant 0.05 it mean that Asym. Sig. (2-tiled) $0.000 < 0.05$. Therefore, the result of the alternative hypothesis is accepted and null hypothesis is rejected.

In order to improve students' learning competency, it needs to build students' learning habit. Wang (2015) mentions that the importance of paying attention to the process of writing is that the students should continuously rewrite, revise, and edit their learning in order to improve it. It means that students need to do practices in order to improve their writing competency. In line with that, Edmodo can help students to engage with learning activities and get helps or feedback at any time beyond the classroom in order to improve their ability to develop and organize ideas in form of recognizing recount text.

As clarified previously, Fauzi (2015) and Fauzi (2017) found that there was positive effect of using Edmodo on students'

ability in writing recount text at SMA Tulung Agung. Using Edmodo was effective to teach recount text. This study attempts to contribute to the improvement of teaching writing by maximizing the use of ICT tools. Using Edmodo, both students and teachers can have a safe online environment to conduct more effective and sustainable teaching and learning process.

In relation to the previous explanation, the same finding was found by Ahmadi et al (2015). He conducted research about the effect of Edmodo on EFL learners' writing performance. The finding showed that the use of Edmodo in writing was effective on EFL learners' writing performance. Moreover, Edmodo can provide access to online sources, enable students to have collaborative activity, and keep in touch with the teacher and other learners. Moreover, Diantari et al (2018) conducted a study about the effect of the integration of Edmodo on the writing competency. The findings showed that the use of Edmodo was effective in teaching and learning writing, and it can create good and active learning atmosphere.

4. CONCLUSION

Based on the formulation of the research "Do the students taught using Edmodo achieve better in recognition of recount text than the students who are taught not using Edmodo in the grade eight students of MTs Hasanah Pekanbaru?", it has been successfully answered that the students who receive in class using Edmodo in recognition of recount text had difference ability in recognizing the recount text than students who do not receive the instruction. It is supported by this conclusion; there is a significant difference of the students' ability in recognition of recount text between pre-test and post-test of experimental class. It means that, there is a significant different of the students' ability in recognizing recount

text before and after treatment using Edmodo at the eighth grade of MTS Hasanah Pekanbaru and there is a significant difference of students' ability in recognition of recount text between experimental class by using Edmodo than control class without using Edmodo.

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