ONLINE COLLABORATIVE APPROACH THROUGH *EDMODO* FOR TEACHING *EXPLANATION TEXT IN COVID-19 PANDEMIC*

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Abstrak: Kebijakan *study from home* selama pandemi COVID-19 membuat sistem pendidikan pun mulai mencari inovasi untuk proses kegiatan belajar mengajar yang lebih efektif. Terlebih pada pembelajaran Bahasa Inggris dalam ketrampilan menulis. Menulis merupakan ketrampilan lanjutan dari ketrampilan-ketrampilan yang lain seperti berbicara, membaca, dan mendengarkan. Peneliti memfokuskan pada pengajaran ketrampilan menulis teks *explanation* dengan menggunakan pendekatan kolaboratif melalui aplikasi *Edmodo*. Penelitian ini bertujuan untuk mengetahui bagaimana respons siswa dalam proses pembelajaran dengan pendekatan kolaboratif melalui *Edmodo*. Metode kualitatif dengan kuesioner dan observasi selama pembelajaran dengan menggunakan aplikasi zoom digunakan dalam penelitian ini. Subject dari penelitian ini adalah siswa-siwi tingkat sekolah menengah atas. Hasil penelitian ini menunjukkan bahwa sebagian besar siswa meyetujui bahkan bahagia ketika belajar dengan pendekatan *online collaborative* melalui aplikasi *Edmodo*. Hasil penelitian ini ditunjukkan dengan sangat signifikan, bahwa sebagian besar siswa menyetujui bahkan bahagia ketika belajar dengan menggunakan aplikasi tersebut dalam pembelajaran. Lebih lanjut, siswa sangat tertarik karena aplikasi ini dapat membuat siswa lebih fokus dalam pembelajaran Bhasa Inggris khusunya menulis teks *explanataion.*

Kata Kunci: *Online Collaborative* **Approach, Teks** *Explanation***, Aplikasi** *Edmodo*

Abstract: Policy, *study from home* during COVID-19 pandemic makes educaion system beginning to search inovation for more effective learning teaching process. It especially happens on learning English in writing skill. Writing is advanced skill from the other siklls such as speaking, reading, and listening. The researcher focused on teaching skill of writing *explanation* text using *online collaborative* approach through *Edmodo* application. This research aims to know how the students' responses in learning process with *online collaborative* approach through *Edmodo* application. Qualitative method with questionnaire and observation during the learning process using zoom application were used in this research. The subject of this study was students of senior high school. The result of thi research is shown significantly that most of students agreed even they were happy when they were learning with *online collaborative* approach through *Edmodo* application. Furthermore, the students became very interesting since the *Edmodo* application can make the students to be focus more in English learning especially in writing *explanation* text.

Keywords: Online Online Collaborative Approach, Explanation Text, Edmodo Application

INTRODUCTION

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so; and also specific example of such a system or perspective on education's importance for development. Language learning has four skills that they are speaking, writing, listening,

and reading as mentioned by Harmer, 2004. Writing is the most completed skill that needs the other skill such as reading and also need to be supported by undestanding grammar.

As Qanitah, 2006 stated that writing is a process for the student to understand such as an English garth for essay writing on academic purpose. It is also a process where students can express their feelings, thinking, share opinion or ideas and state willingness by writing. Writing is activity that involves skill in planning and drafting. The practice sections encourage students to practice writing on the stages of academic writing deciding on a topic and the tittle, gathering information, writing an introduction, developing main paragraph, quotations and documentation as Armstrong et. al., 1993. Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively. However, writing is not easy as the students think because they should use correct dictions, chronologies, and spelling of word. It also becomes the students' activities in the classroom. Many students feel that writing very hard and complicated.

Gunawan, 2002 claimed that *collaborative* learning is a effective learning to increase student's motivation, attention. By making a group, the students can share everything especially the difficulties in learning with the other friends. The students can enjoy more learning since they can do peer teaching. They feel free to tell their friends whatever their problems are. Besides, the students are able to help each other to discuss, understand the material by exchange of ideas within groups. The cooperative learning promotes critical thinking and there seems to be quite persuasive evidence that team engaged achieves at hinge level of thought and retain information longer than students who work solely as theory of Totten et. al. *Collaborative* learning creates a role shift between learners and teachers.

A policy, *study from home* during COVID-19 pandemic makes the students do distance learning. The teacher must begin to search inovative system for more effective learning teaching process as stated by Collis, 1996. In this case, *Edmodo* is is supposed to use because it is admitted as the easiest application to get and operate especially for the beginners both in PC and smartphone (gadget). This application is a global education network thal helps connect all learners with the people and resources needed to reach their full potential. It gives teachers the tools to share engaging lessons and keep parents updated.

Therefore, it is taken for this study to know the students' ability in writing *explanation* text using *Edmodo* application. In this study, the researcher observed how the teacher implement *Edmodo* application for teaching writing *explanation* text. This

researcher took *explanation* text because this text is usually related to science appropriated to the science class program. The researcher was solely interested in describing the situation or case under the study.

RESEARCH METHOD

Descriptive qualitative was used in this research as research design. The subject of this study was students in eleventh grade of second science class of SMA Mujahidin Surabaya. In this case, the researcher used the activity of writing *explanation* text as the object with *Edmodo* application as the media used and off course, it was done online. Since the condition was Covid-19 pandemic, the sudents can *study from home* only. However, this action was done collaboratively by forming the students to be three groups from fourty students as population in the class as suggested by Totten et. al. 1991.

Tinzman, 1990 stated that in *collaborative* learning, at the first, claim that the active exchange of ideas within groups of students promotes critical thinking and there seems to be quite persuasive evidence that team engaged in cooperative learning achieve at hinge level of thought and retain information longer than students who work solely as vigotsky's theories. The second stage that learning occurs when students are actively involved in the construction of new mental representations, instead of assuming the role of empty vessels waiting to be filled with knowledge. Because of Covid-19 pandemic, both stages were done online.

In this research, observation and questionnaire were used as collecting data technique. The researcher also gave the questionnaire to know the students' responses at learning process of writing *explanation* text. There were 10 indicators in the questionnaire with the maximum score was 2. The category used was "agree" with 1 in scoring and "disagree" with 2 in scoring. Then, the technique of data analysis calculated to know result of students score and percentage of students response. It involved the result of test and observing from classroom research. It showed success if entirely 75% of students gave score 3 with the score as follows:

$$P = F \times 100\%$$

P = the class percentage
F = Total percentage score
N = Number of students

FINDINGS AND DISCUSSION

In this research, therea are some phase. In the planning phase it was discussed the designing of lesson plan, selecting material that would be taught, and preparing the observation sheet which would be used to observe the teacher and students' activities during teaching and learning process. The teacher and the researcher used the moment to make the lesson plan. It was done in the planning steps, in the planning steps, the researcher and teacher discussed started from the arranging lesson plan until the lesson plan have already validated. Moreover the validated had dealt. The lesson plan have already used in applying the material in class.

In the frst action and observation phase the teacher implemented lesson plans that had been set at the planning stage. During teaching and learning process in the classroom, the process of the action was done well. The students' in the classroom when the teacher paid less attention hto the learning process. So, that teachers' lessons delivered less than optimal. At this stage of reflection of the teacher and the researcher should conduct discussion to determine deficiencies and discussed again to make the material more attractive in order to increase the interest of students to write.

The second planning phase to conduct the teaching and learning processing one meeting which focused on recalling the students' knowledge of grammatical structure. So, that the teacher and the researcher were collaborated to focus on this problem. Beside that the teacher also planned to discuss the students' writing wok in group in the *Edmodo* together. The teacher planed to ask the students to look for their previous mistakes in their writing and corrected together.

The implementation and observing, the researcher and the teacher focused on the problem teaching that made the students' that could not success at writing *explanation* text. Teacher made teaching technique for teaching. The teacher explain again to writing *explanation* text using *online collaborative* approach through *Edmodo* application. The researcher emphasized teacher to total an enthusiastic in earning *explanation* text using *online collaborative* approach through *Edmodo* application.

The result of student's responses obtained from the questionnaire. That was very good because the realized that the teaching of English was very important and paid attention when the teacher was also very important lesson. From the questionnaire to get students enjoyed teaching *explanation* text using *online collaborative* approach through edomodo application, because the value was very pleasant and easy to understand lesson. Students' very enjoy because making a group to answer and make writing *explanation* text.

The result was obtained by the researcher to perform the students' ability to write *explanation* text. The students are also able to use appropriate grammar and vocabulary so that students' were able to achieve completeness criteria. In the first meeting students had not been able to write an *explanation* text by using the right structure so that the writing students did not correspond to the structure of *explanation* text. From the result obtained in first tome researcher and teacher were looking for flaws on learning, that was less than optimal in teaching *explanation* text using *online collaborative* approach. Which optimally the teacher improved teaching techniques in *explanation* text. Students' give *Edmodo* application to write the *explanation* text and making a group.

CONCLUSION AND SUGGESTION

The study can be concluded that the implementation of *online collaborative* approach through *Edmodo* application in writing *explanation* text for the students of the eleventh grade of second science class of SMA Mujahidin is good. The use of this technique can improve the writing ability of the students. The action conducted during the research can also improve the student's motivation, attention and help the students to understand details of *explanation* text. By making a group, the students can share with the other friends. In other words, the implemnetation of writing *explanation* text using *online collaborative* approach through *Edmodo* application is successful.

For the further research, hopefully, it will be a study about teaching using another learning media that can be intergrated directly to many social media. Therefore, the students are able to share their work especially the product of writing they have learned. Not only the students but also their parents, family and friends can enjoy their works. It can grow the students' convidene more and more to produce the work next time.

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