

## Improving Students Writing Skill with Collaborative Writing Learning Strategy through Edmodo

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### Highlights

this study prove that the use of Collaborative Writing through Edmodo is very effective in improving students' writing skill.

**ABSTRACT:** Through the development and advancement of technology in writing classes, Collaborative Writing can be done by using the World Wide Web to maximize the process. Collaborative Writing itself involves more than one person to contribute to making the text so of course in the learning process sharing roles and responsibilities is very necessary. However, the use of Collaborative Writing is not enough because in fact, based on previous research there are still some deficiencies found in Collaborative Writing, so combining it with an appropriate and interesting media is needed. The researcher chooses Edmodo as their learning media, Edmodo can be used for collaborative writing where all students can contribute to making good writing. By using Edmodo in Collaborative Writing students can interact and write together with other students to developing their writing. The purpose of this study is to combine the Collaborative Writing strategy through Edmodo to improve students' writing skills. The research model used was Classroom Action Research with 10th-grade students s the subject. Furthermore, data collection techniques used are Observation, Interview & Test. The findings of this study prove that the use of Collaborative Writing through Edmodo is very effective in improving students' writing skill. Improvements can also be shown based on findings from observations that show positive reactions and excellent responses from students. The researcher also briefly recommends the use of this strategy and media to be applied in other ways, skills and at different levels.

**Keywords:** Development of Technology, E-Learning, Writing Improvements

## Introduction

The complexity of teaching writing is currently one of the evidences where the teaching system is still not working optimally. This can be said so because the teaching orientation is still limited which only focuses on the teacher rather than the students so that with the orientation still being applied, it certainly has limitations in the development of teaching methods and strategies that can be said to not be fully concerned with the needs of students. Besides, Mack & Philips (2012) stated that this will bring a big influence where students will learn passively and neglect

to contribute to the writing process. Besides, Bella (2017) also added that the impact of teacher-oriented learning raises some of the students' external problems in learning to write in class. On the other hand, students consider writing to be very boring and students are not motivated or not interested in writing, so that it will greatly affect the atmosphere of learning, and many students will not pay attention to the lesson seriously.

Besides that, there are other problems faced by students according to Bella (2017) and classify them into two problems, namely Learners Writing Problems and Cognitive Problems. In the Learners Writing Problem, most students have problems with grammar, sentence structure, organizing ideas and word choices. While in Cognitive Problems, students have problems with mechanics (punctuation, capital letters, spelling).

Based on the problems that have been described above, it can be concluded that Writing is one aspect that is not easy for students (Mourssi, 2013). So that the existence of a strategy or media is very much needed to be able to overcome these problems, and in this study, the researchers propose the use of Collaborative Writing through Edmodo to improve students' writing skills.

In several studies related to Collaborative Writing, there is much effectiveness in it. One of them is Kalpari (2015) in his research showing positive results where there is a significant influence of collaborative strategies on students' writing abilities. However, in practice, the researcher still found problems related to the lack of enthusiasm and motivation of students in learning. Therefore, Kalpari also suggested that the application of this strategy could be combined with the use of media that could encourage them to be active and courageous in applying their understanding and knowledge through collaboration with other students.

Therefore, to overcome the existing problems, the researcher combined the Collaborative Writing strategy with the use of Edmodo which is believed to be able to overcome the problems in the Collaborative Writing strategy. Also, Abidin (2016) stated that Edmodo is one of the best applications for Collaborative learning because it has features that are available and supportive in collaborative learning. Furthermore, Fauzi (2017) in his research results also showed a positive response from students, where the use of Edmodo can make students more motivated in writing. Furthermore, in the same year, Gay (2017) also added that in the results of his research through a questionnaire related to the use of Edmodo get results, 90% of students feel confident and strongly agree if using Edmodo can make them

more interested and motivated in writing. So, it can be concluded that these two variables have continuity in covering up each other's problems related to them. Therefore, it is very necessary to do a study about Improving Student Writing Skills with Collaborative Writing through Edmodo.

### **Literature Review**

Facilitating students to work together in creating or producing texts is the goal of the Collaborative Writing strategy. As Alwasilah (2004) stated that in collaborative writing, students are more focused on discussing together a topic, planning an outline related to their writing, and contributing related to elements in the text (paragraphs, sentences, phrases, words). So that through collaboration, students can enjoy doing assignments, besides that students can also have an opportunity to see how their friends think and create new ideas in writing, and of course, other than that students tend to feel freer, and have a great opportunity to be able to try or discuss new ideas with their friends.

In the previous year, Hernandez (2005) stated that forming students to actively participate in critical thinking through collaboration is one of the efforts that can be achieved in Collaborative Writing. So that if these efforts can be achieved the task of writing students will be more realistic and interactive, besides that the performance and motivation of students in writing will also increase (Lyon and Hasley, 1987)

Besides the effectiveness of Collaborative Writing, there are still some problems found from previous studies. Based on the research from Deveci (2018) which examined collaborative writing research, the results showed that collaborative writing has a positive effect on students writing, but from this study still found problems including the existence of some students look passive in the discussion so they depend on their friends, so this slightly affected the success of their collaborative writing assignments. And the problem in this study is also the same as the problem in the research conducted by Bremner, (2010); Meyer (2014) who conducted a collaborative writing study, and in their research the results showed that there were problems related to some students are less active to the joint discussion in collaborative writing, and students were not interested and motivated to participate in collaborative writing. Based on that problem, of course, the application of the Collaborative Writing strategy has not been running or working optimally so that utilizing the media as evidence of the development

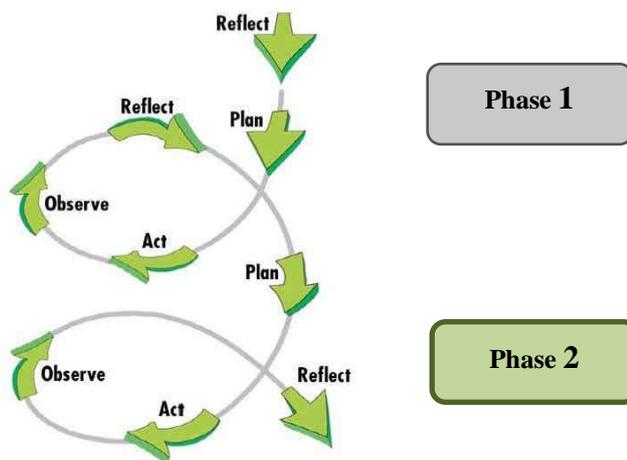
of the digitalization era is a form of efforts to improve one of the objectives to be achieved in this study, in line with statements supported by Ismail & Ramadan (2019) that researchers who want to research collaborative writing can make innovations in collaborative writing. And one of them can be done with Edmodo, Edmodo himself is believed to be able to facilitate students in exploring broader learning through technology because through Edmodo students can share content, do homework, quizzes or discuss and give feedback (Borg & O'Hara (2008)

In the initial research, it was revealed that using Edmodo in teaching writing was believed to be more effective than using traditional media (Shams-abadi et al, 2015). And according to a statement from (Bates, 2005) said that Edmodo Simplicity becomes an easy application in learning to write is also acceptable to students. Besides Edmodo is believed to have a positive effect on teaching writing. So this research seeks to improve students' writing skills by using collaborative writing strategies through Edmodo. And is there a positive effect of the combination of strategy and media on student writing.

## Method

### *Research Design*

Qualitative and quantitative designs in this study were chosen to further maximize this study, which data instruments used were observations, interviews and tests. The method used is Classroom Action Research which is a research model developed in the classroom. For the model used, researchers use the Action Research Model from Kemmis and McTaggart (1998) which has a spiral model and consists of 4 steps: Plan (Planning), Act (Action), Observe (Observe), and Reflect (Reflect). Which will be shown with the following scheme;

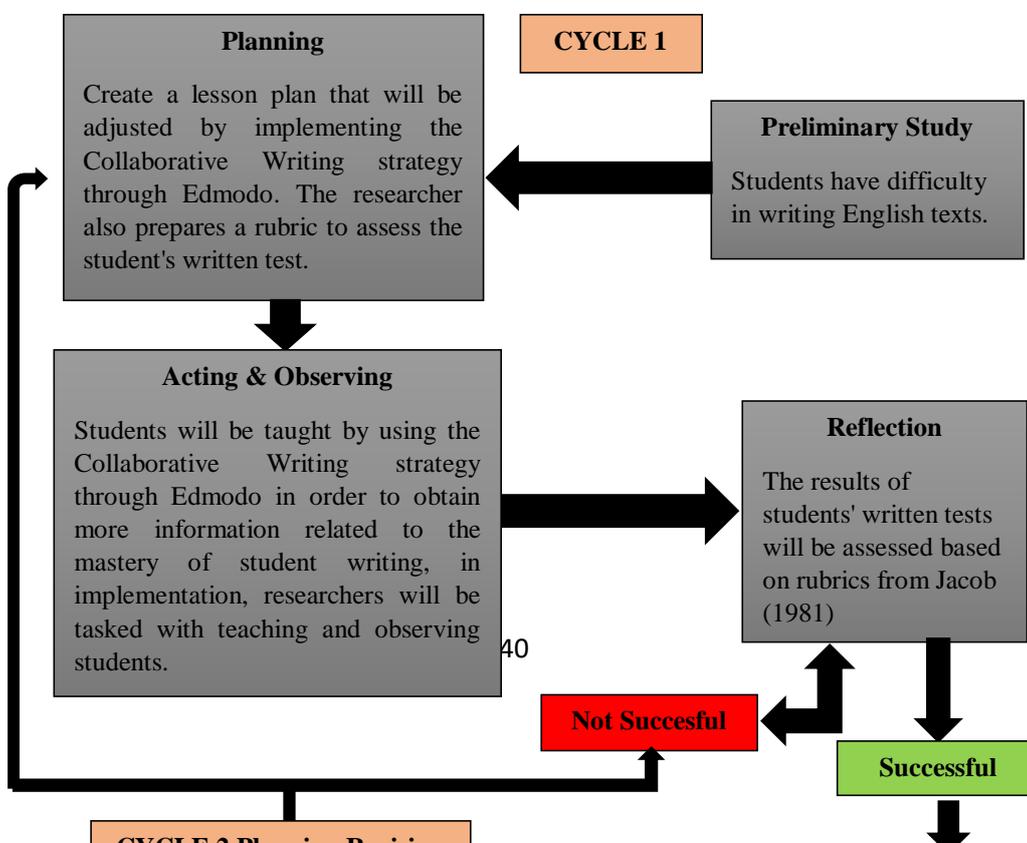


### *Research Sample*

This research was conducted to 10th-grade students in Senior High School, precisely is one of the Private Senior High School in the city of Gresik, Indonesia. And 28 students are consisting of 14 male students and 14 female students. The reason why this study uses 10th-grade students because at the age level these students should be able to write English as a means of communication. The students in this class have difficulty in writing, but with great learning enthusiasm, it will be easy for them to face their difficulties. So, the researcher applied Collaborative Writing Strategies through Edmodo to improve students' writing skills.

*Research Instruments and Procedures*

The data collected in this study uses several data collection techniques, namely Observation, Interview and Test. In observation, researchers make observations related to real or actual situations in the teaching and learning process, and the purpose of the observations made is to answer the second question, namely "reflection". In the process, the researcher will make notes in every observation made. And the research collaborators in this study are English teachers. Next is conducting interviews to investigate attitudes and experience views by asking a few questions verbally (Wallace 1998). The interview technique is conducted using guided free interviews, which of course researchers carry guidelines about what is asked in outline. And the last is a test, which is very crucial to use to compare students' writing abilities at the time of Pre-Test and Post- Test, and of course, the form of test used is a written test. The research process of this research, which will be explained in detail the sequences of research conducted using the Action Research Model from Kemmis and Taggart which can be shown in the following chart:



**a. Planning Phase:**

In this phase, the researcher with the teacher discusses the problems faced by students in English, especially in the aspect of writing, which is used as preliminary data in preliminary studies. After that make a plan where the planning includes the design of learning plans, prepare strategies and prepare appropriate media to overcome the problems of students in writing aspects. In the design of the learning, the plan includes specific learning objectives and the media that will be used. Furthermore, researchers together with the teacher determine the strategy, the Collaborative Writing strategy, which in this strategy is made different because this strategy will be combined with the e-learning media, Edmodo. In preparation for its application, researchers had previously conducted checks on computer laboratories which would be used as a place for implementation of this strategy, checks made included, the availability of computers and their supporting devices, the availability of school internet or WIFI networks and the availability of LCD Projectors. Finally, the researcher and the teacher determine the graduation criteria, to measure whether the actions of this study are successful or have a positive effect or not. And the graduation criteria of students are determined based on the standard minimum score criteria that exist in schools that is 75.

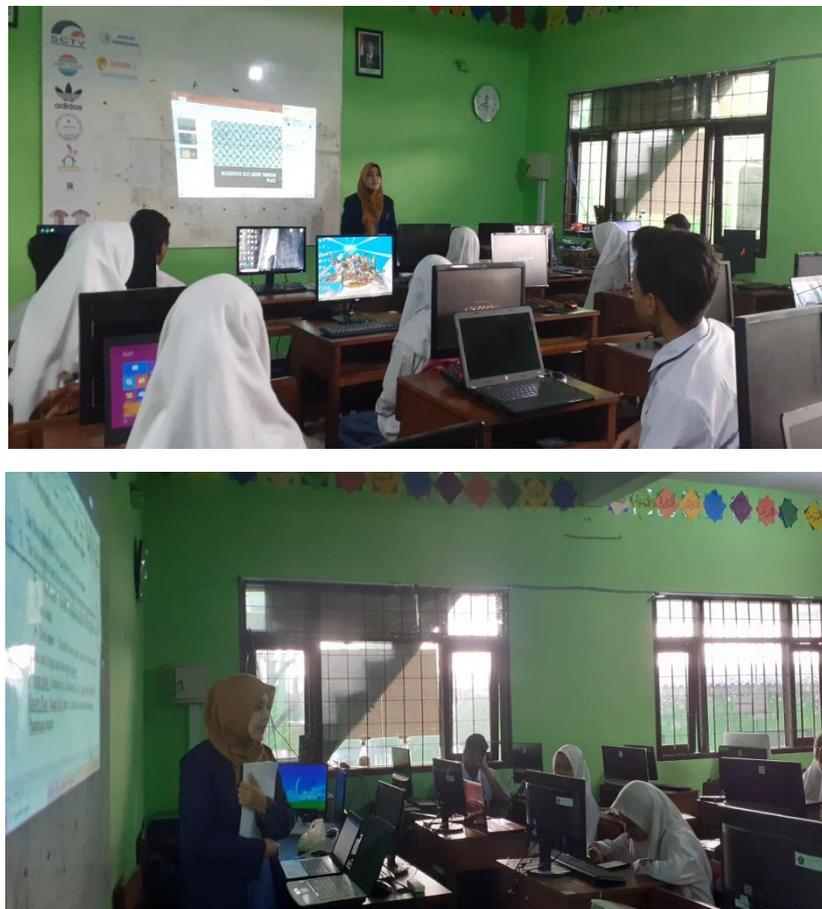
**b. Acting Phase :**

The implementation of this phase involves 2 meetings in each cycle. For the action taken the researcher takes the action or implementation based on the design of the learning plan that has been discussed or made previously. In doing the action the researcher acts as an English teacher who teaches by using the Collaborative Writing strategy through Edmodo E-Learning media. Meanwhile, during the action, the collaborator is tasked with observing every teaching and learning process that occurs in the classroom. The results of this observation

will be very useful for comparison by researchers in reflecting on themselves, whether the teaching and learning process that has been carried out goes well.

**c. Reflecting Phase:**

In applying this phase, the researcher analyzes the overall data that has been obtained. Then, researchers will reflect on themselves by looking at the results of savings made by collaborators during the teaching and learning process, to assess whether the teaching and learning process using the Collaborative Writing strategy through Edmodo is going well or has positive results or not. And if the results obtained in the first cycle or the first plan show results that are not good or not successful, then researchers must re-make the next plan (second cycle) to get good or maximum results.



Picture 1. Teaching Implementation

## Results

From the research that has been done, the researcher provides material about Descriptive Text, where the selection of this material has been adjusted based on the syllabus, and at the end of meeting students will be given writing assignments so that through this implementation students will get used to writing. In one class students will be divided to get groups that suit them. In the process of implementation, the researcher adjusts the learning process with what has been written in the lesson plan that has been made, and before making the lesson plan has already seen the guidelines based on the K13 syllabus used in schools, as known in the K13 curriculum, it optimizes the Scientific Approach, which is directed so that students can formulate a problem, so that learning has steps that include the process of observing, asking, trying, processing, presenting and concluding.

In the Acting & Observing process students are taught by using the Collaborative Writing strategy through Edmodo, at the beginning of the meeting until the last, student shows positive progress if at the beginning of the meeting students look very embarrassed and hesitant to answer some of the questions posed at during the learning process, but different from the last meeting where students are more active and confident in answering questions, as well as during the Collaborative Writing process using Edmodo, at the beginning of the meeting students may look confused, causing many of them to ask questions about their confusion in applying the strategy and the media together, but in last meetings, students begin to get familiar and have a higher curiosity so that this can be indicated that students are fully interested in the learning model being carried out. Even at the next meeting the students also seemed to be very focused on what they were doing at Edmodo. As we have known Collaborative Writing is one strategy that demands to cooperate in its application, at the beginning of the meeting students look less active in discussing or providing feedback on work done by their friends, but at subsequent meetings, students experience progress that is both where students begin to be active in discussions and have no doubt in giving feedback to their friends.

Also, through the results of interviews with students after learning through Edmodo shows a positive response, where students argue that they get something new when learning through Edmodo, Edmodo is also an application that is very easy to understand so that learning will feel more practical with the application, they can learn and discuss anywhere and anytime. They also think that Edmodo can help them to focus more on discussion and learning. Collaborative writing is something new for them, and it is also an added value for them that

writing learning is fun and easier when done with e-learning media. And some students even highly recommend that Collaborative Writing with Edmodo can be applied in any writing learning in the classroom because apart from its easy application, students think that Collaborative Writing through Edmodo can help them improve their writing skills.

After the class implementation process is completed, the researcher analysed writing results from students to find out whether the use of Collaborative Writing through Edmodo can improve students' writing skill or not. And based on the results obtained show that an increase in student writing scores, in addition to more convincing improvement in the score, the researcher analysed the writing results using SPSS, this analysis process uses the mean formula in SPSS 16.0 program, and the results can be shown in the table below:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	28	56	67	61.36	3.176
Valid N (listwise)	28				

As a comparison, the researcher will explain the acquisition of pre-test scores in what has been shown in the table above. The table above shows the average score obtained by students in the pre-test which in the minimum table the average score obtained by students is 56 while the maximum score obtained by students is 67. And for the mean or average score obtained by students is 61.36. So, based on these results it can be categorized that the average student score has yet to show a positive result, because the minimum criteria for students are 75, while the mean results obtained are only 61.36. Of course, the value is far from the complete category. Whereas for comparison see the table below, in the table is the result of the analysis of the average pre-test and post-test scores on each aspect of student writing using SPSS 16.0

No.	Aspect of Writing	Pre-Test	Post-Test
1.	Content	17,21	22,86
2.	Organization	13,49	18,30
3.	Vocabulary	13,23	17,80
4.	Language Use	13,19	18,45
5.	Mechanics	3,71	4,75

Based on the table above shows that in the aspect of content acquisition scores of students ranged from 17 which in the assessment rubric of writing adopted from Jacob (1981) shows the level of poor, while for the post-test increased with the acquisition of an average score of 22.86 that entered performance average level. Furthermore, in the aspect of the organization, the acquisition of the average score form pre-test was 13.49, which entered the fair level, and post-test increased to 18.30 with a Very Good level. For the third aspect, vocabulary, getting a score of 13.23 included in the Fair level, while in the post-test increased to 17.80 with a very good level. In the language use aspect, the average score obtained during the pre-test was 13.19 with the fair category increasing to 18.45 with a Good level. And the last aspect of the mechanics of the average score obtained by students from pre-test was 3.71 with Good-Average category, increased to 4.75 with the Excellent category. So, based on the result above it is very clear to show an increase in every aspect of writing, and through the data can prove that there is a significant increase in student writing.

### **Discussions, Conclusion, and Recommendations**

This research investigates Improving Students Writing Skills with Collaborative Writing Learning Strategy through Edmodo. Data were analyzed using quantitative and qualitative, where quantitative data was obtained from the acquisition of student writing scores at the time of pre-test and post-test, while for qualitative data taken from observations, interviews and photo and video documentation. This research was conducted in one class consisting of 28 students. In the application of this research, two cycles were carried out using a spiral action research model of Kemmis & Taggart which had 4 stages, namely planning, acting, observing and reflecting. In the first cycle consisted of two meetings including pre-tests and the second cycle also consisted of two meetings. At the end of the meeting, students will be given a post-test to see the level of success of this study

The findings of this study have several advantages found where students are more interested and motivated in writing so that with the growing interest and motivation in students, students will be active and enjoy in the learning process, and besides that, students are also active in discussions and provide feedback towards their friend's work. Besides, based on the data obtained shows that there is an increase in student writing scores, so from here it can be concluded that interest and motivation can also make student writing scores better, as this

statement is supported by Shams (2009, p.132) which states that motivation can affect student achievement, wherein the research conducted by him, students with high motivation get higher scores than usual, besides Hudabaiah (2009) in his research also states that students who have an interest in learning will certainly get good grades because they will pay more attention, feel enjoy and active in learning.

Besides the advantages, of course, there are disadvantages in the implementation of Collaborative Writing through Edmodo to improve students' writing skills, which is closely related to how they can manage time, because Collaborative Writing involves a very detailed writing process in it, besides that each student's differences are also considered ( for example the level of student writing ability). And even though Collaborative Writing is not new and has been around for a long time, Collaborative Writing through Edmodo is still relatively new, so in its application, it is highly recommended for researchers to dedicate sufficient time for students to get used to Collaborative Writing through Edmodo, so students will be more familiar and the implementation process will run optimally. And based on the findings in the study, it can be concluded that by using Collaborative Writing through Edmodo can improve students' writing abilities, this statement is proven and can be seen from the student writing score table. And as a recommendation and suggestion, further researchers can make the research with other innovations, such as using Edmodo with other skills, other ways, and of course at different levels.

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