



SNAP TO READ

IMPLEMENTATION OF BLENDED LEARNING MODEL BASED ON EDMODO APPLICATION TO IMPROVE ENGLISH FOR SPECIFIC PURPOSE (ESP) LEARNER'S INTEREST

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Abstract:

The purpose of this study was to determine the implementation of information and communication technology in the form of the academic networking site-Blended learning Model Based Edmodo on learner engagement and responsible learning. This research evaluated whether Edmodo should be employed by more lecturer hoping to encourage a learner's interest in learning English for Specific Purpose. The study was conducted at STIE Muhammadiyah Tanjung Redeb Berau. The population were 1500 degree learners, out of which 21 learners of Accounting Department was taken for the analysis as they fall under the Edmodo users. This research study used qualitative method and a research designed survey was administered to gather questions with answers associated with a 5-point Likert scale ranging from strongly agree to disagree strongly. The result of the study showed that Edmodo helped reduce the workload as a lecturer and made it easier to stay connected with our classroom and our learners. The results of this study may inspired lecturers to reappraisal the way they conducted their classes.

Keyword: *Edmodo, ESP, Interest*

The establishment of Indonesia as AEC (Asean Economic Community) requires mastery of English language that can connect the community globally. Along with this demand, English becomes a subject in every college in Indonesia. The mastery of the four skills (Speaking, Listening, Writing and Reading) become a English lecture's priority

Creating learning process that attracts learners' interest is the main point that every educator wants to achieve. This process can be achieved with the use of creative and innovative e-learning media / application. Utilizing e-learning media / application has been done in various developed countries. The development of technology facilitates the use of media or applications as a source of learning. It show that learning behavior is no longer centered on the lecturing method, It is not limited by classroom and time

ESP learners are faced with various learning problems such as lack of interest of learners to learn English subject. Based on reseacher's observation at STIE Muhammadiyah Tanjung Redeb Berau, ESP leaners often feel inundated with problem when they first attempt to learn to a new language, although the problem are many and various, they are not all experience by all learner. The problems as follow: (1) ESP learner rarely propound their ideas in the classroom, (2) the use of lecturing method which making the learners less interested, and (3) ESP learner assumed that English is a difficult course.

Therefore, the effort to make ESP learners interested more in learning English becomes the main reason to conduct the research " The implementation of Edmodo Application in increasing English for Specific Purpose (ESP) learner's interest".

The Concept of ESP Learners

English for specific purpose basically prepares the learners to carry out the specific tasks. Its main goals are to make the English courses more relevant to learners' needs. English for Specific Purposes (ESP) is a learner - centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline such as academics, accounting, agrology, business, IT, teaching, and

engineering. The concept of ESP as follow: (1) ESP programs differ from general English language courses and contain the following characteristic, (2) designed to meet the specific needs of the learners. Related in content (themes and topics) to particular disciplines or occupations, (3) use authentic work-specific documents and materials, (4) promote cultural awareness and seeks to improve intercultural competency, and (5) deliver intermediate and advanced level language training.

Definitions of ESP in the literature are relatively late in time, if we assume that ESP began in the 1960s. Hutchinson and Waters (1987) define ESP as an approach rather than a product – meaning that ESP does not involve a particular kind of language, teaching material or methodology.

The Concept of Interest

Interest was often thought of as a process that contributes to learning and achievement. That was, being interested in a topic was a mental resource that enhances learning, which then leads to better performance and achievement (Hidi, 1990). Sardiman (2014) stated that interest was the condition that occurred when someone see the characteristic of the situation that had correlated with her / his need or desire. WS Winkel (2004) *“The interest was defined as the persistent tendency of subjects to feel interested in the subject or a certain subject and was pleased to learn that the study”* while Hilgard (2003) gives the formula of interest was as follows *“it is persisting tendency to pay attention to an enjoy some activity or content that interest is a permanent tendency to notice and remember some of the activities, attention constantly accompanied pleasure”*

Researchers (Elliot & McGregor, 2001; Pintrich, 2000) had found that individuals can pursue these two types of goals in one of two ways: by trying to attain the desired outcome, such as learning as much as possible (mastery-approach) and doing better than others (performance-approach), or trying to avoid negative outcomes such as not learning the material (mastery-avoidance) or doing worse than others (performance-avoidance).

According to Bafadal (2005) said that *“The interest that could be*

classified as a trait or behavior (trait or attitude) that had tendencies or certain tendencies". Furthermore Bafadal (2005) gives an opinion on the interest as follows: (1) interest was not the result of human nature, but can be formed and cultivated, learned and developed, (2) interest that can be linked to specific purposes for the act, (3) narrowly, the interest was associated with a person's social circumstances and emotions. (4) interest took the initiative to lead to behavior or human nature.

Indicator of Interest.

In order to know how far was the learners' interest would be improved, the researcher identified the indicator of interest itself. Learners' interest can be observed from learners' attitudes/behaviors in follow learning process in the class. If the learners were interested in a course given from the lecturer, they would show good/appropriate attitude as their responses to express what they feel. For example, listening to the lecturer explanation seriously, follow lecturer instructions and rules appropriately, rising hand to express his/her ideas, or other attitudes that supporting the class situation to conducive. Then researcher includes these as *Positive Responses*. While, if the learners aren't interested with the class, they would show inappropriate attitude (*Negative Responses*).

According to Slameto (2003) learners who are interested in learning had the following characteristics: (1) Having a fixed tendency to remember to pay attention and learn something continuously, (2) There is sense of love and happy on something of interest, (3) Obtain a pride and satisfaction in something of interest. there is a sense of attachment to things of interest activities, (4) More like a thing that became his interest than others, (5) Manifested trough participation in events and activities. Those characteristics above were talking about the reason why learners were interested in the lesson. But, in the other side researcher think that it's needed also to investigate learners' bad feeling when they were facing the course, that might be would be showed from their attitudes or behaviors in the class

Blended Learning

In the early days of e-learning, some people were concerned that bringing computers into the classroom would remove the human element that many learners benefit from. Technology has developed, and smartphones and tablets are now widely embraced in both the classroom and office. We also use a wealth of interactive designs that ensure distance learning is both an engaging and valuable lesson delivery medium.

By building partnerships with quality training providers, and combining this with a dedicated and experienced team, Virtual College provides the perfect blended learning environment. This means that everyone has the chance to take their online training to the next level, while fitting their learning in around their busy schedule.

Blended learning is the integration of digital tools, techniques and materials with the physical classroom. In a blended course, learners may view lectures, access readings, ask questions, and complete assignments online in virtual learning environments (VLE) like Moodle and through online classrooms such as Zoom, freeing up in-person class periods for discussions, activities and traditional lectures. Other terms, such as mixed, hybrid, or integrative learning, all describe the same method of teaching.

Garrison and Kanuka (2004) also point out that trying to define blended learning raises issues surrounding implementation, design, and context. Blended learning is the thoughtful integration of classroom face-to-face learning experiences with on-line learning experiences. At the same time there is considerable complexity in its implementation with the challenge of virtually limitless design possibilities and applicability to so many contexts.

Some Features in Edmodo Application

Edmodo was designed visually to mirror Facebook, but unlike Facebook, Edmodo creates a secure place for lecturers, learners, parents and administrators to connect, collaborate and share content. This is accomplished by creating groups for schools and classes that learners can only join with a lecturer provided group code. In addition, parents are given codes that

only reveals information about their child. lecturers can create sub-groups to differentiate and individualize learning. To support their social learning platform, Edmodo has also provided a help center to guide users, webinars for professional development, and a blog to recognize lecturer achievement outside of the platform.

The benefit of using Edmodo Application

Edmodo is an e-learning program created for lecturers and learners by implementing a more enjoyable learning system. In Edmodo, lecturers and learners can share links, notes or documents. lecturers can also provide a lesson note, practice questions, and assignments to learners and share them to public spaces.

There are many benefits of using Edmodo to enhance learner engagement and therefore, learning. This Application became a platform for learners to access class materials through technology, Edmodo connects learners with other learners and with the greatest body of knowledge: the Internet. In the twenty-first century, learners are fully immersed in social media. Using Edmodo gives learners the feeling of using a social-networking site without having to mix their personal lives with their school lives.

Edmodo is a social-networking site that is used in a more purposeful and educational way. Scott claims that “*Edmodo is a tool that marries the benefits of social networking with a safe, controlled environment that educators can allow learners to freely operate in. Essentially, it is like Facebook for education*” (2012). Some of the functions of Edmodo can be used to enhance an already established face-to-face classroom such as by providing online quizzes, notes, polls, questions, and interactivities. When Edmodo is used as a learning platform, additional resources can be used to enhance learning. Online resources and websites for practicing material are at the fingertips of the user.

METHOD

The design of the research was quantitative research design.

Quantitative research is primarily primarily conducted to describe the phenomena objectively. This current study employs the survey. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research.

CONCEPTUAL FRAMEWORK

Blended learning model based on Edmodo Application is a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. It represents a much greater change in basic technique than simply adding computers to classrooms; it represents, in many cases, a fundamental change in the way lecturer and learner approach the learning experience. It has already produced an offshoot – the flipped classroom – that has quickly become a distinct approach of its own. For this concern, the researcher draws the conceptual framework as follow:



Finding

In this part, the researcher analyzing the learner' interest in learning English for Specific Purpose (ESP) on the learners' questionnaire which distributed after the treatment on Third Semester Accounting Department and observational checklist that full filled by the researcher based on her observation during the lesson. After calculating the data, the researcher categorized the learner' interest used Likert scale

Table 1 : Likert scale

Positive statement		Negative statement	
Classification	Value	Classification	Value
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

Table 2 Respondent's interest score

Respondent	Respondent's Interest Score
A	72
B	56
C	78
D	68
E	81
F	69
G	65
H	61
I	69
J	72
K	70
L	65
M	78
N	67
O	72
P	66
Q	69
R	63
S	61
T	65
U	71
Total Score	1438

From the table previously, it showed that the highest interest score was 81, the lowest interest score was 56 and the total of learners' interest score was 1438.

Table 3 Respondent's Percentase Score

Score	Frequency	Percentase (100%)	Categories
0 – 20	0	0	Strongly Uniterested
21 – 40	0	0	Uniterested
41 – 60	1	4,76	Moderate
61 – 80	19	90,47	Interested
81 – 100	1	4,76	Strongly Interested

Based on the pie chart above can be obtained the distribution of scores of interest in learning English for specific purpose based on frequency distribution categories. There were 1 learner in the moderate category with a percentage 4,76 % of the number of learners. There were 19 learners in the Interested category with a percentage 90,47 % of the number of learners and 1 learner in the Strongly Interested category with a percentage 4,76 % of the number of learners, it means that the implementation of blended learning model based on Edmodo application able to improve the learner's interest in Learning English subject

DISCUSSION

The second part of this research interpreted the learners' interest in learning English for Specific Purpose based on the learners' questionnaire and observation which did before and after the treatment. Edmodo is a personal microblogging platform that is developed for lecturers and learners, prioritizing learner privacy. lecturers and learners can share notes, links, and documents. The lecturer also has the ability to send warnings, events and assignments to learners and can decide to send something in a time frame that can be seen by the public.

Edmodo also become social media platform that is often described as a Facebook for a school. It functions to provide warnings, assignments, assessments, polls and agendas given to learners. The features of Edmodo

that can be used by lecturers are Assignment, File and Link, Quiz, Polls, Gradebook, Library, Awards Badges, and Parents Codec. This application requires a comprehensive and active internet network. Additionally, it requires the awareness of learners to actively engage in learning.

Relating to the discussion above, It would be conclude that learner' interest in learning English for Specific Purpose experienced significant improvements after they had been taught using Edmodo Application. It cannot be denied that learners will like and feel happy learning through this application, their desire to be able to overcome new and difficult material will increase. Edmodo is one way to build learners enthusiasm for learning.

Edmodo is an answer for a virtual classroom that is comfortable and safe, because it looks like Facebook so it is easy to use, free (accessed online and available for smart phone devices), does not require a server at campus, can be accessed anywhere and anytime, always updated by the developer, can be applied in one class, one school, between schools in one city / district, can be used for learners, lecturers, and parents, used to communicate using social media models, learning materials, and evaluation, supporting the team teaching model, co-lecturer, and lecturer collaboration, there are notifications via telephone or e-mail numbers, the Badge feature can be used to increase learners motivation, and learners can interact in the lecturer's monitoring (free cyber crime and cyber bullying).

It proved when the researcher did the observation during the treatment. The learners showed good/appropriate attitude as their responses to express what they feel. Such as, listening to the lecturer explanation seriously, follow lecturer instructions and rules appropriately, asking for the question when they did not understand the lesson to their lecturer or their friend, or other attitudes that supporting the class situation to conducive such as did not disturbing other learners during the lesson.

Based on the first items of questionnaire result showed that most of the learners agree that Edmodo is a very efficient means of communication and discussion for lecturer and learners. They can easily interact and discuss

with direct observation from their lecturer. In addition, Edmodo facilitated communication between lecture, learners and parents.

The second items of questionnaire result indicated that most of the learners like Edmodo as an appropriate means for exams and quizzes. By using Edmodo, the quiz felt more in line with the times, because the lecturer can make a quiz by inserting a picture or even a video as a supplement to the quiz' question. The lecturer can also save quiz questions in the Library on Edmodo App, so they can be used again in the next class. After working on the quiz, learners can find out the results quickly and can did a retake quiz if the value is still lacking.

The next item of questionnaire result showed that most of the learners agree that Edmodo is a website that can be used as a forum or discussion forum by learners who have a background view like Facebook or Myspace. Edmodo users created profiles and chat with other people who are connected on the website. In addition learners can also ask the lecturer for information about grades or assignments, and the lecturer can upload learner grades and assignments on the web

The further questionnaire result indicated that the most of learners agree that Edmodo provide the assignment feature which is used by the lecturer to assign assignments to learners online. This feature is complemented by deadline time and attach file features so that learners can send files in the form directly to the lecturer. besides, Assignment submissions also have a "Turn in" button which indicates that learners have completed their assignments. Lecturer can directly gave an assessment of the results of the work that had been done by learners. Scores given automatically will be stored in the gradbook feature, Edmodo made the those assignments more easy to submit and gain the scores

The next item of questionnaires result showed that the most of learners agree that teaching and learning process by using Edmodo make the learners more comfortable, it was stimulated learners to find out more information about the teaching material presented because it is more

interesting. Information messages were visually easily understood by the learners because they can display more abstract forms. The presentation was interesting because there were games of color, letters and animation, both animated text and video or photos. It was possible for The lecturer provided teaching materials such as questions, photos, learning videos to learners easily. In addition, learners can also download the teaching material

The next item of questionnaire result showed that most of learners agree that Edmodo support their activities in submitted their assignments, they can easily submit their works everytime and every where they want

The last item of questionnaire result which contain negative statement interpreted the weakness of Edmodo, Most of the learners agree that Edmodo is not integrated with any type of social media such as Facebook, Twitter, or Google Plus. Even though at this time, almost every website is integrated with social media so that users can share. And also Video Conference is not yet available. This is important enough to interact with learners if the lecturer cannot be present directly in the classroom. Edmodo users, especially learners cannot tag their friends for giving the information that they get from the lecturer as others social media did and the difficulty to do closed messages, messages can only be sent to the lecturers, and also the network is always the main problem in using Edmodo. Unstable network causes inefficiency of using Edmodo. The used of English as The program language become a problem for ESP Learners, there is no option for change the language into Indonesian

As the conclusion of the questionnaire result, it showed that the learner' interest increased. It means that blended learning model based on edmodo appication affect the learner's interest in learning ESP (English for Specific Purpose), it could also be seen from the activities they followed in the class actively. It was compatible either with the learner' response when the teaching learning process is going on, they did the lecturer's commands perfectly. It gave positive affect to their interest in learning language, especially English for Specific Purpose

CONCLUSION

Edmodo is a very appropriate choice to be used as an online learning media. In addition, Edmodo also facilitates teaching and learning activities between lecturers and learners. In terms of lecturers, learners, and parents, all parties can benefit from Edmodo's presence.

The lecturer becomes easier to provide material to learners. Archiving various documents needed for teaching is also more organized, as well as broader teaching material because it can be shared with other lecturers. The lecturer is also easier to monitor the development of each learner. Meanwhile, from the learner side, learning to be monotonous is not sitting in class and listening to the lecturer explain it.

Learners become more understanding of the lesson with the addition of illustrations from the file or link given by the lecturer. Learners can also be more motivated by giving badges as a sign of appreciation. Likewise, parents who are easier to monitor their children learn, see the results of their children's learning are summarized in the gradebook

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