

Using Edmodo and Corpus Linguistics in English Writing Learning for Students with Hearing Loss

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Abstract

Understanding words is one of the language components that becoming a problem for students with hearing impairment – students with hearing and speaking problem. This difficulty exists because student with hearing impairment do not have any perception about language. The difficulties of student with hearing impairment in understanding words will consequently causing problem for them in understanding and delivering sentences in written language and to interact in hearing community. Integrated English learning in four language skills namely, listening, speaking, reading and writing. One of the four skills in language is writing. Writing is a fairly complex skill for students with hearing loss. The abilities taught, so that students with hearing loss can express ideas, thoughts, experiences and opinions correctly in simple stage. This study aims to gain an in-depth understanding of the process of learning to write English using Edmodo and Corpus Linguistics at SLB Sukabumi City. The method used in this research is descriptive research method with approach quantitative. Based on the results of the research above that the learning activities that appear are high with the percentage that appears at 81.8%. With these results indicate that in learning activities there is a good stimulus for students with hearing loss. In this research, the stimulus was given using the Edmodo learning media and Corpus Linguistics.

Keywords: English Writing Learning, Students with Hearing Loss, Edmodo, Corpus Linguistics.

Introduction

English subjects have become mandatory subjects at the junior high school to high school level with an average study time of 4 hours a week, 16 hours in one month and 96 hours in one semester. However, it was felt that it was still lacking because learning was still not optimal. The language of instruction used in the learning process is still Indonesian and the lack of student reference materials which causes them to be less active in speaking English in the school environment, as well as less

study time. In addition, the obstacle faced by students is the lack of references or references in writing, so that students lack ideas about what they will write, but this problem can be overcome by utilizing technological developments. (Musa, 2017).

The development of technology has given many positive effects in daily activities. Technology makes it easier for students to learn a lot on their own, such as; how to play a musical instrument, how to write a text, how to create a blog, and much more. In addition, technology also affects the world of education today, there are lots of interactive websites or websites that provide teaching materials or materials needed by students and teachers. Currently, schools that take advantage of technological advances are SLB Sukabumi City.

The use of technology in the learning process encourages the creation of various learning media (which are usually chosen by educators to be used in learning (lectures). (Zhang et al., 2006) explains that technology is a messenger that can be used for learning purposes. In addition, advances in information technology have given birth to new concepts in IT-based learning or better known as e-learning. E-learning is an electronic learning system that allows students to explore while also being a bridge for learning anytime and anywhere. Learning with e-learning is inseparable from the use of the internet which is an important access. Due to the nature of the internet that can be contacted at any time, it means that they can take advantage of educational programs provided on the internet network at any time according to their free time.

Media can be used to assist the teaching and learning process by teachers. One of the media that can be used is device. Affordable device prices accompanied by with the availability of an internet signal makes it easy someone to access learning sites so that learning development internet-based is very much needed as expressed by (Sahin, Top, & Delen, 2016). The use of mobile technology is closely related to the lives of children and people old, so that its use for the purposes of education is a must. The use of learning media using gadgets has many benefits. According to (Rogers & Price, 2008), the use of mobile learning helps students in conducting discussions, exchanging information, and reflecting the learning they do. Besides that, (Elfeky & Masadeh, 2016) revealed that the use of mobile learning for students majoring in English can improve results learning and language skills. Variety of learning sites or commonly called e-learning has started developed and accessible via mobile devices, one type is Edmodo. Edmodo is a social media platform that often described as facebook for school and can function even more according to needs.

Edmodo is an application that attractive to functioning teachers and students to share ideas, files, activity agendas and assignments that can create teacher and teacher interaction students (Nurdani, 2016). Edmodo makes it easy students and educators communicate outside class. Edmodo has advantages, one of which can be accessed via a smartphone. So that students can easily access the

site Edmodo via their cell phones. Advantages the other is, by using Edmodo teachers can distribute teaching materials and practice questions that can support learning independent students. Thus, the purpose of this study is an effort to increase independence student learning by utilizing media Edmodo learning.

Shavab (2017:227) explains that edmodo is a social media platform that is often described as Facebook for schools and can function more as needed. With applications that are similar to Facebook today, users will not feel foreign and will even find it easy to use. In this media there are several features that can be used, such as: 1) notes that serve to provide information to group members, 2) assignments that serve to give assignments to group members and send assignments in the feature and the teacher can provide values, 3) quizzes that function as an evaluation tool and there are several types of quizzes such as multiple choice, matchmaking, filling in the blanks, and so on. -other, 4) messages that function as a means of communication between group members or their teachers, and 5) a library that functions as learning resource documents that can be accessed by group members.

Sofiani and Shavab (2018:117) added that Edmodo was deliberately created to be used in classroom learning and because Edmodo is a social networking site, this site is categorized as a Learning Management System (LMS). With this learning media, it is hoped that learning activities can grow or improve student learning activities, such as seeing and observing the delivery of lecturer material, listening to the delivery of material from lecturers, writing activity reports or discussions. Beside Edmodo, there is Corpus Linguistics. The word corpus comes from Latin which means "body". In its development, the corpus has become one of the approaches used by linguists to analyse a phenomenon. According to Nugraha (2019:106), the corpus is a collection of data collected for a specific purpose as a representation of a text. The corpus linguistics is defined as a method or procedure for studying language.

Writing skill is an activity of expressing ideas or ideas in written form. Writing skill is a language skill that is used to communicate indirectly. Writing skill is one of the most complex language skills. Writing skills require mastery of various linguistic elements. Writing activities also require high concentration. Writing skills as one of the language skills have an important role in life. Writing activities make a person able to express ideas and thoughts. According to Tasrun (2022) the competence of English subjects for the field of language studies consists of four aspects, such as listening skills, speaking skills, reading skills, and writing skills. Listening skills and reading skills are receptive skills, while writing and speaking skills are productive skills.

Writing skills are important for students with hearing loss, but in the reality is that in schools they receive less attention and often underestimated by both students and teachers. According to

them, everyone can do it writing and writing skills need not be provided with learning in particular. Therefore, learning to write has not been implemented well. When learning to write takes place, students with hearing loss are less excited, less concentrated, and unenthusiastic. This is due to by the assumption that students feel less benefit from learning to write and find it difficult to learn English. Teachers also have difficulty in applying good writing because students are not enthusiastic about learning and are difficult to take seriously. They prefer to text to friends rather than listen to explanations teacher. In addition, the methods and techniques used by the teacher are not appropriate so that in the end students with hearing loss are not interested in learning. Based on the description of the background above, it can be identified problems as follows: How is the influence of using Edmodo and Corpus Linguistics in English writing learning for students with hearing loss?

Research Method

The research method used is descriptive research method with approach quantitative. Sugiyono (2012: 13) explains that descriptive research that is research conducted to determine the variable value of independent, either one or more variables (independent) without comparison, or relate to other variables. According to Sudjana and Ibrahim (2004:64) descriptive research is "research that trying to describe a symptom, events, events that occur when now". For quantitative approach explained by Arikunto (2013:12) that approach using quantitative because it uses numbers, starting from data collection, data collection that, as well as the appearance of the results.

Based on this understanding, it can conclude that descriptive research done by searching for information related to existing symptoms, explained clearly defined goals to be achieved, plan how to do approach, and collect various kinds of data as material for making report. In this research, the writer wants to get an overview of learning activities that appear during learning activities who use learning media-based Learning Management System (LMS) by Edmodo. This research approach uses quantitative approach because it uses numbers, from data collection, storage to the data, as well as the appearance of the result. Also close to this with focused research variables on current problems and phenomena is happening in the present moment with the form research results in the form of numbers that has meaning. The population used in the research are 74 students. The sample used is 34 students using techniques simple random sampling. Instruments that used in this study using observation sheet. For validity and reliability, researchers use the technique expert judgment.

Literature Review

Blended-Learning

Blended learning is a learning approach that combines the advantages of learning face-to-face and e-learning. The idea of a blended learning environment is a learning environment in which teachers and students work with a mix of books, presentations and classroom activities, and digital resources including online materials or smartphone applications (Harmer, 2014). Blended learning as a combination of the characteristics of traditional learning and an electronic learning environment or Blended learning. combines aspects of Blended learning (electronic format) such as web-based learning, video streaming, synchronous and asynchronous audio communication with traditional “face-to-face” learning (Sjukur, 2012). According to KheFoon Hew Wing Sum Cheung (Hamad, 2015) said blended learning is any time students can learn, because blended learning is partly learning face-to-face and partly with the help of the internet. In addition, "Blended learning" has been used to describe a kind of teaching using face-to-face and completely online education

In other words, Blended learning is a learning process that combines online independent learning and face-to-face learning by utilizing media and technology to provide students with a more enjoyable and effective learning experience. The main characteristics of blended learning according to (Lalima, Dangwal, 2017), students have a choice of two learning modes, teachers are experienced with both learning models, students get two learning modes. interactions (virtual and face-to-face), Students in blended learning can choose the traditional mode of teaching in the classroom where they can get personal interaction with their teacher and classmates or they can choose ICT-supported learning. Apart from students, teachers are also experienced with both modes. An important feature of blended learning is that teachers are dynamic, tech-savvy and fully trained to work efficiently in both traditional classroom formats and ICT-supported formats.

Edmodo

Witherspoon concludes that Edmodo can be seen as a Learning Management System (LMS) that can facilitate lecturers to easily create and manage their online classes (Witherspoon, 2011). This site provides a simple way for lecturers and students to connect and collaborate virtually.

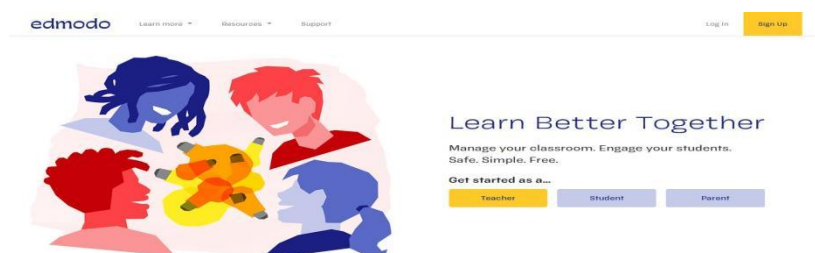


Figure 1

Edmodo interface

For example, lecturers can send quizzes and assignments, provide feedback, receive assignments completed by students, provide assessments, conduct polls, store and share learning materials in the form of files or links, or send messages or warnings to all participants.

study group. Edmodo is a free social learning platform that allows students to access content uploaded by teachers. This platform allows teachers and students to communicate with each other through messages, thereby providing opportunities for students to communicate and collaborate in an environment virtual class. (Balasubramanian, Jaykumar & Fukey, 2014; Ekmekçi, 2016).

Edmodo is a social media network that is used in online learning. This network is considered safe for use in online classroom learning. The use of online social media allows interaction to take place without the boundaries of space and time. Teachers, students, and parents can interact by using Edmodo. Teachers can post assignments or exercises and quizzes. Students can submit assignments, homework or exercises as well. Students, teachers and parents can view grades. Edmodo is very useful in learning activities because it can encourage

social interaction where students can express their ideas or opinions in the Edmodo "wall" (Monalisa, 2013). Edmodo has a form like facebook. Edmodo is very appropriate to use for teaching writing skills, especially teaching the Genre-Based Approach. Students gave positive and negative perceptions in using Edmodo in the process of learning to write. Using Edmodo was a new experience for them, so when they first used Edmodo, they encountered problems. However, they can download the material provided by the teacher in the library features in Edmodo. They also feel that using Edmodo is very easy and simple and they are motivated to write using Edmodo. They can also communicate with teachers and friends even though they are constrained by bandwidth (Purnawarman, Susilawati, & W, 2016).

Using Edmodo in English Learning

In the process of learning and teaching English, speaking ability is the most important skill because this skill is the basis for oral communication (Oradee, 2012). Oral communication refers to the ability to communicate verbally and accurately in the target language. A person with a high level of oral proficiency can apply linguistic knowledge to new situations or contexts. In most English learning, especially in English as a second/foreign language (ESL/EFL), instructors are often faced with the daunting task of getting learners to overcome their anxiety to speak the target language. The three main factors that contribute to student anxiety are cultural factors, linguistic factors, and psychological or affective factors. Student anxiety is usually associated with feelings of restlessness, anxiety, doubt, and frustration. This feeling affects students in doing assignments in

front of the class and creates communicative stress. Nunan (Yusoff & Ibrahim, 2012) suggests that students should be given the opportunity to practice because they mostly have problems in the production of the target language.

It is easier for EFL students to be given more time to plan before they start speaking. However, due to time constraints, such practice is almost impossible to do extensively in the classroom. The concept of language learning using technology has enabled language instructors and learners to explore the effectiveness of online learning approaches. Such computer-mediated activities provide an online platform for second language learners to further practice their language skills as their face-to-face learning hours are somewhat limited. Study hours with limited face-to-face meetings have an impact on second language learners who want to develop their speaking skills in the classroom (Rodrigues & Vethaman, 2015)

Results and Discussions

The use of Edmodo-based Learning Management System (LMS) learning media in learning English, shows the results that the use of this media raises student learning activities, both individually and in groups. This is shown from the results of the data that has been obtained from the observation guidelines. Furthermore, the learning activities that appear in each of the sub-indicators of learning activities will be discussed. The following are data on indicators of student learning activities, including:

Table 1 Visual Indicators

| No | Visual | Frequency | | |
|------------------|---------------------------------------------------------------------------------|-----------|------------------|------------|
| | | Score | Maximum quantity | Percentage |
| 1. | Pay attention to the teacher's explanation | 30 | 34 | 88,2 % |
| 2. | Observing other students who currently conducting discussions and presentations | 28 | 34 | 82,3 % |
| 3. | Listening to the Edmodo displayed by teacher | 29 | 34 | 85,3 % |
| Total | | 87 | 102 | 255,8% |
| Total Percentage | | | | 85, 3% |

Based on the indicators listed in table 1 above, visual indicators are obtained by observing during the learning process. The indicator of paying attention to the teacher's explanation is 88.2%, the indicator of observing other students who are conducting discussions and presentations is 82.3%, and the indicator of Listening to Edmodo displayed by the teacher is 85.3%. Based on this data obtained an average of 85.3

The next indicator that is measured is listening and the following are data on listening learning activities:

Table 2 Listening Indicator

| No | Visual | Frequency | | |
|------------------|--------------------------------------------------------------------------------|-----------|------------------|------------|
| | | Score | Maximum quantity | Percentage |
| 1. | Listening to the material delivered by the teacher | 30 | 34 | 88,2 % |
| 2. | Listening to material delivered by other students during discussion activities | 28 | 34 | 82,3 % |
| Total | | 56 | 68 | 164,7 % |
| Total Percentage | | | | 82,2 % |

Based on the indicators listed in table 2 above, the listening indicator is obtained by observing during the learning process. The indicator of listening to the material delivered by the teacher is 88.2%, the indicator of listening to the material presented by other students during discussion activities is 76.5%. Based on this data, the average is 82.2%. This listening indicator is categorized as very high with a total percentage of 82.2%.

Table 3 Writing indicator

| No | Writing | Frequency | | |
|------------------|-----------------------------|-----------|------------------|------------|
| | | Score | Maximum quantity | Percentage |
| 1. | Writing a discussion report | 30 | 34 | 88,2 % |
| Total | | 30 | 34 | 88,2 % |
| Total Percentage | | | | 82,2 % |

Based on the indicators listed in table 3 above, the writing indicator is obtained by observing during the learning process. The indicator for writing discussion reports is 88.2%. Based on this data, the average is 88.2%. The writing indicator is categorized as very high with a total percentage of 82.2%.

Based on indicators 1 to 3, it can be visualized through the following table:

Table 4 The percentage of learning activities

| No. | Indicator | Percentage |
|-------|-----------|------------|
| 1 | Visual | 85,3 % |
| 2 | Listening | 82,3 % |
| 3 | Writing | 82,2 % |
| Total | | 83,2 % |

Based on the table above, it can be seen that visual indicators are 85.3%, listening indicators are 82.2%, writing indicators are 82.2%, The average of these percentages is 83.8% so it is categorized as very high. Based on these results, the use of learning media Learning Management System (LMS) can bring up student learning activities.

Furthermore, the hypothesis test is carried out with the test hypothesis in this research as follows:

H0: Data on student learning activities using Edmodo-based Learning Management System learning media are arranged randomly

Ha: Data on student learning activities using Edmodo-based Learning Management System learning media are arranged in a non-random way

Hypothesis testing is carried out using a run test through SPSS software 16.00 for windows with decision making, that is, if the significance value is < 0.05 , then Ho is rejected and Ha is accepted while the significance value is > 0.05 , then Ho is accepted and Ha is rejected. The following are the results of calculations using the run test.

| | Aktiv |
|-------------------------|-------|
| Test Value ^a | 9.00 |
| Cases $<$ Test Value | 10 |
| Cases \geq Test Value | 24 |
| Total Cases | 34 |
| Number of Runs | 15 |
| Z | .000 |
| Asymp. Sig. (2-tailed) | 1.000 |

a. Mode

Figure 2. Run test results

Based on the picture above, we get Asymp.Sig (2-tailed) value is 1,000 which is greater than 0.05, meaning that H₀ is accepted and H_a is rejected. So, it can be assumed that student learning activity data using the Edmodo-based Learning Management System learning media is arranged randomly. Based on the results of the research above that the learning activities that appear are high with the percentage that appears at 81.8%. With these results indicate that in learning activities there is a good stimulus for students. In this study, the stimulus was given using the Edmodo learning media. This condition is one form of implementation of behavioral theory.

Conclusion

Based on the results of the research that the learning activities that appear are high with the percentage that appears at 81.8%. With these results indicate that in learning activities there is a good stimulus for students. It was found that the steps learning to write English using Edmodo includes; enter to the class group account, check assignments which the teacher has sent via Edmodo, download assignments and upload completed tasks to Edmodo. In learning to write English using Edmodo the teacher is not only a role teacher, but also become controller, director, facilitator and is also a source, while students take an active role in existing material application taught by the teacher both orally or writing according to the rules correct language. After learning is complete the teacher does evaluation of the learning it is already done.

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