A Development of Communicative Language Teaching Using Edmodo for Fostering Students' Skills and Motivation

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Abstract. The goals of this research were to establish a communicative language teaching (CLT) approach that used Edmodo as an instructional platform in language learning and to evaluate the technique's efficacy in an English course in terms of writing competence, motivation, and attitude. The researcher also gave alternative ways to support writing tasks with Edmodo through artificial intelligence (computational linguistic or Grammarly). The participants were divided into two groups at random: experimental and control. The total of the sample in this research was 40 students. The subjects in this research were junior high school students in the first grade. The students in the experimental group were instructed by a communicative language teaching approach supported by using online learning (Edmodo); while, students in the control group were implemented regular teaching instruction. The findings indicated that communicative language teaching could significantly improve the students' writing skills compared with those who were not exposed to such a method. Specifically, students who were exposed to Edmodo in Communicative language teaching could achieve a higher score and showed a good motivation to learn English compared with those who were not exposed to the communicative language teaching method. Using Edmodo supported by artificial intelligence tools became one of the innovative ways to conduct more effective teaching in English language teaching.

Keywords: Communicative language teaching; Edmodo

Abstrak. Tujuan dari penelituan ini adalah untuk mengembangkan communicative language teachinf (CLT) dalam penggunaan Edmodo sebagai alat pembelajaran dalam belajar bahasa dan menguji keefektifan dari metode yang diimplementasikan di pelajaran bahasa Inggris terkait dalam kemampuan menulis, motivasi dan sikap. Peneliti juga memberikan cara alternatif untuk mendukung tugas menulis dengan Edmodo melalui kecerdasan buatan (commputational linguistic dan grammarly. Siswa dibagi 2 kelompok: grup eksperimental dan grup kontrol. Jumlah dari sampel di penelitian sebanyak 40 siswa. Sampel penelitian ini adalah siswa kelas I SMP. Siswa pada kelompok eksperimen menerapkan metode pengajaran bahasa komunikatif yang didukung dengan pembelajaran online Edmodo; sedangkan, siswa dalam kelompok kontrol diimplementasikan instruksi pengajaran reguler. Temuan menunjukkan bahwa siswa diajarkan pengajaran bahasa komunikatif lebih efektif daripada pengajaran pengajaran biasa. Temuan menunjukkan bahwa pengajaran bahasa komunikatif dapat secara signifikan meningkatkan keterampilan menulis siswa dibandingkan dengan mereka yang tidak terkena metode tersebut. Secara khusus, siswa yang di ajarkan Edmodo dalam pengajaran bahasa Komunikatif dapat mencapai skor yang lebih tinggi dan menunjukkan motivasi yang baik untuk belajar bahasa Inggris dibandingkan dengan mereka yang tidak diberikan metode pengajaran bahasa komunikatif. Menggunakan Edmodo dengan didukung oleh alat kecerdasan buatan menjadi salah satu cara inovatif untuk melakukan pengajaran yang lebih efektif dalam pengajaran bahasa Inggris.

Kata kunci: pengajaran bahasa komunikatif; Edmodo

INTRODUCTION

English is the most important language in an international language. One of the researchers is Nishanthi, R. (2018). Her research claims that most students who study English from an examination view, they were not able to produce even a single sentence without the grammatical error. In Indonesia, English was one of the important subjects in junior high schools. Almost all schools implemented Curriculum 2013, including a junior high school at Tangerang. Students must be able to communicate well. Students do not only understand the whole ideas, feelings, and information, but also they can express the information to interlocutor or their friends. As a result, students who study English must dominate speaking, reading, listening, and writing abilities. So for English instructors, to succeed in the teaching-learning process, they must be able to employ certain practices.

According to Richards & Rodgers (1986), There are several types of student issues that they encounter while learning EFL. One concern is that learners are unable to engage fully in discussions owing to a lack of vocabulary, grammar, and pronunciation abilities. To solve these speaking problems, Richards & Rodgers (1986) have claimed that using the Communicative Language Teaching (CLT) approach might assist students to enhance their speaking skills. Additionally, because it is frequently followed by scenes or simulated events, Communicative Language Teaching encourages students to participate actively in learning activities. Students become the major characters in such events, and as a result, they are more likely to get organically engaged in the English topic and learn English for interest and excitement.

Nunan et al. (2003) arranges the features of basic communicative language teaching and he puts five features. These features are target language must be put number one in emphasizing on learning to communicate, authentic text, next is the arrangement of openings for learners to center, not as it were on the dialect but too on the learning handle, then the importance of the learner's own experiences is recognized in classrooms, where they are seen as an essential part of learning. The last is investigating the possibilities of integrating language acquisition in the classroom with language engagement outside of it. This may support learners in remembering the language effectively.

The researcher constructs the research objectives based on the given information. The goals of this study were to establish a communicative language teaching (CLT) approach utilizing Edmodo as a tool for learning a language and to evaluate the usefulness of that tool in an English course in terms of writing competence, attitude, and motivation. He also arranged the variants in practices of CLT as follows: (a) When students are engaged in interactive and meaningful dialogue with others, they are more likely to acquire a language. (b) Students can be employed in effective classroom learning activities and exercised to investigate the meanings of words, expanded their vocabularies, observed how language is used, and participated in informal interpersonal dialogues. (c) The most meaningful communication happens when students can think aloud the content that is relevant, purposeful, interesting, and engaging. (d) Communication is one of the principles of language learning. (e) Language learning exercises that include inductive or revelation learning of fundamental linguistic knowledge and arrangement standards, as well as linguistic examination and reflection, are both effective. (f) Learners can extend their courses to include language acquisition, progress at different speeds, and have different demands. (g) Effective learning and communication strategies. (h) A teacher is a facilitator that could create an effective classroom. (i) The classroom is the place where students could collaborate with each other in learning process.

Implementing Communicative Teaching Learning to solve the situation in the classroom because students are required to interact orally and acquire all areas of communicative competence during the

CLT learning process, and the teacher functions as a motivator, assessor, facilitator, and corrector during students' conversations or public speaking. Furthermore, the teacher must keep the class engaging so that the pupils do not fall asleep while studying English (Harmer, 1998, p. 1) When compared to non-communicative activities, which focus exclusively on how to construct sentences using grammatical terms during the English learning process, CLT learning activities place a greater emphasis on authentic speaking activities with a variety of languages, rather than on the form of grammatical patterns(Harmer, 1998, p. 85)

One of my favorite learning platforms is Edmodo Al-Essa, N. S. (2018). Many studies had conducted Edmodo in EFL (Al-Essa, 2018; Ermawanti, 2017; Inel Ekici, 2017; Miftah, 2018; Muhlis, 2017; Thongmak, 2013) Teachers in language classrooms are said to benefit from Edmodo. Edmodo was created to give teachers, students, and even parents a place to maximize the teaching and learning process (Kongchan, 2008). Writing, which may appear to be laborious and boring, will be less demanding thanks to Edmodo's many useful features that help teachers and students conduct and arrange teaching writing sessions in the classroom or during students' learning time at home (Lara, 2013). Outside of the classroom, Edmodo allows teachers and students to communicate. Edmodo allows teachers to post materials, videos, quizzes, and polls for students to comment on, download, and complete assignments without having to attend class. Edmodo's features assist teachers and students in better learning and communication.

Web 2.0, particularly social networks, has the potential to be a more useful education areas. It can be used to increase teaching classroom instruction. Social network applications in education include a wide range of benefits, including current collaboration methods, improved modern classroom encounters, resource sharing among various groups, and so on. As a result, this research suggests that critical forces for social network appropriation be considered. Edmodo was selected since it is less well-known and used, yet provides a more secure and user-friendly platform than Facebook. According to the findings, teachers could emphasize the advantages of using Edmodo, teach understudy how to use some unknown Edmodo features, and encourage online collaborative circumstances, particularly social networks, which can be more useful for other fields such as education.

Based on the explanation above, the researcher builds the purposes of the researcher. The purposes of this research were to develop a communicative language teaching (CLT) using Edmodo as a learning tool in language learning and examine the effectiveness of the method implemented in an English course regarding writing skills, attitude, and motivation.

Research Questions
1. Does adopting Edmodo to implement Communicative Language Teaching (CLT) have an impact on students in the control and experimental groups?
2. In the experimental group, how do students respond to the utilization of Edmodo in Communicative Language Teaching??

Research Objectives

The purpose of this research is certainly to explain the efficacy of the Communication Language Teaching approach in its application in a classroom setting, especially in the teaching and learning process thus the following objectives are proposed.

The purpose of this study was to see how well students performed in Communicative Language Teaching (CLT) utilizing Edmodo in both the control and experimental groups. Moreover, the other

objective is to analyze the experimental group's motivation and attitude toward using Edmodo in Communicative Language Teaching.

METHOD

Participants

The study's sample included 40 seventh-grade students from Tangerang's Al-Ijtihad junior high school. The participants were randomly assigned to one of two groups: experimental or control. There was the same number of people in each group. The experimental group comprised 20 students who were taught using Communicative Language Teaching, with Edmodo as a learning tool for the teacher. The control group comprised 20 students who were taught using the traditional style of instruction. Furthermore, both groups followed the identical teacher's instructions and received the same materials and meeting hours.

Materials

Fraenkel & Wallen, (2009, p. 21) Sensory experience, agreement with others, expert opinion, reasoning, and the scientific method are all examples of ways to receive information. Researchers believe that the scientific method is the most likely strategy for producing dependable and accurate knowledge. He also explains that some of the most commonly used research methodologies in education are experimental research, correlational research, causal-comparative research, survey research, ethnographic research, historical research, and action research. There are various kinds of research methods to determine the results of a study. To achieve the objectives of the research that the researcher must use appropriate methods that are tailored to the research being carried out.

This research applied a quantitative approach. According to Fraenkel & Wallen (2009), quantitative research can be classified as experimental research or descriptive. Becoming more familiar with phenomena, obtaining perceptions, and formulating a more specific research problem or hypothesis is the aim of the descriptive research method. Marczyk et al., (2005, p. 17) assume that quantitative research implicated studies that make use of statistical analyses to get the findings, including formal, systematic measurement and the use of statistic

Experimental research, on the other hand, is used to determine the cause and effect correlations between variables. Quantitative research entails investigations that rely on statistical analyses to arrive at their conclusions, as well as formal, systematic measurement and, as a result, the application of statistics. Furthermore, Denzin & Lincoln, (2018) emphasizes the importance of measuring and relating variables, rather than processes, in quantitative research. Unlike qualitative research, which emphasizes the features of entities, processes, and meanings, quantitative research concentrates on the outcome, which may be statistically simplified.

The researcher tried to describe the present conditions in a quantitative context that will be reflected in the variables. This research points to decide the level or degree of the relationship between a pair of variables. Furthermore, this type of research is often part of other research, which is conducted as a start for other complex research processes. In addition, the researcher used quantitative methods to find the performance that has resulted from the implementation of Communicative Language Teaching (CLT) by using Edmodo in control and experimental group and also to know how the students in the experimental class respond to the use of Edmodo in Communicative Language Teaching.

In this case, the current research completely adapts the notion which focuses on the result of the application of Edmodo through CLT method. In sum, the research focuses on the result of the research regarding the efficacy of Communicative Language Teaching which was indicated in the students' test. This research approach was designed to explain the relationship between two or more variables or to determine the effect of one variable on another. Furthermore, the experiment class was picked at random in this situation. The experiment and control classes were used by the researcher. The experimental class was given a treatment using Edmodo in Communicative Language Teaching, whereas the control class was taught using the traditional teaching style.

In this investigation, there are two instruments. A test and a questionnaire were used to analyze motivation. The first tool was a test that was used to evaluate students' abilities. A questionnaire was used as the second instrument in this study. The researcher employed the Linkert scale and the Edmod and Grammarly applications to determine the students' motivation. It had 20 questions with five response options (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, and 5=strongly agree). The 5-point Likert was intended to measure how users thought about a specific question or statement.

Procedures

In the experimental group, students were taught Communicative Language Teaching and the teacher also gave material and assignments through Edmodo. Moreover, to support the effectiveness of students' ability in English lessons, especially in grammar, the teacher attached a link Grammarly website in that students knows the used of computational linguistics or artificial intelligence.

Procedures in conducting the research

In the experimental group, students were taught Communicative Language Teaching and the teacher also gave material and assignments through Edmodo. Moreover, to support the effectiveness of students' ability in English lessons, especially in grammar, the teacher attached a link Grammarly website in that students knows the used of computational linguistics or artificial intelligence.

> *Meeting 1*
> - *the students were given a pre-test by the teacher.*
>
> *Meeting 2*
> - *The teacher introduces Communicative Language Teaching to the students in the class. in this activity, the teacher showed a video related to the materials, then the teacher asked some questions related to the video. in this phase, the teacher and students talked communicatively*
> - *The teacher separated the students into groups. There were three learners in each group. Students were given tasks to write descriptive language.*
> - *The students were given a post-test by the teacher.*
>
> *Meeting 3*
> - *In this phase, the teacher introduced Communicative Language Teaching in the language laboratory. The teacher introduced Edmodo application and how to operate the application as a learning tool. The teacher started the lesson by showing a video and students respond to the video. Students were assigned a task to make a map house and they also make a descriptive text-based map house that they made. When the*

teacher employed the assignment through Edmodo, she attached Link (Grammarly and Ginger). When the students did their assignments, students could check their grammar.

- *After the students had done the assignments after that they would perform their assignments in front of the class. Some students and teachers would give some questions related to their presentation*
- *Students were given post-test 2 by the teacher.*

Following the approach of qualitative descriptive research and the type of data source of this research, the data collection techniques used include Test and Questionnaire. In collecting the data, two instruments were used in this research; that is, writing tests and questionnaires. A writing test was projected to elicit and collect information on students' writing skills before and after giving treatment. Meanwhile, the questionnaire was used to know students' motivation and perceptions. Dealing with the test, in this study, there were two tests: a pretest and a posttest. However, the two tests must test the same topic, e.g., they were alternate formats of a test for the same groups, the researcher determined that the pretest provided instructions that differed in form or language from the posttest.

To investigate the effectiveness of CLT through Edmodo in this study, data from students' pretest and post-test scores were evaluated. The data collected on both occasions was then analyzed in IBM SPSS using the Paired Samples T-Test. The second instrument is a questionnaire, which was assessed using the Scala Likert scale.

RESULTS AND DISCUSSION

Research Question 1
1. *The Impact of Edmodo adoption to implement Communicative Language Teaching (CLT) on students in the control and experimental groups.*

Pretest and Posttest score

Group	N	Pre Test	Post test 1	Post test 2
Control	20	76.7	78.45	
Experiment	20	76.1	82.1	85.4

Table 1 presented the findings of the pretest and posttest for both groups, based on the table above. Students in the control and experimental groups had pretest mean scores of 76.7 and 76.1, respectively. Aside from that, the control and experimental groups' post-test mean scores were 78.45 and 82.1. For the posttest 2, there was also a different score after the students used Grammarly when they were doing their writing task. It means that there was a different score between the pretest and control.

Result of independent t-test

	N	t	Sig.(2-tailed)	Sig
Levene's for equality of variances	20	3.537	0.005	0.993

The independents samples test above revealed that the likelihood (Sig. (2-tailed)) was less than level significant, based on the table above. As a result, the null hypothesis of no change was rejected, and the alternative hypothesis was accepted, implying that both the control and experimental groups improved significantly. The t-test result was 3,537, the t-table was 1.734 (sum N -2 = 18), and the t-test posttest result was 3,537> 1,734. The t-test value was greater than the table t-test value, indicating that the t-test result was significant. The alternative hypothesis, that there was no significant difference in post-test scores between the control and experimental groups, was accepted.

Paired sample T-Test

	N	t	Sig.(2-tailed)	df
Levene's test for equality of variances	20	6.325	0.005	19

The Paired Samples t-Test compared two means that originated from the same individual, item, or related units. Typically, the two means are reflected two separate times (for example, pre-test and post-test). Shier (2004) showed that a paired t-test may be used to compare two populations with two samples, with observations from one sample matched with tests from the other. For example, comparing two different methods of measurement or two different treatments in the same group, or comparing two different methods of measurement or two different treatments in the same group.

The p-value was 0,005 based on the hypothesis. It indicates that the p-value was less than 0.05. It may be stated that before and after Edmodo, there was a difference in the average number of scores. Furthermore, the data was verified by the mean of the pre- and post-tests. The t-count is greater than the t-table (6,325 vs. 1,729). According to the aforementioned explanation, there was a difference in the average number of scores before and after Edmodo was implemented in communicative language education. In other words, students who used Edmodo in communicative language teaching received a different grade than students who did not use Edmodo.

Research Question 2*:*

2. *Students' response to the utilization of Edmodo in Communicative Language Teaching.*
Motivation results in terms of mean scores

No	Motivation	x	sd
1	I enjoy studying English with Edmodo	5.00	0.000
2	I take an active role in my English studies.	4.90	0.447
3	The task is not too difficult	4.70	0.733
4	I am quite pleased with the lesson	4.90	0.447
5	I like the activities in the lesson	4.90	0.447
6	I am confident in the learning process	4.50	0.513
7	I think the lesson can develop my English ability	4.65	0.489
8	The materials can give me the motivation to learn	4.70	0.470
9	English	4.90	0.447
10	I actively participate in English learning	4.70	0.733
11	I am very satisfied with the lesson	4.90	0.447
12	I actively participate in English learning	4.90	0.447
	The course has left me quite satisfied.		

The total mean score in Table 4 revealed that students were motivated to study English. Many students responded that they strongly agree or agree with the learning process. Using the highest result for item 1, practically all students like learning English with Edmodo in communicative language teaching.

attitude (mean scores)

No	Attitude	t	sd
1	Edmodo is a useful tool for learning.	4.90	0.308
2	Edmodo facilitates group discussion	4.60	0.503
3	Edmodo increases in writing task	4.90	0.308
4	Edmodo assists me in improving my writing abilities.	4.95	0.224
5	Edmodo assists me in enhancing my public speaking skills.	4.65	0.587
6	I can improve my grammar in writing task	4.90	0.308
7	Edmodo assists in the acquisition of new vocabulary.	4.55	0.759
8	Edmodo allows me to simply access class materials and assignments.	4.85	0.366
9	I can get feedback easily from the teacher	4.85	0.366
10	I can easily discuss the materials with Edmodo	4.90	0.308

The following is how the ranges were interpreted: 1-00-1.80 means highly negative, 1.81-2.60 means negative, 2.61-3.40 means intermediate, and 3.41-5.00 is very positive.

The total score suggested that students had a positive attitude toward using Edmodo in communicative language instruction, as seen in the table above. The highest mean scores of attitude fell on item number 4 (Edmodo helps to improve the writing skill, x= 4.95). The lowest mean score of the questionnaire was item number 7 (Edmodo helps to acquire new vocabulary, x= 4.55). On the other hand, In all of the items, students indicated having a good impression of Edmodo's use in Communicative Language Teaching.

Discussion

This present research is to develop a communicative language teaching (CLT) using Edmodo as a great resource and tool of learning for English language learners. This research investigates the effect of Edmodo on students' writing skills in descriptive text. This study discovered that it not only improved writing skills but also improved speaking skills. When students submit their writing job in front of the class, this is evident. After having their writing job Grammarly verified, students felt more assured. The participants were divided into two groups at random: experimental and control., Positively, the research found that post-test results were higher than those after the study and among students in the control group. The use of Edmodo in the writing process to conduct Communicative Language Teaching is helpful in making students experience a more meaningful writing process. On the other hand, the effectiveness of using Edmodo which is supported by computational linguistics such as Grammarly slightly helps students in the writing process.

Based on the table of students' responses, one of statement is "I enjoy studying English with Edmodo" has the highest score. It means that their response is positive to the utilization Edmodo in CLT. Other results also have a positive impact, they are: "I take an active role in my English studies, I am quite pleased with the lesson, I like the activities in the lesson, i enjoy studying English with Edmodo, the task is not too difficult and i am very satisfied with the lesson". From those statements, students respond to the utilization of CLT with using Edmodo is positive. The lowest score is 4.65 from the

statement "Edmodo assists me in enhancing my public speaking skills" from that students' response is students think that Edmodo does not fully help with speaking aspects. The reason is that Edmodo focuses on reading and writing aspects. A teacher is easier to employ some materials or lessons and assignments to the students through Edmodo. So, to help students speaking skills the teacher needs efforts and creativity to create speaking treatment or speaking lessons.

Based on the results in the table of attitudes, the statement of "Edmodo is a useful tool for learning" this statement is the highest score 4.95. It means that Edmodo has a very positive impact on them. Second, Edmodo is a useful tool for learning, Edmodo increases in writing tasks, and students can easily discuss the materials with Edmodo. Those statements are also having a positive impact of 4.90 because based on the statements; with using Edmodo they do their assignment more effectively. Moreover, the statement "I can get feedback easily from the teacher" this statement has a score of 4.85. It also belongs to positive impact on their learning. The teacher could directly give feedback through Edmodo and the students could receive with their gadgets everywhere they want.

Furthermore, utilizing Edmodo in collaboration with proper teaching practices to conduct online sessions can improve students' competence to write a descriptive text. The following indications may be used to analyze the development in students' writing ability: (1) the increase in students' posttest scores and descriptive text writing, and (2) the students' engagement in the writing classroom setting during the implementation of Edmodo in the teaching and learning of writing. The increase students' achievement in writing descriptive text is reflected by the increase in the mean score of the students get from their writing task in meeting 1 and meeting 2 and also the T-test score from the experiment group and control group. In meeting 1 and meeting 2, there was different score in the post-test. Students who used Grammarly could achieve a higher score than students who did not use Grammarly. With the use of Grammarly, the students could check their writing tasks before they submitted them to the teacher. The strength of this artificial intelligence was to help students in checking their grammar easily.

Students stated that Edmodo made learning to write straightforward, and it pushed them to write. Many researchers have stated that there are advantages to writing online. (Adas & Bakir, 2013; Ahangari & Babapour, 2015; Lara, 2013; Pop, 2013) since also said that Edmodo provided them with limitless time and space for studying, including the ability to learn on their smartphones and in their spare time. Furthermore, the teacher could develop students' understanding and use of some related points and writing mechanics and emphasize group effectiveness skills using technology.

CONCLUSION

The results of this research showed that students' scores improved significantly after being taught using Edmodo in Communicative Language Teaching. In this framework, it is reasonable to conclude that writing on Edmodo will result in improved writing results. Edmodo, in particular, can assist instructors in making content clearer, checking students' comprehension, and fostering interpersonal communication. Especially English teachers are encouraged to use Edmodo to supplement their traditional classrooms. Students can also use Edmodo to track their progress, communicate information, and access resources in addition to submitting assignments. Students are simple to access, and they can learn wherever and at any time they need, without the need for a class or a notebook. Edmodo had the facility to attach a link that can support students in doing writing tasks. In this research, students became more aware that artificial intelligence (Grammarly) could help them in doing assignments, especially in writing tasks. Students feel more confident when they were doing

presentations after they had checked their writing task on the grammarly web. It is important to embed students into understanding that artificial intelligence could be used in their learning activities. The utilization of Edmodo in communicative language training, on the other hand, could be enhanced with artificial intelligence such as Grammarly.

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Questionnaire

Name:

No	Statement	Strongly disagree	Disagree	neither agree nor disagree	Agree	Strongly Agree
1	I enjoy studying English with Edmodo					
2	I take an active role in my English studies.					
3.	The task is not too difficult					
4.	I am quite pleased with the lesson					
5.	I like the activities in the lesson					
6.	I am confident in the learning process					
7.	I think the lesson can develop my English ability					
8.	The materials can give me the motivation to learn English					
9.	I enjoy studying English with Edmodo					

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10.	I actively participate in English learning					
11.	The task is not too difficult					
12.	I am very satisfied with the lesson					