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**THE IMPLEMENTATION OF BLENDED LEARNING METHOD USING EDMODO  
(A SOCIAL NETWORKING SITE) IN TEACHING READING COMPREHENSION  
(A Mixed-Method Study at a University in West Java)**

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**ABSTRACT**

This study mainly aimed at finding out the implementation of blended learning using Edmodo in teaching reading comprehension, the effect of blended learning using Edmodo in improving students' reading comprehension abilities and finding out students' attitude to the implementation of it. Involved in this study were two classes of first graders which were divided into experimental and control groups where merely experimental group that got additional online class in Edmodo. This study revealed that blended learning using Edmodo was implemented in the eight reading comprehension meetings. The whole sessions consist of: 1. Introduction to the course, 2. Finding main ideas, identifying supporting detail and visualizing, 3. summarizing, 4. inferring, predicting, and concluding, 5. Vocabulary knowledge for effective reading skill, 6. Facts and opinion; and 7. Comparing and contrasting. Of all eight sessions, each session used two different classes. The pre-reading activity and post-reading activity were taught in Edmodo, whereas the while-reading activity was taught in face-to-face class. Data from statistic computation also proves that blended learning using Edmodo was able to help the learners in enhancing their comprehension. The result of the t-test computation (independent sample test) exhibited a significant difference between the experimental group who was treated using face-to-face class and Edmodo (Virtual Online Class) and the control group who was treated using conventional face-to-face method in which the the  $t_{obt}$  was higher than  $t_{crit}$  ( $6.425 > 2.000$ ) with the effect size  $r = .80049658$ . The data from questionnaire demonstrated that the students showed positive attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension and the total mean of the students' attitude was 3.91. All in all, the implementation of blended learning using Edmodo and the students' positive attitude toward the implementation of it may be the factors to their significant increase on their reading comprehension test.

**Keywords:** Edmodo, Blended Learning, Reading Comprehension, Virtual Learning Environment

**1. Introduction**

The economic, political, business and social challenges facing the world today demand ICT media and literacy skill as the basic skill that should be required by the students. In this 21<sup>st</sup> era, the students must be able to use reading and ICT media to acquire the knowledge, to synthesize information from the sources, or even to elaborate the argument (Partnership for 21<sup>st</sup> Century Skill, 2008). According to UN (cited in Seamolec Online Course Module 2: 2006), the challenge of the education in this 21<sup>st</sup> century is developing knowledge-based society who owns:

1. ICT-media and literacy skill
2. Critical thinking skill

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3. Creative thinking skill
4. Effective communication skill
5. Collaborative skill

Consequently, the educators have to organize the powerful vision of the 21<sup>st</sup> framework in teaching and learning activity in order to guarantee every child's success as the citizen and worker in the 21<sup>st</sup> century era (Partnership for 21<sup>st</sup> Century Skill, 2008). In the 21<sup>st</sup> century skills' framework of education, English literacy is classified as one of the core subjects to be taught in the school (Seamolec Online Course Module 2, 2006).

To this relation, reading course should work on not only in the element of reading skills and the language features required to read, such as phonemic awareness activities, phonics, spelling practices, vocabulary, and grammar study (Nation: 2009) but also in meaning making process (Baker and Brown, 1984). However, reading activity is often taught as a passive activity. Students are often regarded as passive receivers of ideas and knowledge. In today teaching, this model no longer exists and many teachers and educators believe that students should contribute to the process of meaning making, participate actively in the class, join in interactive class, and become autonomous learners (Yang and Wilson, 2006).

In Indonesia, teaching reading comprehension still faces so many challenges. Teachers often push the students to understand every word in a text to get the particular idea for the required information, and lead the students to think if they do not understand each and every word they are not completing the task. In getting the entire components of information and acquiring the meaning in a written message, many students come across several difficulties because they have to go through a certain process of puzzle-solving (Brown, 2001: 299). The other problems that may contribute to the unsuccessful teaching and learning literacy in Indonesia are big class sizes and teachers with poor mastery of English (Dardjowidjojo: 2000). In line with Dardjowidjojo, Musthafa (2001, in Jati 2010), also demonstrates other reasons for the problem including: 1) limited time allocated for teaching, 2) students limited time to actually to learn English in class because the teacher is more concerned with grammar and syntax 3) the absence of good and authentic materials 4) the absence of social uses of English outside the classroom.

In EFL reading class at tertiary level of education in Indonesia, especially in non-English department which the students are needed to read ample English references, educators have also been challenged by various problems. Alwasilah discovers that most students of his respondent mention that they are not satisfied with English subject (Alwasilah, 2000: 106). Djiwandono (2008) also finds that tertiary students of non-English departments get bored with reading comprehension classes, due to the fact that the process of teaching and learning English are not fun and monotonous.

Meanwhile, the emergence of Internet, web 2.0 tools, such as blogs, wikis, and social networking sites, which seem to be relevant to the needs of 21<sup>st</sup> century skills, may offer a solution to decrease the above problems. The teachers and lecturers can utilize them to enhance and generate active interactions among learners in and out classroom (Looi & Yusop, 2011), and to find authentic teaching and learning materials (Jati: 2010). For example, Nicholas Borg and Jeff O'Hara, technologist working at a separate area, has developed Edmodo as a secure social learning platform for presenting Virtual Learning Environment (VLE) (Edmodo, 2012). Edmodo is social networking site, which is built with microblogging technology. Microblogging is a kind of blogging activity but it is presented in a smaller size.

Edmodo is a free secure learning network for students and teachers. Unlike other social networking sites, such as Facebook or Twitter, Edmodo is equipped with several features to support learning and teaching activity, for example: features to create collaborative group, send links, notes, files, alerts, assignments, and event in a secure environment (Looi & Yusop, 2011). Edmodo is a private access, so those without access cannot join or view all

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activities on it. In the context of teaching and learning, particularly reading comprehension, Edmodo seems to have the potential to facilitate reading interactivity, build autonomous learning, and share and communicate ideas (Abitt, 2007; Bosch, 2009). Therefore, learning process can be presented in an enjoyable way. Researchers from various Asian countries also find that social networking site seems to have a good impact in encouraging positive attitudes and perception among learners (Kabilan, Ahmad, and Abidin, 2010), and improves learners' performance (Park and Kim, 2011). However, there have not been many studies discussing the use of Edmodo and social networking in teaching and learning English, particularly reading comprehension. Nowadays, social networking site, for example Edmodo, is also used by the educators to develop a blended learning. According to Thorne (2003), blended learning is a combination of online and face-to-face classroom learning.

### **Limitation of the Study**

This present study is limited to only investigate about the implementation of blended learning method using Edmodo in teaching reading comprehension, the effect of the implementation of blended learning method using Edmodo on the students' reading comprehension, and the students' attitude toward the implementation of blended learning method using Edmodo in teaching reading comprehension.

### **Research Questions**

This study is proposed to discover:

1. How is blended learning using Edmodo implemented in teaching reading comprehension?
2. What is the effect of the implementation of blended learning using Edmodo on the students' reading comprehension?
3. What is the students' attitude toward the implementation of blended learning Edmodo in teaching reading comprehension?

### **Aims of the Study**

Based on the research question formulated above, the present research aims to:

1. Investigate the implementation of blended learning using Edmodo in teaching reading comprehension.
2. Discover the effect of the implementation of blended learning using Edmodo on the students' reading comprehension.
3. Find out the students' attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension.

## 2. Literature Review

### **Reading Comprehension**

Reading comprehension can be defined as the ability to understand information in a text and interpret it correctly (Grabe and Stoller, 2002). This is also supported by Tollefson (1989) who states that reading comprehension is the ability to understand, interpret, and elaborate the information from the text. In this process, the reader interacts dynamically with the text as well as tries to draw the meaning and use various kinds of knowledge, involving linguistic or system knowledge and schematic knowledge (Alyousef, 2006). Tuttle (1990) further explains that reading is not giving meaning to the printed words but rather reading is the process of meaning making in which enable the readers to use their own background knowledge and personal background to interact with the text.

Wallace (1992) adds that beside background knowledge, comprehension is also affected by the readers' knowledge of language structure, knowledge of the text structure, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement. In the detail, many researchers proposed at least six general component skills and knowledge area in making the learners to be a fluent reader (Gunning, 2010; Mikulecky and Jeffries 1996):

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1. Finding main ideas, identifying supporting details, and visualizing;
2. Summarizing;
3. Inferring, predicting, and concluding;
4. Facts and opinion;
5. Comparing and contrasting.
6. Vocabulary knowledge for effective reading skill.

In term of the level, Herber (1978) divides reading comprehension into three levels, such as: 1). literal comprehension, 2). interpretive comprehension, 3). applied comprehension. Literal question needs the reader to remind or recall information in an explicit way which is presented in the reading material. Interpretative question pushes the reader to understand about a paraphrase, explanation, inference, conclusion or summary. Whereas applied question requires the readers to use their background knowledge and guide them to evaluate, interpret, elaborate, predict, or solve the problems based on implicit information from the text.

### **Blended Learning using Edmodo in Teaching Reading Comprehension**

Blended learning is the combination of the different training media (technologies, activities, and types of events) to develop a finest training program for a specific purpose (Bersin, 2004). In the classroom management activities, blended learning approach combines face to face classroom method with the computer to produce an instructional approach (Latchem and Jung, 2010) and to bring a new learning environment (Finn and Bucherri, 2004). Further, Thorne (2003) describes that the goal of blended approach is to facilitate the learners with the interactive experiences and flexibility in learning process.

Many teachers use the tools of computer-based media to enhance their students' motivation and learning (Marsh, 2012). For example, the use of software program which is referred to as E-learning or online learning. Several researches have indicated that students can learn successfully in online learning as well as traditional face to face classroom (Donnelly, 2010). However, recently, it has also been accepted that online learning with single course environmental setting cannot lead the student to produce an optimum performance in learning (Kocoglu, Ozek, and Kesli, 2011). Therefore, educators have combined a face to face traditional classroom with online learning program or learning management system in a blended learning design, to produce of in-class teaching, to promote active as well as flexibility (Garnham and Kaleta, 2002).

One of the platforms for creating virtual learning in blended online and face-to-face is learning Virtual Learning Environment (VLE), which is also known as electronic course management media, is web spaces that allow teachers and learners to organize learning activity electronically (Erben et al, 2009). VLE can be described as a tool that provides collaboration in any classroom situation ((Erben et al, 2009). Shin (2002) conclude that online interaction and learning activities help learners to become more cognitively and affectively connected and learning outcomes to be enhanced.

In this study, Edmodo, as one of the social networking sites designed for learning, is built directly for providing Virtual Learning Environment (VLE) in teaching reading comprehension. It is a free social network for teachers, students, schools, and districts which was found by Nicholas Borg and Jeff O'Hara, technologists working at separate areas, as a secure social learning platform for students and teachers (Edmodo, 2012).

Edmodo is a free VLE which is often known as social platform for education. It has the look of Facebook (one of the most popular social networking sites) and most of the activity on Edmodo happens on the teacher's homepage (Light and Polin, 2010). Edmodo can be accessed via web browser and a free smart phone application such as: iOS and Android. Therefore, it can be used in mobile activity as long as it is connected with internet connection. Edmodo communities are built by teachers for specific group of students. In

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relation to online activities using social networking site like Edmodo, teachers can utilize some features and tools on Edmodo in creating meaningful activity suitable for reading comprehension.

1. **Quizzes Tool** This feature can be used for drilling the learners in comprehending the text and it is really useful for post reading activity. It allows the teacher to create meaningful exercises in accordance with the materials which are discussed in the class. This tool offers the teacher to create various quizzes, such as: true or false, multiple choice, and short answer. Therefore, the students can be drilled in learning reading comprehension skills such as: grasping main idea, predicting, and guessing vocabulary.
2. **Post Assignment Tool:** this tool facilitates the teacher to submit the assignment/task and ask the students to post. Task represents opportunities for learners to manipulate interdependent chunks of the target language.
3. **Link to Post Videos and Audios:** it is suitable for pre –reading activity. Teacher can post the videos or audios link from YouTube or other sites in Edmodo. Moreover, this tool can be very useful in order to activate students' background knowledge. Besides, this tool may be of benefit for brainstorming or building students' information about the topic that will be discussed in the following text. The impact is that the students are ready to learn in during reading activity.
4. **Group for Collaborative Learning:** one of the benefits of using Edmodo is that the site has a facility to create a group in online learning. Teacher can create large-student group or small group. Students can be promoted to work on collaborative on another.
5. **Post Comment:** like other social networking sites, Edmodo is also equipped with facility to post comment in a wall. In teaching reading comprehension, teacher can manipulate this site for creating meaningful activity in Virtual Learning, such as: making online games, posting question, or delivering problem that can be discussed with the students.

### **Students' Attitude toward the Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension**

An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly and Chaiken, 1993). It can be also defined as a predisposition to respond in particular ways toward specific things (Kasschau, 2003). Moreover, Kasschau (2003), see also Vandewaetere and Desmet, (2009) define that attitude has three main elements: (1) cognitive (2) affective, and (3) behavioral. The cognitive aspect involves beliefs or perceptions about the objects or situations related to the attitude. The affective aspect involves the feelings that arise about the cognitive element and the appraisal (good or bad) of these feelings. Lastly, the evaluation of the affect is translated into a behavioral component that gives utterance to the attitude and certain attitudes tend to prompt learners to adopt particular learning behaviors. In line with Kasschau (2003), Hogg and Vaughan (2005) bear that attitude can be defined as a relatively long-term organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols. In the educational area, teachers' and students' attitudes play an important role in the achievement of educational objectives (Sabzian and Gilakjani, 2003).

Regarding the use of new innovations in the classroom, traditional teaching methods are being forced to accommodate appropriate information technologies (Sabzian and Gilakjani, 2003). As one of the product technological innovation in teaching and learning environment, Edmodo is a new technological innovation which is aimed to present Virtual Learning Environment (Edmodo Tutorial: 2010). In relation to this research, Edmodo is presented as a platform for presenting VLE in a blended reading comprehension class. Therefore, students should also need to have a positive attitude toward the implementation of technology in order to produce a successful learning. It is in line with Loyd and Gressard (1984) who mentioned

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that students' attitude toward ICT is an important factor since it affects the success or failure of using ICT as a media for learning.

Some students can be regarded as "digital native" since they live and grow up in digital era, but some others may be classified as "digital immigrant" who come late to the world of technology (Dudeney and Hockly, 2007). They are lack of confident, facilities, training. Thus, they are limited to see the benefits of using technologies in learning. This is also supported by Tsitouridou and Vryzas, (2003) who mentions that students' attitudes toward ICT are influenced by different variables such as training, knowledge about ICT, ICT anxiety and liking, and ICT experience. In most cases, many of these factors interact with one another to influence on attitudes towards ICT.

Positive learning climate and performance expectations affect student satisfaction, and performance expectations provide the greatest contribution (total effect) to learning satisfaction (Rhema and Miliszewska, 2014). Users (students and instructors) will hold positive attitudes towards e-learning if they recognize that it would help them improve their learning and teaching effectiveness and efficiency (Wu, Tennyson, & Hsia, 2010). Chen and Huang (2012) stated that understanding student attitudes can help expand e-learning/online learning system functions and meet student needs, which should further increase the impact of learning and enhance satisfaction with the learning process.

### 3. Methodology

This study used a mixed methods (Tashakkori & Teddlie, 2003) design, which was a procedure for collecting, analyzing and "mixing" both quantitative and qualitative data at some stage of the research process within a single study, to understand a research problem more completely (Creswell, 2002). In the implementation, both quantitative and qualitative methods support each other and allow for more complete analysis (Green, Caracelli, & Graham, 1989). The quantitative design is true experimental design administering two groups of first grade of non-English department which are randomly assigned. One class is the experimental group and one as the control group (Hatch and Lazaraton, 1991). Before and after treatments, both groups are tested using the reading comprehension test. The design is as follows (Hatch and Farhady, 1982):

E (random) T<sub>1</sub> x T<sub>2</sub>

C (random) T<sub>1</sub> T<sub>2</sub>

Notes:

E: experimental group

C : control group

T<sub>1</sub> : pre-test

T<sub>2</sub> : post-test

However, to strengthen the validity of the research, this study also used questionnaire which is measured using Likert scale. Meanwhile, the qualitative data used in this study is case study since the characteristics of this present study is appropriate to those of a case study. First, this present study is limited to only investigate a small scale participant (Creswell, 1998). Second, it studies a phenomenon in its real context (Liamputtong, 2009; Yin, 2011). The phenomenon in this study is one teacher promoting virtual learning class to extend the face-to-face class in teaching reading comprehension whose students think that class really motivates them and enhances their reading comprehension ability.

### Research Site

The research was conducted at one University in West Java for several reasons. First reason is that the university was located near the researchers' place. This will give ease to the researcher in term of time management in running research. Second, the place was really accessible and the last reason was that the lecturer in this university promotes Edmodo as a media for teaching reading comprehension.

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### Population and Sample

The population of the study was the first grade students of non-English Department of a State University in West Java class of 2014. They were taken as the populations since the topic of the materials in this study are to be covered in this grade. From 146 students of first grade of non-English department of a State University in West Java, 60 students were randomly chosen, with equal number of male and female. Further, they were classified into two groups, i.e 30 students for experimental group and 30 students for control group (Hatch and Lazaraton, 1991). The students' names were presented in pseudonyms.

### Data Collection

In conducting this study, some data collections were used to collect the data, there were pretest and posttest of reading comprehension, a set of questionnaire, interview and observation.

## 4. Finding and Discussion

### The Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension

The study used observation and interview as its instruments in answering the research questions asked. Observation was conducted in both online and face-to-face classes. Interviews were carried out to both lecturer and students. The interviewed students were chosen based on their achievement (high achiever, medium achiever, and low achiever students). There were eight sessions observed in this study. The whole sessions consisted of: 1. Introduction to the course, 2. Finding main ideas, identifying supporting detail and visualizing, 3. summarizing, 4. inferring, predicting, and concluding, 5. Vocabulary knowledge for effective reading skill, 6. Facts and opinion; and 7. Comparing and contrasting. In the observation process, each session was videotaped and field noted.

**Table 1 Teaching Program Conducted in the Entire Sessions**

No.	Teaching Program	Session Needed	Pre-reading	While Reading	Post-Reading
1	Introduction to the course	1	Face-to-face class	Face-to-face class	Face-to-face and Edmodo
2	Main Idea	2	Edmodo class	Face-to-face class	Edmodo
3	Summarizing	1	Edmodo class	Face-to-face class	Edmodo

**Table 1 Teaching Program Conducted in the Entire Sessions (Continued)**

4	Inferring	1	Edmodo class	Face-to-face class	Edmodo
5	Vocabulary	1	Edmodo class	Face-to-face class	Edmodo
6	Facts and Opinion	1	Edmodo class	Face-to-face class	Edmodo
7	Comparing and Contrasting	1	Edmodo class	Face-to-face class	Edmodo

The data from observation were supported by data gained from interview. First of all, it was quite clear that the lecturer had a solid understanding on reading comprehension. Below is the excerpt of her interview:

“In my opinion, reading comprehension is the ability to understand, interpret, and elaborate the information from the text. In this process, the reader interacts dynamically with the text as well as tries to draw the meaning and use various kinds of knowledge.”

This statement is in line with the process of teaching program she conducted. She started with introducing how to grasp main ideas in texts, then continued with exposing students to

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vocabulary, and finally ended up with asking the students to compare and contrast one text to another. Not only did she know about how to teach reading comprehension, she also had a good understanding on implementing and promoting ICT media into a teaching and learning process. In her perception, ICT based media was used by teachers to support the teaching learning process. This statement was also in accordance with Voogt (2003) who states that the essential part in integrating ICT into teaching and learning process is directly aimed in order to improve learning. When asked about the types of ICT that was used in her class, she mentioned that she used various types of ICT media such as: websites for information and searching, authoring software for students' creation, social learning platform for students' collaboration and communication (Edmodo).

The next question of the interview to the lecturer was dealing with the implementation of blended learning using Edmodo in teaching reading comprehension. The lecturer confirmed that Edmodo could be useful for teaching and learning, particularly teaching and learning reading comprehension. Biancarosa and Griffiths (2012) argue that technology is not only a tool for drilling students on skills but also a tool for acquiring the vocabulary and background knowledge essential to becoming a skilled reader.

The next type of interview was administered to three of the students serving as respondents of this study. The first question of interview to the students was dealing with their opinion about lecturer strategies in teaching reading comprehension. All respondents said that most teacher strategies were appropriate in helping them in improving their reading comprehension skill. They also said that reading comprehension class was fun and enjoyable. They got a lot of benefits from learning reading comprehension from both conventional face-to-face class and Edmodo class. When they were asked about Edmodo, all respondents had already known that Edmodo is social media for learning. They said even though Edmodo was something new for them, they did not get much problem in operating it and the feature was so easy to understand. They also said that learning using Edmodo was so fun.

The last question was dealing with the implementation of blended learning using Edmodo in teaching reading comprehension. All respondents said that the use of Edmodo gave lots of benefits for them. First, Edmodo gave them new culture and new situation in learning reading comprehension.

“Oh well, Edmodo is an interesting Virtual Class. This is the first time I study English using VC”.

This idea is in line with Dudeney and Hockey (2007) who state that technology offers new ways for learning language and assessing language. Second, Edmodo gave more time to understand the topic of the reading before the students attended the class. Third, Edmodo gave the students a chance to learn outside the class. It offered flexibility in learning.

### **3.2 The Effect of Blended Learning using Edmodo in Enhancing Students' Reading Comprehension Skill**

The statistical computation showed that the use of Edmodo was effective in improving students' reading comprehension proficiency. The statistical computation on the pre-test of the experimental and the control group using SPSS 21 for windows demonstrated that the distribution of the experimental and the control group scores on pre-test were normal. The variances of the two groups' pre-test scores were equal. Furthermore, the result of t-test computation (independent sample test) demonstrated that the  $t_{obt}$  was lower than  $t_{crit}$  ( $0.949 < 2.000$ ) so the null hypothesis was accepted. It represented that the null hypothesis was accepted; both group were equal in term of their initial ability.

The outcomes of computation on the post-test group showed that the distribution of the experimental and the control group scores were equal. In addition, the result of the t-test computation (independent sample test) exhibited a significant difference between the experimental group who was treated using face-to-face class and Edmodo (Virtual Online

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Class) and the control group who was treated using conventional face-to-face method in which the the  $t_{obt}$  was higher than  $t_{crit}$  ( $6.425 > 2.000$ ) so the null hypothesis was rejected. The computation of the control group pre-test and post-test scores using paired sample test showed that there was no significant improvement between the pre-test and post-test scores. To verify the influence of the independent variable to dependent variable and to see how well the treatment worked, effect size was performed. It could be argued that a statistically significant difference “does not necessarily mean that it was practically significance” (Urdan, 2005, p. 93) because the standard error of the mean was influenced by the sample size.

Below is the formula of this test:  $r = \sqrt{\frac{t^2}{t+df}}$

$r$  = effect size

$t = t_{obt}$  or t-value from the calculation of the independent t-test

$df = N1 + N2 - 2$

Having calculated the effect size, it was known that the  $r = .80049658$ . Based on Cohen’s thresholds for interpreting effect sizes (see Coe, 2002; Ellis, 2009), the effect size of was large. It also means that in practically, the implementation of blended learning using Edmodo gave a significant effect in enhancing students’ reading comprehension ability.

### 3.3 The Students’ Attitude toward the Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension

This study uses Kasschau (2003) definition who states that attitude has three main elements: (1) a belief or opinion about something (cognitive aspect), (2) feelings about that thing (affective aspect), and (3) a tendency to act toward that thing in certain ways (behavioral aspect). The questionnaires was adapted from Abuseleek and Bulut (2009).

#### Cognitive Aspect Attitude toward the Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension

The first aspect of students’ attitudes, the cognitive aspect, was investigated from their responses to six items (item no 1-6).

**Table 2 Questionnaires for Cognitive Aspect**

No	Questionnaire
1.	Using online activities and materials is an interesting way to learn reading comprehension
2.	Using online materials is not an effective way to learn reading comprehension
3.	Blended learning using both online via Edmodo and face-to-face activities were appropriate to teach reading comprehension
4.	The single face-to-face activities or online via Edmodo activities were appropriate to teach reading comprehension
5.	Edmodo is user friendly
6.	Edmodo is not user friendly

**Table 3 Calculation of Cognitive Aspect**

	No	Characteristic of Item	Students’ Responses					Mean of the Score	
			SD	D	U	A	SA		
Cognitive aspect of students’ attitude toward the implementation of Edmodo in improving their reading	1.	Positive	0	0	0	14	16	4.53	
		Percentage	0%	0%	0%	47.3%	53.3%		
		Score	1	2	3	4	5		
	2.	Negative	10	12	6	2	0	4	
		Percentage	33.3%	40%	20%	6.6%	0%		
		Score	5	4	3	2	1		
	3.	Positive	0	1	9	18	2	3.7	
		Percentage	0%	3%	30%	60%	6.6%		
		Score	1	2	3	4	5		
			Negative	5	18	6	1	0	

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comprehension competence	4.	Percentage	16.6%	60%	20%	3.33%	0%	3.9
		Score	5	4	3	2	1	
	5.	Positive	0	3	7	13	7	3.8
		Percentage	0%	10%	23.3%	43.3%	23.3%	
		Score	1	2	3	4	5	
	6.	Negative	8	11	8	3	0	3.8
		Percentage	26.6%	36.6%	26.6%	10%	0%	
		Score	5	4	3	2	1	
	<b>Mean</b>							

From the data above, it clearly explains that the students show positive attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension. This can be seen from the mean of these six items which is 3.95 or higher than neutral score (3.00).

### Affective Aspect of Students' Attitude toward the Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension

The data for the second aspect of the attitude were found from the students' responses to the item 7-12. Here is the list of questionnaires for affective aspect:

**Table 4 Questionnaires for Affective Aspect**

No	Questionnaires
7.	I feel Edmodo is safe for learning reading comprehension
8.	I feel Edmodo is not safe for learning reading comprehension
9.	I feel the materials and activities in Edmodo and face-to-face class can improve my reading comprehension competence
10.	I feel the materials and activities in one single course program (face-to-face class) can improve my reading comprehension competence
11.	I feel motivated when learning reading comprehension using online and face-to-face activities
12.	I feel motivated when learning reading comprehension using one single course program (face-to-face) activities

**Table 5 The Calculation of Students' Affective Aspect**

	No	Characteristic of Item	Students' Responses					Mean of the Score
			SD	D	U	A	SA	
Affective aspect of students' attitude toward the implementation of Edmodo in improving their reading comprehension competence	7	Positive	0	0	4	9	7	4.1
		Percentage	0%	0%	13.3%	63.3%	23.3%	
		Score	1	2	3	4	5	
	8	Negative	12	14	4	0	0	4.26
		Percentage	40%	46.6%	13.3%	0%	0%	
		Score	5	4	3	2	1	
	9	Positive	0	0	7	15	8	4.03
		Percentage	0%	0%	23.3%	50%	26.6%	
		Score	1	2	3	4	5	
	10	Negative	6	12	6	6	0	3.60
		Percentage	20%	40%	20%	20%	0%	
		Score	5	4	3	2	1	
	11	Positive	0	1	8	14	7	3.83
		Percentage	0%	3.3%	26.6%	46.6%	13.3%	
		Score	1	2	3	4	5	
	12	Negative	0	13	12	5	0	3.26
		Percentage	0%	43.3%	40%	16.6%	0%	
		Score	5	4	3	2	1	

The data from the second aspect of the students' attitude show that the students produced a positive attitude as indicated by the overall mean of the six items 3.84.

### Behavioral Aspect of Students' Attitude toward the Implementation Blended Learning using Edmodo in Teaching Reading Comprehension

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The data from the behavioral aspect were intended to find out the students' tendency toward the use of Edmodo as supplementary for face-to-face reading comprehension class.

**Table 6 Questionnaires for Behavioral Aspect**

No	Questionnaires
13.	Learning reading comprehension using online activities increased my motivation in reading more English text.
14.	Learning reading comprehension using online activities did not increase my motivation in reading more English text.
15.	The use of Edmodo increased my motivation in learning English
16.	The use of Edmodo did not increase my motivation in learning English

**Table 7 The Calculation of Students' Behavioral Aspect**

Behavioral aspect of students' attitude toward the implementation of Edmodo in improving their reading comprehension competence	No	Characteristic of Item	Students' Responses					Mean of the Score
			SD	D	U	A	SA	
	13.	Positive	0	0	10	14	6	3.86
		Percentage	0%	0%	33.3%	46.6%	20%	
		Score	1	2	3	4	5	
	14.	Negative	3	19	8	0	0	3.83
		Percentage	10%	63.3%	26.6%	0%	0%	
		Score	5	4	3	2	1	
	15.	Positive	0	0	5	13	12	4.23
		Percentage	0%	0%	16.6%	43.3%	40%	
		Score	1	2	3	4	5	
	16.	Negative	6	16	8	0	0	3.93
		Percentage	20%	53.3%	26.6%	0%	0%	
		Score	5	4	3	2	1	
<b>Mean</b>							<b>3.96</b>	

From the above data, it seemed obvious that the students showed positive behavior toward the implementation of Edmodo in teaching reading comprehension since the mean score of this aspect is 3.96 is higher than the neutral score 3.00.

### Overall Computation of the Students' Attitude

The data from questionnaire demonstrate that the students show positive attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension, as it can be seen from the overall computation of the students' attitude in the Table 8.

**Table 8 Overall Computation of Students' Attitude**

No	Aspect	Mean
1.	Cognitive	3.95
2.	Affective	3.84
3.	Behavioral	3.96
4.	Total	3.91

As it can be seen in the table 28, the total mean of the students' attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension is 3.91 and it is still higher than the neutral score 3.00. Further, it can be concluded that the students show positive attitude to the implementation of blended learning using Edmodo.

## 5. Conclusion

The result from the implementation and attitude data clearly explain that the use of Edmodo (Virtual Learning Environment) is successfully enhancing the students' interest and motivation in learning reading comprehension. In the present study, students in the experimental group gained lots of benefits by participating in the use of technology in learning reading. The implementation of blended learning using Edmodo gave opportunities

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for exposure to, and interaction with a variety of learning materials, which were considered interesting and fun. Students in the experimental group indicated that their learning were more positive than those in traditional classroom. The overall result showed that they enjoyed their learning more than students in the traditional face-to-face class (control group). Those factors may contribute to their significant increase on their reading comprehension test of the experimental group. As indicated by the result of the students' test, the increase of the students score of experiment group is 2.19 (pretest mean=5.01 and posttest mean=7.20) and the result of the t-test computation (independent sample test) exhibited a significant difference between the experimental group who was treated using face-to-face class and Edmodo (Virtual Online Class) and the control group who was treated using conventional face-to-face method in which the the tobt was higher than tcrit ( $6.425 > 2.000$ ) and the effect size was  $r = .80049658$ .

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