

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the review of the literature connected to the study. It contains E-learning, Edmodo, Blended teaching, IT for Teaching, and previews studies.

#### A. E-learning

E-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered through the internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM. Based on Naidu it is stated as follow.

“E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web based learning. Fundamentally, they all refer to educational processes that utilize information and communications technology to mediate asynchronous as well as synchronous learning and teaching activities. On closer scrutiny, however, it will be clear that these labels refer to slightly different educational processes and as such they cannot be used synonymously with the term e-learning.”<sup>1</sup>

In some definitions e-Learning encompasses more than just the offering of wholly on-line courses. For instance Oblinger and Hawkins noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place.<sup>2</sup>

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<sup>1</sup>Som Naidu, *Commonwealth Educational Media Center for Asia* (New Delhi : Sanjaya Mishra, 2003), Pg : 1

<sup>2</sup>D. G. Oblinger,& Hawkins, B. L.The myth about E-learning.Educause review. (2005)

E-learning is learning that is enabled or supported by the use of digital tools and content. It typically involves some form of interactivity, which may include online interaction between the learner and their teacher or peers. E-learning opportunities are usually accessed via the internet, though other technologies are also used in E-learning. E-learning environments can be rich, interactive, dynamic and customizable, connecting learners with an almost limitless wealth of information. New patterns of learning are starting to emerge as a result. We are seeing an increasing emphasis on information literacy, increased flexibility as to where, when and how people learn, and exploration of new ways in which learners can be empowered to structure and manage their own learning experiences.

Based on Arkorful and Abaidoo, E-Learning has many benefits. Those are as follow<sup>3</sup>

1. It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her.
2. E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.
3. It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with other, as well

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<sup>3</sup>Valentina Arkorful & Nelly Abaidoo, *The role of e-learning, the advantages and disadvantages of its adoption in Higher Education*. International Journal of Education and Research, Vol. 2 No. 12 December 2014

as exchange and respect different point of views. E-Learning eases communication and also improves the relationships that sustain learning.

4. E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.
5. E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.
6. E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.
7. The use of e-Learning allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick.

The goal of E-Learning is to build job-transferable knowledge and skills linked to organizational performance or to help individuals achieve personal learning goals. Although the guidelines we present throughout the book also apply to lessons designed for educational or general interest learning goals, our emphasis is on instructional programs that are built or purchased for workforce

learning. To illustrate our guidelines we draw on actual training courseware from colleagues who have given us permission to use their examples.<sup>4</sup>

The growing interest in e-learning seems to be coming from several directions. These include organizations that have traditionally offered distance education programs either in a single, dual or mixed mode setting. They see the incorporation of online learning in their repertoire as a logical extension of their distance education activities. The corporate sector, on the other hand, is interested in e-learning as a way of rationalizing the costs of their in-house staff training activities. E-learning is of interest to residential campus-based educational organizations as well. They see e-learning as a way of improving access to their programs and also as a way of tapping into growing niche markets.<sup>5</sup>

## **B. Edmodo**

Edmodo was first developed at the end of 2008 by Nic Borg and Jeff O'hara and Edmodo itself is practically an e-learning program that implements an easy, efficient and more enjoyable learning system.<sup>6</sup>

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo! It is a safe environment.

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<sup>4</sup> Ruth Colvin Clark & Richard E. Mayer, *E-learning and the science of instruction : proven guidelines for consumers and designers of multimedia learning* (United States of America: Pfeiffer,2008)Pg : 11

<sup>5</sup>Som Naidu, *E-Learning A Guidebook of Principles , Procedures and Practices*, (New Delhi: CEMCA, 2006), P 2

<sup>6</sup><http://www.nesabamedia.com/pengertian-manfaat-dan-fitur-edmodo/>, diakses tgl 23 Juni 2017

According to Pitoy in his paper Yesi Syofiarni, Edmodo states that Edmodo is a platform network and students to share ideas, files, agendas and assignments. Edmodo is designed to create teacher and students interactions that emphasize fast communication, polling, assignments, ideas, and many more.<sup>7</sup>

Edmodo is a kind of educational social network that can be connected through online service, platform, or site that focuses on facilitating the building of social relations among people to share interest, activities, background or real lot of connections. A social network service consists of a representation of each user social links, and a variety of additional services. Most social network services are web based and provide means for users to interact each other over the Internet, such as e-mail and instant messaging. Moreover, social network allows the users to share ideas, activities, events, and interests within their individual networks.<sup>8</sup>

The selection of Edmodo as an application to utilize E-learning materials is based on students' preferences in accessing social networks like Facebook. Edmodo includes a Facebook-like site devoted to learning. The site is free and easy to use as long as lecturer and students can connect to the internet.

There are so many types of social networks for example: blog, website, twitter, Facebook, BlogSpot and so forth. Through this content, these social media can connect people each other even though they are bordered by places even regions. Popular social network like "Facebook" has many users all over the world, and people can use it free of charge. Some social networks have additional

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<sup>7</sup>[http://www.academia.edu/7176523/Makalah\\_EDMODO\\_MAKALAH\\_EDMODO\\_Disusun\\_Oleh\\_Yesi\\_Syofiarni\\_RPL\\_B](http://www.academia.edu/7176523/Makalah_EDMODO_MAKALAH_EDMODO_Disusun_Oleh_Yesi_Syofiarni_RPL_B), diakses 3 Juni 2017

<sup>8</sup>Monalisa & HavidArdi, Using "EDMODO" Educational Social Network in Teaching English For High School Students, (FBS State University of Padang, September 2013), 221

features, such as the ability to create groups that share common interests or affiliations whereas people can share their videos, and make discussion through social media.

Teachers can give the assignment and students submit them on time virtually. Teachers can record students' scores, which is accessible for students and their parents at home, who also have the code for viewing their students' progress. Not only assignment, Edmodo provides possibility for teachers to give quiz, polling, and post topic for discussion among the students.

The capacities of Edmodo that attract many teachers and educators to apply this social media in their classes. The capacities of Edmodo are as the following:

- 1) Users friendly - It is easy to use and there are the accounts for teachers, students, parents and co-teachers.
- 2) Mobile Access - Students can use it anywhere by the use of computer or mobile devices.
- 3) Peer Connections - It encourages the interaction between teacher- student and student-student.
- 4) Classroom management - It is available to post homework and quizzes, and organize group and so on.
- 5) Cost Savings - it is a free service.

### **Features found in Edmodo**

Edmodo classifies features based on the user's teachers and students.

There are some features in edmodo:

#### a) Assignment

Assignment is used by teachers to assign assignments to students online. This feature comes with a deadline time and attaches file features so students can submit tasks in the form of files directly to the teacher. In addition, the Assignment shipment also has a "Turn in" button that indicates that the student has completed their task. Teachers can directly provide an assessment of the results of tasks that have been done students. A given score will automatically be saved in the gradbook feature.

#### b) File and Links

In this feature teachers and students can send messages by attaching files and links to other class groups, students or teachers. The attached files apply to all types of extensions such as .doc, .pdf, .ppt, .xls, .zip, .rar, .html, .swf, and .mp4.

#### c) Quiz

Quiz is used to provide online evaluation in the form of multiple choice, short field, or description. Quiz can only be created by teachers, while students only do it. This feature comes with time limits for workmanship, information on quizzes to be created, quiz titles and quiz views. The calculation of the score on each item of quiz is done automatically for the type of multiple choice questions and short field, while for scoring the description must be checked by the teacher first.

#### d) Library

This feature is used as a storage place for various learning resources with diverse content. With the library feature, teachers can upload teaching materials,

materials, presentations, reference resources, images, video, audio and other digital content. Links and files contained in the library can be shared to both students and groups. Students can add content that teachers share in their library. This feature can be used as a medium to accommodate various sources from inside and outside. So that students can store various information from outside but still accessed through edmodo.<sup>9</sup>

### **C. Blended teaching**

The word ‘blended’ is not particularly scientific, or even academic. In fact, you might feel that it sounds rather more like an entry from a recipe book. At the same time, it is currently widely in use by practitioners in both academic and commercial sectors, and I believe it has some good common-sense value in bringing to the fore the wide variety and richness of situations in which learning takes place. It can encourage us to stop and think about the whole context of teaching and learning, so that we remember the human element in tutorials, or perhaps incidents such as chance meetings in the corridor, as critical parts of the package alongside any technology-mediated intervention with a group. Sabila, Rankine, & Cortez say, “Blended teaching a strategic and systematic approach to combining times and modes of learning by face-to-face and online interactions for each discipline, using appropriate ICTs (Information and Communication Technology)”.<sup>10</sup>

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<sup>9</sup>[http://www.academia.edu/7176523/Makalah\\_EDMODO\\_MAKALAH\\_EDMODO\\_Disusun\\_Oleh\\_Yesi\\_Syofiarni\\_RPL\\_B](http://www.academia.edu/7176523/Makalah_EDMODO_MAKALAH_EDMODO_Disusun_Oleh_Yesi_Syofiarni_RPL_B), diakses 3 Juni 2017

<sup>10</sup>Sabila, Rankine, & Cortez. *Fundamentals of Blended Learning* (Sydney : University of Western Sydney, 2013), Pg : 1

The definition of blended learning has also changed from a simple blend of classroom training and E-learning courses to more complex programs that incorporate an array of synchronous and asynchronous learning modalities. Blended learning can support a variety of informal learning processes. This “performance support” function is an increasingly important part of the job for many corporate training departments. Blended learning expands the traditional role of training beyond its usual scope of formal training by providing a robust set of tools that allow employees to obtain the information and instruction they independently and uniquely need, all within the daily flow of work.

So Blended Learning can be interpreted as a learning process that utilizes various approaches. The approach taken can exploit various media and technology. Simply it can be said that Blended Learning is a learning that combine face to face (conventional learning, where between learners and educators interact directly, each can exchange Information on instructional materials), self-study (learning with the various modules that have been provided) as well as independent learning online.

Blended Learning implementation does not just happen. Some things to consider are the characteristics of learning objectives that we want to achieve, relevant learning activities and choose and determine which activities are relevant to the conventional and which activities are relevant to online learning.

#### **D. IT for Teaching**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>11</sup> Teaching with technology can deepen student learning by supporting instructional objectives. However, it can be challenging to select the “best” tech tools while not losing sight of your goals for student learning. Once identified, integrating those tools can itself be a challenge albeit an eye-opening experience. The term “technology” refers to advancements in the methods and tools we use to solve problems or achieve a goal. In the classroom, technology can encompass all kinds of tools from low-tech pencil, paper, and chalkboard, to the use of presentation software, or high-tech tablets, online collaboration and conferencing tools, and more. Technology’s use in education is becoming an increasingly important part of higher and professional education.

Technology is a term that originated from the Greek word technologies, which is a combination of techno, meaning “craft” and logia meaning “saying”. As a result, technology might be considered the articulation of a craft. In a formal manner, it is a branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society and the environment, drawing upon such subjects as industrial arts, engineering, applied science and pure science.<sup>12</sup>

Romiszowski states that "the use of computers in education is increasing, not only as a presentation medium, computer is already being used to present

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<sup>11</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, Inc, 1987),7

<sup>12</sup>Balmeo, Nimo, Pagal, Puga, ArisDafQuiño, Jaleen, &Sanwen, Integrating Technology in Teaching Students with Special Learning Needs in the SPED Schools in Baguio City.*The IAFOR Journal of Education* Volume II - Issue II - Summer 2014. 416 – 422

many programs of a simpler Construction”<sup>13</sup> means that the use of computers in learning increases, not only as a tool to implement learning, but also as a media presentation.

Based on the explanation from the experts can be concluded that the computer-based learning media is a learning tool that can be used individually or together. Learning in question is to learn by using the help of computers to access edmodo social networking media as an additional media used in learning. The use of computers in learning activities aims to improve cognitive, psychomotor, and affective skills.

## **E. The Description of ICT**

To make clear about what is ITC itself, the writer will describe the definition of ITC, kinds of ITC, the purpose of using ITC, and also the benefit of using ITC.

### **1. The definition of ICT**

ICT is an acronym that stands for Information and Communications Technology. However, apart from explaining an acronym, there is not a universally accepted definition of ICT? Because the concepts, methods and applications involved in ICT are constantly evolving on an almost daily basis. It is difficult to keep up with the changes because they happen so fast.

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<sup>13</sup> A. J Romiszowski. The Selection and Use of Instructional Media. (London: Kogan Page, 1974)

ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital television, email, robots. So, ICT is concerned with the storage, retrieval, manipulation, transmission or receipt of digital data. Importantly, it is also concerned with the way these different uses can work with each other.<sup>14</sup>

The ICT growth leads to a drastic improvement in terms of technology and quantity. One success factor of ICT implementation is based on the characteristic of its users. In relation to this, Indonesian curriculum (as seen in KTSP, 2013 Curriculum) administered that the purpose of learning English is to develop students' competence to communicate in English and also to apply it in daily life actively.

## **2. The purpose of using ICT**

There are many purposes in using ICT, especially in education. But the writer can conclude that the main point of using ICT in education is generally to familiarize students with the use and workings of computers, related social and ethical issues.<sup>15</sup> Besides that the use of ICT is also to make easy our work because the growing of technology is to make our life easier and better, and the display of the picture or others through ICT is more interesting and colorful because of the sophisticated technology right now.

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<sup>14</sup> [http://tutor2u.net/business/ict/intro what is ict.htm](http://tutor2u.net/business/ict/intro%20what%20is%20ict.htm)

<sup>15</sup> [http://en.wikipedia.org/wiki/ICT\\_%28education%29](http://en.wikipedia.org/wiki/ICT_%28education%29)

The simple example of using ICT in education is like the play of video from our personal computer as the teaching material in the class. There are a lot of video courses published, with accompanying materials.<sup>16</sup>

Another purpose of using ICT in education is to look for the sources of information that can be used in education. However, its sheer size and range make it potentially awkward for users, who often find it difficult to locate the exact information they are looking for. This is partly because searching is a skill in itself which students and teachers need to acquire.<sup>17</sup>

### **3. The Benefit of using ICT**

There are some benefits using ICT in the process of teaching and learning. It allows the lecturer to produce and modify resources quickly and easily. It allows access to a wide range of information in different formats. The students can engage directly with the area focusing on.

The number of activities and resources is vast. Teachers need to be able to make judgments about when and why they should use ICT because it is not always appropriate. It should be only used if it allows the teacher or students to do something they would not otherwise have been able to do, or if it improves the teaching learning.<sup>18</sup>

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<sup>16</sup> Jim Scrivener, *Learning Teaching 2<sup>nd</sup> Edition*, (UK: Macmillan Education Publisher, Ltd, 2005), 351

<sup>17</sup> Jeremy Harmer, *The Practice of English Language Teaching, 4th Edition*, (England: Pearson Education, Ltd, 2007), 190

<sup>18</sup> <http://www.notherngrid.org/ngflwebsite/how.htm>, diakses tgl 18 July 2017

## **A. Previous Studies**

Here the researcher found some previous studies. Balasubramanian, Jaykumar, & Fukey proved that as a learning platform to create responsible learning environment” Edmodo as a learning platform that can foster the combined knowledge creation of a group better than individuals diaries and discussion. The study was conducted at a private university in Selangor district at Malaysia.

The participants were 285 degree students, out of which 249 students was taken for the analysis as they fall under the Edmond users. They research study used quantative method and a research designed survey was administered to gather questions with answers associated with a 5-point Liker scale ranging from strongly agree to disagree strongly. The survey question was designed using the RASE (Resources, Activity, Support and Evaluation) model to support the student preference on using the Edmodo in the teaching and learning arena.

The result of the study shows that incorporating Edmodo encourages both student engagement and responsible learning when particular Edmodo features are employed. The result through the analysis supports that the students’ preference of using Edmodo is mainly towards for the resources, support and communication such as forum, discussions and also for online activities. Students find Edmodo a wonderful and user-friendly social learning platform that enables them to enjoy working on an online class. The results of this study may inspire teachers to reappraisal the way they conduct their classes.

The researcher instruments used in this study was a questionnaire during the study period of university students at private university in last quarter of the year 2013. The questionnaire was employed to investigate the student preference on use of Edmodo for resources, activities, support and evaluation as their learning platform.

This study filled some knowledge gaps in the largely unexplored Edmodo territory as a learning platform among the students at University level. Edmodo as an learning platform that has some distinct advantages over traditional classroom environment. The advantages lie in that Edmodo can foster the combined knowledge creation of a group better than individuals diaries and discussion, because Edmodo facilities sharing ideas beyond the classroom via an online platform that allows readily available access at random times to continue such discussion, online quiz, sharing folder options and mainly connection to the global experts of various disciplines.<sup>19</sup>

The difference that with the previous research is more specific directly using the application that is Autoplay. In contrast to research conducted by Balasubramanian, Jaykumar, &Fukey, their research still generally use google drive. The problems of this research will be in method of teaching, the subject that can be implemented, and the way of assenting by Edmodo.

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<sup>19</sup>Balasubramanian, Jaykumar, &Fukey, *A study on "Student preference towards the use of Edmodo as a learning platform to create responsible learning environment"* (*Social and Behavioral Sciences* 416 – 422, 2014 )

And the second is the research conducted by MulyaCandrasari, she conducts a study on investigating the use of Edmodo website to improve the students' writing skill through Edmodo Website of tenth grade students.

The subjects of her study consisted of 32 students in the class of X Multimedia 2 (TMM2).<sup>20</sup>

The method used in this study above was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. The researcher used two cycles. Each cycle consisted of planning, action, observation and reflection. Each cycle also consisted of two meetings. The data in this study collected through documentation, field notes, questionnaire, and test. The results of the study show that there was significant improvement of students' writing skill. The results of the t-test is higher than t-table that is 6.03 from t-table 2.04. It means that there is significant difference between pre-test and post-test. In conclusion, Edmodo Website could improve students' writing skill.

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<sup>20</sup>Mulya Candrasari, "The Use Of Edmodo Website To Improve Students Writing Skill (Classroom Action Research Of The Tenth Grade Students Of Smkn 1 Wonosegoro In Academic 2015/2016)" (thesis Strata 1, IAIN Salatiga, Salatiga, 2015), 49