

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING EDMODO MEDIA
ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH
GRADE OF SENIOR HIGH SCHOOL
OF SMK AL-ASROR SEKAMPUNG**

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TARBIYAH AND TEACHING TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2023 M

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in English Education Department

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Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF SMK AL-ASROR SEKAMPUNG. Written by: Puji Rahmawati Student Number 1601070161, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday ,22 February 2023, at 13:00– 15:00a.m

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**THE INFLUENCE OF USING EDMODO MEDIA
ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH
GRADE OF SENIOR HIGH SCHOOL
OF SMK AL-ASROR SEKAMPUNG**

ABSTRACT

**By :
Puji Rahmawati**

This study examined the use of Edmodo as a social media for teaching descriptive text writing. This study was conducted to improve the students' writing skills through the tenth Edmodo class of SMK Al-Asror Sekampung.

This research was a quantitative research. The technique used was cluster purposive sampling. In collecting the data researcher used test, observation, and documentation methods. The research subjects were the tenth grade students of X TKJ 1 and X TKJ 2 consisting of 34 students. The data analysis was conducted by using t-test.

The results of the study show that edmodo media influences the students' writing ability. The results show, is 0.000 lower than $\alpha = 0.05$. This explains that the use of the edmodo media has a positive and significance impact on the students' writing ability of class X TKJ SMK Al-Asror Sekampung.

Keywords : *Descriptive Text, Edmodo, Writing ability*

**PENGARUH PENGGUNAAN MEDIA EDMODO
PADA KEMAMPUAN SISWA MENULIS TEKS DESKRIPTIF
KELAS X SMK AL-ASROR SEKAMPUNG**

ABSTRAK

Oleh:

Puji Rahmawati

Penelitian ini mengkaji penggunaan Edmodo sebagai media sosial untuk pengajaran menulis teks deskriptif. Penelitian ini dilakukan untuk meningkatkan keterampilan menulis siswa melalui kelas X Edmodo SMK Al-Asror Sekampung.

Penelitian ini merupakan penelitian kuantitatif. Teknik yang digunakan adalah cluster purposive sampling. Dalam mengumpulkan data peneliti menggunakan metode tes, observasi, dan dokumentasi. Subjek penelitian adalah siswa kelas X TKJ 1 dan X TKJ 2 yang berjumlah 34 siswa. Analisis data dilakukan dengan menggunakan uji-t.

Hasil penelitian menunjukkan bahwa, media edmodo mempengaruhi kemampuan menulis siswa. Hasil t-test menunjukkan 0,000 itu lebih rendah dari $\alpha = 0,05$. Hal ini menjelaskan bahwa penggunaan media edmodo berpengaruh positif dan signifikan terhadap kemampuan pemahaman menulis siswa kelas X TKJ 1 SMK Al-Asror Sekampung.

Kata Kunci: *Teks Deskriptif, Edmodo, Kemampuan Menulis*

STATEMENT OF RESEARCH ORIGINALITY

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

**And do not (feel) weak, and do not (also) be sad, because you are the highest
(in rank), if you are a believer. (Q.S Al-Imran:139)**

DEDICATION PAGE

This undergraduate thesis is dedicated to:

- Allah SWT, The Most Gracious and The Most Merciful who always gives all needs.
- My beloved Prophet Muhammad SAW who brings the darkness to the lightness.
- My beloved parents (Sumadi and Siti Khalimah) who always pray and support in their endless love.

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Alhamdulillah Rabbil Alamin, the writer would like to her deepest gratitude to the almighty Allah SWT. The only provide, the most merciful who gives His guidance, inspiration and good healty for all time to conduct the writing of this thesis. Also sholawat and salam are always deliver to our great prophet Muhammad SAW. Who has brought us from the darkness to the lightness.

During the writing of thesis, the writer received much assistance from a number of people, for their valuable guidance, correction, suggestion, advice and golden support. Without them, the writing of this thesis would never been possibly completed.

Finally, in this research , the researcher realized that this undergraduate thesis was not perfect. The researcher would like to apologize from the deep of her heart if there were so many mistakes. Then, yhe researcher expected the readers to give some suggestion and also criticisms for the perfect researcher.

Metro, June 5 2023

Writer

A handwritten signature in black ink, appearing to be 'Puji Rahmawati', written over a large, stylized circular flourish.

Puji Rahmawati

1601070161

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language holds an important role in human being. It can be used to communicate, interact, and negotiate with others. Language is needed by all people in their life especially English language. Some of the 10th graders find many difficulties in descriptive text because they do not understand how to describe a detailed picture of an project.

Moreover, English is programmed as the first foreign or second language in many countries in this global era. That is why the expert on language teaching require in the every environment of the country. English has been declared as a formal language on International communication for a long time ago.

Realizing how important English is, our government decides to include English as the compulsory subject that should be taught at Junior High School up to Tertiary Level as a foreign language. Nowadays, English is also learned by the students in Elementary School as a local content. Therefore, English becomes an essential thing in thus global era as a mean of transferring science, technology, art, culture, and also as a means of maintaining good relationship with others countries.

Writing is one of the language skills which is important to be learned by students. It becomes very important because through writing the teacher can know all about English skills of student including speaking, reading, and listening.

Furthemore, writing is one of the important aspects in language learning. By writing, the students can share information and ideas with others through written text. As a teacher, teachers have to guide their writing based on the purpose of the teaching and learning process. The purpose of teaching English as foreign language is to enable the students to use the language in communication both spoken and written through speaking, listening, reading and those include in English teaching and learning.

Nowadays, as already mentioned, there are many kinds of digital technologies which can be benefited by teachers in teaching writing. Concerning on the development of digital age recently, social networks have a high level of acceptance showed by the number of its users which are growing fastly and significantly. Teachers may use social networks as teaching tools to keep in touch and stay connected with their students everytime and everywhere.

Edmodo makes it easier for students in descriptive text assignments because they can have ideas in expressing their opinions about an object. A teacher can assign and grade work on Edmodo, students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on

Edmodo. Also, parents can join the class to bring a level of transparency that is difficult to achieve without technology. The tool has proven to be mutually beneficial for both the teacher and students to help achieve the course objectives.

Considering that Edmodo can be an innovative media in teaching writing, teachers should know how to use Edmodo, and know how to bring students into virtual classroom that can give some advantages either for teachers or students. For teachers, social learning platform like Edmodo can make teachers keeping in touch to their students even though they do not meet each other in the classroom. It can be a sustainable process where the process of teaching and learning is not limited to classroom meeting only. For students, it can be a new experience for them to learn digitally and virtually. They will be more freely to share their ideas.

B. Problem Identification

Referring to the background of the study above, the problems can be identified as follows:

1. The students have low skill in writing, especially to construct the descriptive text.
2. English writing ability of students have not reached maximum level.

C. Problem Limitation

Based on the problem above, the researcher limits this problem focused on the writing ability. That is the students have the difficulties to construct the descriptive text.

D. Problem Formulation

Based on the above problem, the researcher formulates the problem in this study as follows “Is there any positive and significant influence of using Edmodo on the students writing descriptive text of the tenth graders of SMK Al- Asror Sekampung”?

E. Objective and Benefit of The Study

1. Objective of The Study

This study is intended to find out whether there is any positive and significant influence of using edmodo on the students’ writing descriptive text at the tenth grades of SMK Al-Asor Sekampung.

2. Benefit of The Study

a. For the students

- 1) The students would get easy to write descriptive text by using Edmodo.
- 2) As contribution in solving the problem of English writing especially for descriptive text.

b. For the teachers

- 1) To give information for the English teacher, especially at the SMK AL-Asror Sekampung that Edmodo is effective to be used in teaching descriptive text writing ability.
- 2) To help the English teacher finds an appropriate media in teaching writing descriptive text.

F. Prior Research

There are several researchers who have previously conducted related research. Therefore, the writer takes related research reviews from other researchers as a principle or comparison in research, namely : The first research was done by Siahaan. The results of these studies shows that the participants perceived that Edmodo uses improved their language skills, developed interaction and communication, and enhanced the freedom to share ideas. The possibility to access and explore a lot of references through Edmodo made their vocabulary and creativity promoted. They believed Edmodo is an advantageous and interesting tool to improve their English.¹

The second research was done by Agustiani, Ningsih and Muris. The findings of this study present an image that studying English was instrumentally inspired by students with a major in Education Technology. This study confirms the perspectives of some researchers who claim the students are mostly instrumentally focused in an EFL situation. The

¹ Erna Basania Siahaan ,” *Students’ Perception of Edmodo use as a Learning Tool* “, *Journal of English Teaching*, Universitas Kristen Indonesia, Jakarta, Vol. 6, No. 1, (February 2020): 21, <https://doi.org/10.33541/jet.v6i1.1061>

instructor, the class environment, the course content, resources, and facilities as well as the student's personal characteristics dictated the individual's learning motivation in the classroom. The students' positive experience in using Edmodo in English language learning, particularly in non-English major, motivates the students to be the independent learners with the help of a wide range of authentic materials posted by the lecturer. Using Edmodo in ESP context can encourage students to engage actively in various learning activities. Edmodo is a proven potential additional tool to support face-to-face instruction as it facilitates communication and collaboration between students and lecturers.²

The third previous research was done by Zulaikah, Agustina, Muklas entitled "Descriptive English educational program in STKIP Nurul Huda in terms of three out of five components (developing ideas, organizing ideas, and mechanic) were considered as the average level, grammar was considered as the good level and vocabulary was considered excellent."³

Based on some of the research reviews above, it can be concluded that similarities and differences may occur in the above research with this study. The similarity found in previous studies with this research is using Edmodo as the research medium. While the difference is, in the first study, Edmodo was

² Merie Agustiani, Sulia Ningsih, Anggraeni Agustin Muris, "Students' Learning Motivation Through Edmodo: Blended Learning In Esp Classroom" Research And Development Journal Of Education, Universitas Baturaja, Sumatera Selatan, Vol. 7, No. 1, (April 2021): 47, [Http://Dx.Doi.Org/10.30998/Rdje.V7i1.7670](http://dx.doi.org/10.30998/Rdje.V7i1.7670)

³ Zulaikah, Eka Agustina, M. Muklas, "An Analysis Student's Ability In Writing Descriptive Text Of Second Semester Of English Educational Program At Stkip Nurul Huda Oku Timur", Jurnal Darussalam; Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam, OKU Timur, Vol. X, No 1, (September 2018): 27

used to hone students' language skills. In the second study, Edmodo was used to determine students' learning motivation. While in the third study it not use Edmodo as a research medium.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

1. The Definition of Writing

Siahaan states that writing is the skill of a writer to communicate information to a reader or group of readers.⁴ Writing is analytic, requiring evaluation and problem solving, yet it is also a synthetic, productive process, analysis and synthesis are not in position, but form part of the productive cycle of the text design.⁵ It means writing is the skill to explore our imagination in the written text, to communicate each other and to give the information to the readers.

Therefore, writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper.⁶ According to Khaled, writing is one of the most difficult skills that second language (L2) learners are expected to acquire, equiring the mastery of a variety of linguistic, cognitive, and sociocultur competencies. learners.⁷ It some words to be good means writing is the formulating to organize sentence, paragraph, and so on. Moreover, writing also one of the most

⁴ Siahaan, Sanggam. *The English Paragraph*. (Yogyakarta: Graha Ilmu. 2008). p. 2

⁵ Shaples, Mike. *How We Write Writing as Creative Design*. (New York: Routledge. 1999). p.10

⁶ Bahrani, Taher. *International Journal of Language Learning and Applied Linguistics World*. (University Malaya: IJLLAL. 2013). p 33

⁷ Barkaoui, Khaled. *Teaching Writing to Second Language Learners: Insights from Theory and Research*. (Canada: TESL Reporter 40, 1. 2007). p. 35

difficult subjects to master it, because writing is the second language learners and we have to mastered many aspect about it.

Furthermore, Wallace highlights writing is the final product of that are hugely challenging to learn several separate actssimultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.⁸ The last, according to Patel that writing is a kind of linguistic behavior. It presents the sounds of language through .visual symbols⁹ It means, writing is the last product after we done many process of writing such as, planning, drafting, editing, revising etc.

From the quotations above, it can be concluded that writing is activities that transfer the information to the others in a written form. Writing is also the act or art of forming letter and characters in place or something for the purpose of recording the ideas which character and word express, as well communicating them to others by visible signs.

The statement above is probably from the readers' point of view. Moreover, writing can be a means of communication. Moreover through writing, they can express their ideas, experiences, thoughts, and feeling. Even, through writing, they can communicate over long distance and period. It can be said that writing is a crucial part in the global. Let us imagine how this world is without writing.

⁸ Wallace, Trudy. Winifred E. Stariha and Herbert J. Walberg. *Teaching Speaking, Listening and Writing*. (Australia: International Academy of Education. 2004). p. 15

⁹.Patel, M.F and M. Jain *English Language Teaching*.(Jaipur: Sunrise. 2008). p. 125

2. The Process of Writing

According to Richards, the term process writing has been bandied about for quite a while in ESL classrooms. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students.¹⁰ So, a commitment to content, fluency, personal voice, and revising is often called process writing.¹¹

Furthermore, Harmer defined that writing process is the stages a writer goes through in order to produce something in its final written form.¹² From the above definition, it can be summed up that writing process is the stages of the writer to write something to be written product that begin from planning – drafting – editing – and revising until it has been ready to published.

According to Richard the diagram process of writing is as follows :

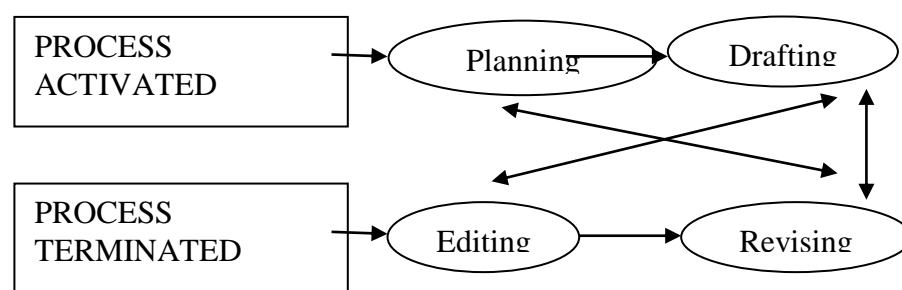


Figure 1. The Diagram of Writing Process

¹⁰ Richards, Jack C. & Willy A. Renandya. *Methodology in Language Teaching*. (New York: Cambridge University Press.2002). p.315

¹¹ *Ibid.* p.308

¹² Harmer, Jeremy. *How to Teach Writing*. (England. Longman. 2004). p. 4

The diagram above is the stages of oriented a process of writing. It means, to be a good written product, a writer has to employ all of the stages to write something. In conjunction with the case, the stages of writing process may be described as follows:

a. Planning (Pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. It means that to produce information in writing we need some techniques. Some techniques of planning process are:

1) Brainstorming

Brainstorming is spew out ideas about the topic.¹³

Then, Brown maintains brainstorming is one of several different ways to begin writing.¹⁴ Furthermore, Zemach states that brainstorming is a way of gathering ideas about a topic.¹⁵

Galko defined that brainstorming is a way to come up with ideas either alone or in group. The main principle behind brainstorming is to let your ideas flow without judging them.¹⁶

¹³ Richards, Jack C. *Methodology in Language Teaching.*, p.316

¹⁴ Brown H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy.* (New York: Addison Wealey Longman. 2001). p.349

¹⁵ Zemach. Dorothy. E & Lisa Rumisek. *Academic Writing from Paragraph to Essay.* (Macmillan Education: Macmillan publisher. 2003). p.6

¹⁶ D. Galko, Francine. *Better Writing Right Now.*(New York: Learning Express. 2001). p.

It means that the writers write their ideas which come to their mind.

2) Clustering

Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy. It means, clustering is one of the techniques to find the idea before we write down our written in the paper.

3) Rapid Free Writing

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The time limit keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.¹⁷ In this section the writer is write down the point appropriate with the topic quickly.

b. Drafting

Drafting means writing a rough, or scratch, form of your paper. It's a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in

¹⁷ Richards, Jack C. *Methodology in Language Teaching.*, p. 316

certain spots or to check your facts later. As you draft, you do not need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage.¹⁸ According to Peha, drafting is to increase fluency and expression, sharing to get feedback.¹⁹

From the above definition, it can be inferred that drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it finding the connection among those clusters and discovers the relationship that links the connection.

c. Responding

According to Richard, proposes responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise.²⁰ It means the responding have to guide by the teacher, so the response not only by oral but it can also by the writing correction in the paper.

¹⁸ D. Galko, Francine. *Better Writing.*, p. 49

¹⁹ Peha, Steve. *Assesing Writers, Assesing Writing" As Cited in Wwww.Ttms.Org".*1995

²⁰ Richards, Jack C. *Methodology in Language Teaching.*, p.317

d. Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e., editing).

It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.²¹ Both drafting and revising are creative, but they differ in emphasis. Drafting is more spontaneous and active, revision, more thoughtful and critical. As a writer of a draft you must keep going and not get hung up on small problems.²² It means that revising is a process of seeing again, discovering a new vision for the writing produced during planning and drafting. It is very important in writing process.

e. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

²¹ *Ibid.*

²² Kane. Thomas.S. *The Oxford Essential Guide to Writing*. (New York: Oxford University Press. 2000). p.36

Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stages.²³ It means the student rewrites or just adds something appropriate with the suggestion or correction of the teacher.

3. The Purpose of Writing

According to Reid, he mentions there are three purpose of writing as follows:

- a. To inform: it means the writers give the information about what he writers write about to the readers.
- b. To explain: it means that writers interpret about something to the readers clearly.
- c. To amuse the audience: it means that the writers hold the readers' attention pleasantly, and feel entertained through read in the writing.²⁴

Those are the purpose of writing. Writing is not only aimed to increase the educational ability, but in general writing is also can entertained the reader, to inform something, and so on.

²³ Richards, Jack C. *Methodology in Language Teaching.*, p. 318

²⁴ Juitania, HanifPujiani&YantiSuryanti. *The Effect of Using Four Square Writing Method on Student's Writing Skill.* Journal. Jakarta.-E): UNPAK. 2013). p.4

4. Measurement of Writing

The writer uses the several ways to measure the writing text ability by making the writing descriptive text. The writer also establishes the measurement of good text in writing. The good text must consist of some paragraph that appropriate with the generic structure of descriptive text which have a good content, organization, vocabulary, grammar and mechanic. Obviously, the writer decided some specifications as follows:

Table 1. The Specification of Writing Text

| Measurement | Indicators | Score |
|--------------------|--|--------------|
| Content | <ol style="list-style-type: none"> 1. The competence to make thesis statement 2. The competence to make the related idea 3. The competence to make the procedure | 0-25 |
| Organization | <ol style="list-style-type: none"> 1. The competence in effectiveness of introduction 2. The competence in logical sequence of ideas 3. The competence to make conclusion | 0-15 |
| Discourse | <ol style="list-style-type: none"> 1. The competence in making goal 2. The competence in making material 3. The competence in making steps | 0-15 |
| Vocabulary | <ol style="list-style-type: none"> 1. The competence in choosing vocabularies | 0-15 |
| Mechanics | <ol style="list-style-type: none"> 1. The competence in spelling 2. The competence in punctuation | 0-15 |
| Grammar | <ol style="list-style-type: none"> 1. The competence in using appropriate grammar | 0-15 |
| Total | | 100 |

B. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text in which a writer tries to picture out an object to his reader. The object can be anything. It can be a concrete object such as a person, or an animal, or a plan, or a car and it can also be an abstract object such as an opinion, or idea, or love, or hate, or believe, etc.²⁵ Description is about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception.²⁶

According to Zemach, descriptive explains how someone or something looks or feels.²⁷ Description is describes a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.²⁸

Description deals with perceptions most commonly visual perceptions. It is central problem is to arrange what we see into a significant pattern. Description is about sensory experience how

²⁵ Siahaan, Sanggam. *The English Paragraph.*, p. 120

²⁶ Kane. Thomas.S. *The Oxford Essential.*, p.351

²⁷ Zemach. Dorothy. *Academic Writing.*, P.25

²⁸ Bahrani,Taher. *International Journal.*, p.34

something looks, sounds, taste²⁹. A descriptive paragraph aims to present details to the reader as clearly as possible.³⁰

Based on the explanation above, the descriptive text is to share with the readers about description of person, place, or thing. So, in choosing a subject of description, it will be written in the descriptive text composition which focuses on the topic sentence, the supporting details, and the conclusion. Because, it can be make impressed and interested description for the readers. The descriptive text has two generic structure, such as: Identification is to identifies the phenomenon (subject object) to be described and Description tells about describes parts, qualities, and characteristic

So, in writing descriptive text was about transfer information for the reader about describing something, someone, or place where it has the characteristics each other. Furthermore, a writer also have to know the generic structure of the text itself, because it will make the writer feels easier to start writing a descriptive text and it can becomes good written product.

2. The Types of Descriptive Text

Taheer has mentioned the types of descriptive text as below:

²⁹Kane. Thomas.S. *The Oxford Essential.*, P.7

³⁰Ligon, Elisa. *English in Context.*(USA: Sadleback Educational Publishing. 2000).p.34

a. Describing process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.³¹ From the quotation, I can be conclude that describing process is the detail explanation about something.

b. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, s/he has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. So, when we describes about personality or people we have to used the adjective character such as, big, small, long, tall, good, strong, etc. It means, to describe people occurs fairly areas of physical attribute and employ the adjective to describe person.

d. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, school and etc.

³¹ Bahrani, Taher. *International Journal*., p. 34

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.³² It means, to describe the object, the writer has to add an adjective to modifier it.

From the point that have been mentioned above, it can be conclude that the types of descriptive text is five component, it will be better if we can master all of those and apply it in the writing descriptive text.

3. The Characteristics of Descriptive Text

According to Taher, the characteristics of descriptive text is divided into three parts, they are:

a. The social function

Describe the characteristics and conditions of the object person, thing, place, or animal by using adjective and attribute.

b. Generic structure

It was divided into two parts, they are:

- 1) Identification was to identify the phenomenon that was described.
- 2) Description was to describe the qualities, characteristics, condition, and part of an object in detail.

³² *Ibid.*

c. Grammatical features

- 1) In description paragraph, it uses present tense as normally.³³
- 2) Using adjectives, adjectives are words that tell us how things look, feel, taste, sound, or smell. Adjectives also describe how you feel about something. It is possible to use more than three or four adjectives to describe something, but it sounds a bit unnatural if you have as many as nine adjectives in front of a noun.³⁴
- 3) The present perfect can be used to describe what has just happened.
- 4) The present continuous is used to describe what is happening in a picture.³⁵

The quotation above is the grammatical features of writing descriptive text. It means, the grammatical feature is the essential part of structure or rule to write something. Then, to make a good written product, a writer has to use it in his written text.

4. The Process of Writing Descriptive Text

A process is a directed activity in which something undergoes progressive change. Clearly, a descriptive text is more often about description of an object and to make a good descriptive text has two important parts. The first is identification and second is description. Based

³³Bahrani, Taher. *International Journal*, p.35

³⁴Cory, Hugh. *Advanced Writing with English in Use*, (London: Oxford University Press, 1999). p.41

³⁵*Ibid*, p.43

on the explanation to write a paragraph above, Dorothy gives the example of Descriptive text that describe about place.

Niagara Falls, a popular destination for thousands visitors each years, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast-moving, pouring over the edge of the falls and crashing to the bottom in a loud roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and feel the cool mist that rises as the water hits the rocks below. Seeing Niagara Falls is an unforgettable experience!³⁶

As the text above is telling and showing about the example of writing descriptive text. It is very good way for teaching to the students, because the writer tries in his/her writing to make the text itself to be very interested and easy to understand by the readers. Then, between the writer and the reader are feel not bored to write and read the written descriptive text.

³⁶Zemach. Dorothy. *Academic Writing*, p.26

C. The Concept of Edmodo

1. The Definition of Edmodo

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom.³⁷ Edmodo as a social networking website used for educational purposes. The Edmodo application is much like the commonly used Facebook website. Like Facebook, Edmodo is a site designed to keep people in touch with those who have similar interests and goals.³⁸

Edmodo is described as a free, secure, social learning platform for teachers, students, schools and districts. Appearing very much like facebook to the use, Edmodo provides teachers and students with a secure and easy way to post classroom materials, share links and videos, access assessment tasks and co-ordinate activities using a calendar.³⁹

In addition, another study on primary school students has reached the conclusion that Edmodo is a social network that has a positive effect on their learning in general.⁴⁰ Edmodo is a private social platform which

³⁷Cauley, P. (n. d.),“A guide to explain it all”, from<http://itbabbble.com/> p.1

³⁸Casey Stroud,”*Edmodo: A white paper*”,(winthrop university,2010), p.2

³⁹Duncan, J. C. and Chandler, P. D., ‘*A Community of Practice for Early Career Biology Teachers: Social Networking and Digital Technologies*, (Deakin University, Melbourne Burwood Campus. 2011.), p.6

⁴⁰Dere, E., Yücel, Ü. A., & Yalçınalp, S. (2016). Opinions of K-12 Students about an Online Social Learning Environment: Edmodo. *Elementary Education Online*, 15(3), 804-819

provides a secure space for teachers and students to connect and to collaborate.⁴¹

Edmodo is a private social network that is claimed to provide a secure learning platform for learners and educators. Edmodo creates an online environment for teachers and students to stay connected in an educational setting. This online learning space creates a secure environment for a class to share ideas, files, and assignments through mobile access and messaging.

By 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. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also, parents can join the class to bring a level of transparency that is difficult to achieve without technology. More communication usually means less confusion, better work, and more time to be engaged.

2. Steps in Applying Edmodo

For the beginners, especially those who do not get used to apply technology in conducting teaching and learning process, using Edmodo

⁴¹Cauley, P. (n. d.), "A guide to explain it all", from <http://itbabble.com/>, Retrieved September 5, 2017 accessed, at 11.00 a.m

might be quite difficult. Stroud , provides the ten easy and applicable steps for the beginners (teachers and students) as follows:

- a. Getting Started for Teachers Signing up: This is very easy. At the homepage, we simply click I'm a Teacher and a new dialogue box will open up. We need to fill out that information and click Sign up.
- b. Group Code: Now that we're into Edmodo, it is time to start setting up our groups. Groups are basically classes for students to join. It is very easy to create a group and just as easy for students to join that group. To do this, we need to click on Create in the Groups area of Edmodo.
- c. Group Code (cont.): After we have created the group, A window will pop up confirming the groups has been created and the code to join the group. This code can be distributed to students as they sign up. This will allow them to join our group and all the privileges that go with it.
- d. Setting: This is the settings page. To access it we need to look under Account (in the upper right hand corner). It is pretty basic. We can change our profile picture by picking a logo provided by Edmodo or by uploading our own picture. Also, we can change our password, add notifications (either an email or text message), or our personal information.
- e. Student Signup: Now that we have created our Group, we need to get our students into it, which is even easier than creating the class. First we must have the students go to www.edmodo.com and click on I'm a Student. They will need the Group Code we received when we signed

up. If students are already signed up and using Edmodo. They do not need a new account. All they need is to Join the group. To do this they sign into Edmodo and on the left hand side they will see their class(es) they have joined. They merely need to click Join and type in the code. This way they can easily switch from one class to another.³⁹

- f. **The Basics of Posting:** This is the main feature of what makes Edmodo great. The ability for us and our students to post and respond to other posts easily and in real time. It is very easy to do and very helpful. It is pretty easy to see what we need to do. We only need to type our message in the larger blank box. Then where it says Send to... type in which group or person (people) we want to send the message to. Click Send and we're done!
- g. **Posting Alert:** Alerts are used to send important messages to people or groups. It is done the same way but will appear in larger font and in bold. It will also show up in the Notifications. To create an Alert, we need to click on Alert at the top of the Comment Box and the rest is the same as creating a note. We only have 140 characters to help us distill our thoughts.
- h. **Posting Polls:** Polls are pretty neat. We can create questions with multiple choices and the people in the group vote on it. To use it, we need to click on Poll at the top of the Comment Bubble to get started. Then, we must write the question and the different choices. At first we

only have two choices, but we can add plenty more). We can pick who we want to send it to and click Send.

- i. **Creating Assignments** Like writing a Note, Alert, or Poll Question, creating an Assignment is very easy. On the Comment Bubble, we need to click on Assignment. Filling in the necessary fields is self explanatory. What is great about creating an assignment in Edmodo is we can attach just about any type of file we want to the assignment. We can add as many files as we want to an assignment but we must add them individually. In other words, we cannot select ten files and upload them simultaneously. The last is we can send it to the appropriate Group(s) and we are done.
- j. **Grading Assignments:** Grading an assignment is easy as well. In the Default Total: at the top right corner, we must type in the total possible points and click Set. Then, we must click on a student's name in the list on the left. There assignment will show up on the right. We can view their work, give them a grade, we can even post a comment about their assignment, attach a file (like a rubric) or even record our voice and add an audio file. When we click Grade, it will immediately show up on that student's Edmodo as well. If we make a mistake we can always click Clear and input a new grade. We can also edit, delete, or

reattach anything we like. The student will be alerted immediately about the comment and the grade.⁴²

3. The Advantages of Using Edmodo

By using Edmodo, teachers and students can use it appropriately and easily to keep in touch each other and make the teaching and learning process sustainable. Cassey Stroud suggests the benefits of Edmodo are follows:

- a. By giving teachers and students a secure place to share thoughts and ideas, Edmodo connects teachers and students both inside and outside of the classroom. Edmodo is available from any computer making it possible to access information outside of the classroom environment.
- b. Teachers have the ability to post resources they find useful and of good quality in the library tab. This gives students another resource for academic information and cuts out the time they would spend trying to find it.
 - 1) Provides quick and easy access to assignments, polls, calendars, and other information on the web .
 - 2) Parents are able to log-on to account with class code and see what students are learning/doing in the classroom. The hope is to create more parent involvement by giving parents a way to communicate

³⁹Cavus, N. & Mohammed, A. K. (2017). Investigating faculty members' awareness on social media usage in teaching and learning. *New Trends and Issues Proceedings on Humanities and Social Sciences*, 3(3), 227-234.

with the teacher without having to come to the classroom. Parents can log-on when and where is convenient for them.

- 3) Students will have a running record of when assignments are due and a complete description of what is expected. If students finish an assignment early, they will be able to move on to the next assignment if they choose .
- 4) Teachers can share files, ideas, and other materials with other teachers. This allows them to expand their own library and teaching techniques.⁴³

4. The Disadvantages of Edmodo

In fact, using Edmodo is not always easy and effective. Still, Cauley (n.d) points out the disadvantages which might intervene the implementation of Edmodo as follows:

- a. Students may use technology as more of a social networking site than as an educational tool. Students may want to participate in more social conversation than academic.
- b. It is difficult to filter what students write on each other's wall. Inappropriate and non- academic content can easily be written on a student's main page.
- c. Some students may not have access to computers at home, leaving them at a disadvantage if assignments are given through Edmodo.

⁴³Thongmak, M., "Social Network System in Classroom: Antecedents of Edmodo", Journal of e-Learning and Higher Education, MIS Department, Thammasat Business School, Thammasat University, Thailand,(2013), p.2

- d. Students will easily be able to share and access other student's files. This could lead to ethical issues in cheating and copying of others' work.
- e. Students will forget passwords. These can be reset but will take time away from classroom teaching.
- f. Teachers will have to spend more time in front of the computer setting up the classroom, editing files, and creating assignments. Each time a new class enters, the online environment will have to be edited.⁴⁴

D. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is a model which allows the researcher to explore the relationship among variables in a logical and prescribed fashion.⁴⁵ It clarifies questions by relating questions and their constituent sub questions and it summarizes the overall concept being investigated. It means that theoretical framework is foundation concept that support relationship two or more variable. The simple definition of theoretical framework is the explanation about the concept of two variables in the research.

This is a quantitative research. This research is aimed to know the influence of the independent variable (X) toward the dependent variable

⁴⁴ Ibid., 4-5.

⁴⁵ Anderson, Gary. *Fundamentals of Educational Research*. (Franch: Falmer press. 2005).p.

(Y). There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is edmodo. And the dependent variable (Y) is the students' writing descriptive text. Edmodo as a medium of writing is used for teaching basic writing skills that is applicable across grade levels and curriculum areas. It is a simplified graphic organizer for teaching writing to students in school.

Descriptive text writing is the material in English learning that must be mastered by the students. This is the skill that students are required to produce written work in all their core subjects. They are required to hand in reports, descriptive and narrative essays, biographies, as well as other forms of writing needed in their various class and homework assignments. Therefore, there is an important need for them to be instructed and provided with practice activities to develop their writing skill in order to ensure their success in their school life.

Writing is an important subject for the students to acquire and also important factor among all the factors in learning process. In learning English students are expected to be able to use English in writing. Writing is one of English complement that must be mastered by students because it is one of the difficult subjects in the school. Therefore, the teacher has to choose a good medium in instruction of writing. The medium also must be appropriate with the students' level.

Writing have taught in the student of Senior High School of SMK Al-Asror Sekampung. Starting from tenth grade but there are many student

get lowest score in writing descriptive text because the students have low understanding in writing, especially to construct the descriptive text and the media that is used is not effective.

Therefore, there is a positive and significant the influence of using edmodo on the students' writing descriptive text at the tenth grade of Senior High School of SMK AI- Asror Sekampung.

2. Paradigm

Paradigm is concept that used the researcher to explain their theories. These are collaborate diagrams with flow path and arrow.⁴¹ Basically paradigm clarifies relationship among loosely coupled systems and can suggest research questions and lines of inquiry. Based on the theoretical framework above the researcher describes the paradigm as following:

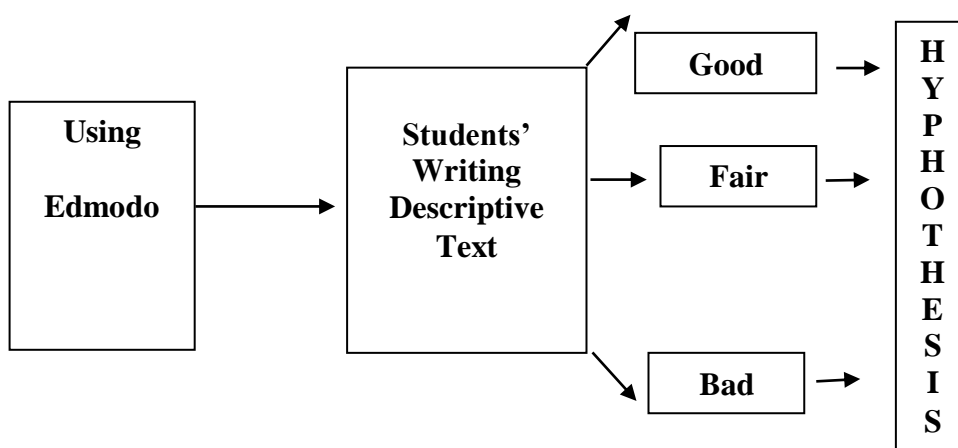


Figure 2. The Diagram of Paradigm

Based on the paradigm above it can be seen that, if the result of using edmodo is good and the students' writing descriptive text score is also good . So, if the result of using edmodo is average then the students' writing descriptive text is also average.

However, if the grade of edmodo is bad and the students' writing descriptive text score is also bad. So there is a positive significant in using edmodo on the students' writing descriptive text the tenth grade of Senior High School of SMK Al-Asror Sekampung.

E. Research Hypothesis

According to Daniel defined a hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation.⁴⁶ Furthermore, Ary said hypothesis should be presented in the form of a concise declarative statement⁴⁷. A complete and concisely stated hypothesis makes clear what the researcher needs to do and to test it.

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using edmodo on the students' writing descriptive text at the tenth grade of Senior High School of SMK Al-Asror Sekampung.

⁴⁶ Mujis Daniel. *Doing Quantitative Esearch In Education With Spss*. (London: Sage Publications. 2004). P. 8

⁴⁷ Ary, Donald. *Introduction To Research In Education Eighth Edition*. (Usa: Wadsworth Cengage Learning. 2010).Page. 90

2. Null Hypothesis (H0)

There is not a positive and significant influence of using edmodo on the students' writing descriptive text at the tenth grade of Senior High School of SMK Al-Asror Sekampung.

Based on the above explanations, the researcher can predict that edmodo have a positive and significant influence on the students' writing descriptive text at the tenth grade of Senior High School of SMK Al-Asror Sekampung.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research designs is the specific procedures involved in the research process: data collection, data analysis, and report writing.⁴⁸ It means that research design is very important in the procedure of research process because in research design there is specific component or step that we have to do in the research.

The researcher was research conducted at the tenth grade of SMK Al-Asror Sekampung, on 23rd October 2022. The researcher chosen this class because this class has the lowest English ability especially in their understanding of writing descriptive text is very poor appropriate with the pre-survey result. In this research the researcher use numeric data.

In this research the writer uses quantitative research. Quantitative research is 'Explaining phenomena by collecting numerical data that is analyzed using mathematically based methods (in particular statistics).'⁴⁹ Quantitative research uses number of describe what exists. A major benefit of these data is that they may be fed into a computer where they can be counted, stored, and manipulated; however, numbers is often a poor substitute for a researcher's vivid descriptions. The researcher will use quantitative research.

⁴⁸Creswell, W John. *Educational Research*. . (New York:Pearson. 2012). p. 20

⁴⁹Mujis, Daniel. *Doing Quantitative Esearch in Education with SPSS*. (London: Sage Publications. 2004). p. 1

B. The Operational Definition of Variables

According to Lorraine, variable as a placeholder that can assume any one of a range of values. The variable must be able to take on at least two values or scores. We deal with variables in all our research studies. It means that a variable refers to a characteristic of attribute of an individual or an organization that can be measured or observed.

Based on the quotation above, the operational definitions of variables as following:

1. Independent Variable

The independent variable is variable (probably) cause, influence or effect outcome. They is also called treatment. The variables examine is classified into independent and dependent variable. Independent variable of this research is edmodo as the variable (X). Edmodo is one of the media that use for teaching writing. Edmodo can make easy the students to write a kind of paragraph in the paper. In this research the writer give a treatment about edmodo.

2. Dependent Variable

Dependent variable is variables that depend on the independent variable. Dependent variable in this research is descriptive text writing ability (Y) includes content, organization, vocabulary, grammar and mechanic. It means that the students can make a descriptive text based on writing indicators. They are content, organization, vocabulary, grammar

and mechanic. It refers to the level of students' ability in the descriptive text.

C. Population, Sample and Sampling Technique

1. Population

According to Kumarsingh, "population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed".⁵⁰ Furthermore, Ary said, a population is defined as all members of any well defined class of people, events, or objects.⁵¹ It means that a population as the larger group on which in formatting is obtained.

2. Sample

According to Loraine sample is a group of individuals, items, or events that represents the characteristic of the larger group from which the sample is drawn.⁵² Moreover, a sample can be defined a portion of a population. The writer take one classes as population.

3. Sampling Technique

In this case, the cluster random sampling technique is use. Random sampling is intract groups, not individuals, is randomly selected. From this method, the writer take one class as sample.

⁵⁰ Kumarsingh, Yongesh. *Fundamental of Research Methodology and Statistics*. (New Delhi: New Age International (P) Limited. 2006). p. 82

⁵¹ Ary, Donald. *Introduction to Research In Education*. (USA: Wadsworth. Cengage Learning. 2010). p. 148

⁵² Gay, R. Lorraine. *Educational Research Competencies for Analysis and Applications*. (USA. Pearson. 2012). P. 129

D. Data Collection Method

1. Observation

Here, the researcher directly organizes observation in the field research. Observation is the most commonly used method especially in studies relating to behavioral sciences.⁵³ The researcher used this method to get data information about the using of edmodo by the teacher, and the condition of students, learning facilities, and location sketch of the school, Employees.

2. Test

According to Ary, a test a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁵⁴ So, Lorraine said that a test is a formal, systematic, usually paper-and pencil procedure for gathering information about peoples' cognitive and affective characteristics.⁵⁵ Moreover, the researcher uses test as a data collection method to measure both of the variable. In this research, the writer use description of place, event, person, and animal. The writer uses test to collect the data.

The writer use pre-test and post-test as data collection method to measure of the students' descriptive text writing ability. Then, it is conducted for experimental class and control class.

⁵³ C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Age International (P) Limited, Publishers, 2004), p.96

⁵⁴ Ary, Donald. *Introduction to Research.*, p. 201

⁵⁵ Gay, R. Lorraine. *Educationl Research.*, p. 154

a. Pre – test

The writer give the pre- test to the students. This step is done before give presenting the special treatment to find out the capability and to know how far the students' descriptive text writing ability.

b. Post – test

The post – test is done after the treatment in order to find out whether using this media can influence of the students' writing descriptive text.

3. Documentation

Documentation as the method which is use to get information from written language of document (for example: books, magazine, rule, note and others). The writer uses the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at Senior High School of SMK Al-Asror Sekampung.

E. Research Instrument

According to Lorraine, an instrument is a tool use to collect data.⁵⁶ It means that instrument is a tool or facilities that is use by the writer to collect the data completely and systematically. Furthermore, the researcher instrument involves:

⁵⁶*Ibid.* P. 151

1. Instrument Blueprint

To obtain the data related to the research problem. The writer use written test. The writer use the same type pre-test and post-test instruments in this research. The pretest instrument is different with the post-test instrument, but have the same difficulty level. The pre-test and post-test is making a descriptive essay.

This test is chosen as the instrument because it is required the students to express their own idea and to decide the scale of instrument. It is use to measure certain writing abilities more be effective than the objective test. Moreover the students write in their own idea and creativity, it could motivate the students to improve their writing ability. The writer makes some question that should be answered by the students. Here is the blueprint:

Table 2. The Instrument Blueprint

| NO | Variable | Indicator | Item Number | Form |
|-----------|--------------------------------------|---|--------------------|-------------|
| 1. | Edmodo (X) | The students understand edmodo The Student knows the process of using edmodo as a media into a descriptive text | 1 | Test |
| 2. | Writing descriptive text ability (Y) | The students can write a good descriptive text. The students can identify the social function and generic structure of descriptive text. | 1 | Composing |

2. Instrument Calibration

Instrument calibration is the scale of measurement which use to decide the instrument standard. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher. It can be inferred that the instrument calibration is the scale of measurement which use to decide the action in this research made by the researcher.

In addition, the writer would collect the data by using the test. There is one in this test consist of making a descriptive text essay. The test is consisting only one question about making the descriptive text. The research use content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. The content validity use to give easy for the writer to decide the students' writing ability, likes fair, good, poor, and others. Therefore, the writer uses content validity based on the syllabus and materials at the SMK Al-Asror Sekampung.

F. Data Analysis Technique

The researcher in this research used independent samples t-test. University of Arizona Military Reach states that t-test is used to compare two

groups of independent samples.⁵⁷ An independent sample t-test can be performed using the app. The researcher used the SPSS version 25 application to calculate the independent sample t-test. SPSS version 25 is considered effective and easy in calculating research data.

⁵⁷ Banda Gerald, "A Brief Review Of Independent, Dependent And One Sample T-Test," *Science Publishing Group*, International Journal Of Applied Mathematics And Theoretical Physics, 4, No. 2 (August 14, 2018): 50–54, <https://doi.org/10.11648/J.Ijamtp.20180402.13>.

CHAPTER IV
RESULT OF THE RESEARCH

A. Description of Resesarch Setting

SMK Al-Asror Sekampung was established on an area of 840000 m² in 2007. The location of SMK Al-Asror Sekampung is on Jln.Pondok Pesantren, Summersari, Kecamatan Sekampung, Kabupaten Lampung Timur Provinsi Lampung. The status of SMK Al-Asror Sekampung is now recognized. Decree of Establishment: 420/801/15/SK/2007 Date of Decree: 2007-12-03.

Vision and mission SMK Al-Asror Sekampung : The reality of students who are characteristic, smart, skilled in character and environmentally investigent. Mission : Instilling faith and piety through religious habituation activities and virtuous practice of religious teachings Improving students' thinking skills through school literacy movement activities.

SMK Al-Asror Sekampung has educators and educational staff and has the ability in the field of education. The number of educators at SMK Al-Asror Sekampung and their qualifications are as follow:

Table 3. Educators at SMK Al-Asror Sekampung

| No. | Level Of Education | Number and Status Of Teachers | | | | Amount |
|--------|--------------------|-------------------------------|----|-----|---|--------|
| | | PNS / GT | | GTT | | |
| | | M | F | M | F | |
| 1 | Bachelor 2 (S2) | 1 | 1 | | | 2 |
| 2 | Bachelor 1 (S1) | 9 | 19 | 1 | | 29 |
| 3 | Diploma 1 | 2 | 2 | | 1 | 5 |
| 4 | Senior High School | | | | | |
| Amount | | | | | | 36 |

Education staff based on educational qualifications :

Table 4. Education Staff at SMK Al-Asror Sekampung

| No. | Level Of Education | Number Of Administrative Staff | | | | Amount |
|-----|--------------------|--------------------------------|---|-----|---|--------|
| | | PNS | | STT | | |
| | | M | F | M | F | |
| 1 | Bachelor 1 (S1) | 1 | - | 1 | 2 | 4 |
| 2 | Diploma 3 | - | - | - | - | - |
| 3 | Diploma 2 | - | - | - | - | - |
| 4 | Diploma 1 | - | - | - | - | - |

The principal of SMK Al-Asror Sekampung is Sukadi, M.Pd.

The buildings of SMK Al-Asror Sekampung has following buildings; 15 classrooms, 1 teacher room, 1 Library, 3 Laboratories, 1 bathroom for teachers and principal, 4 bathrooms for the students, 1 parking area, 1 Headmaster room, 1 consult room.

2. Research Data

The data were obtained from the result of the writing descriptive text test in pre-test and post-test. There were 68 students from two classes. Both experimental and control group were given exercise in pre-test in order to know the students' prior score in writing descriptive text. The test was calculated based on the indicators in rubrics assessments. The result of pre-test and post-test both groups.

a. Result of Pre-Test in Experimental Class

The pre-test was administered on Tuesday, 18 October 2022. It was the first meeting, and the researcher administered a pre-test to determine

the previous students' writing ability. The following is the score of students, in the experimental class who were checked in a pre-test:

Table 5. Pre-Test Score of Experimental Group

| Class Interval | Fi | Mean | Median | Variance | Standard Deviation |
|----------------|----|-------|--------|----------|--------------------|
| 20-30 | 4 | 47.94 | 50.00 | 188.057 | 13.713 |
| 31-41 | 8 | | | | |
| 42-52 | 12 | | | | |
| 53-63 | 6 | | | | |
| 64-74 | 2 | | | | |
| 75-85 | 2 | | | | |

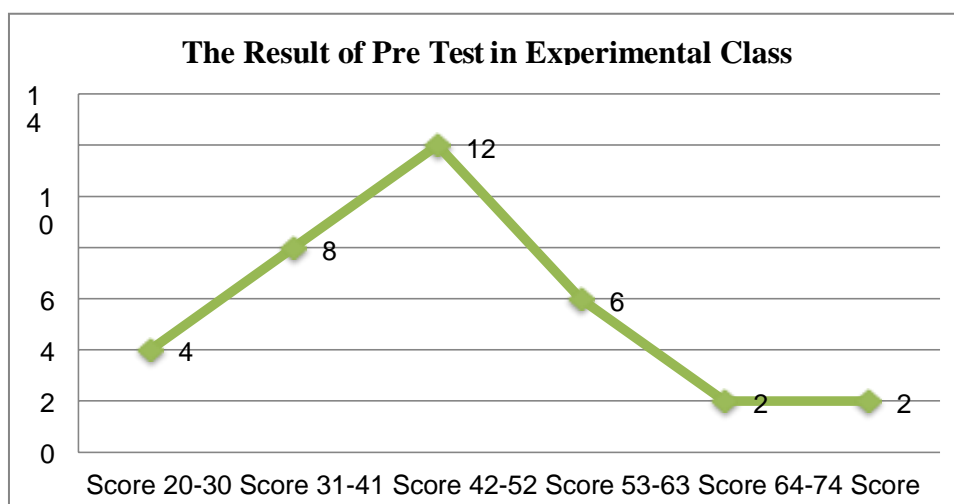


Figure 3. The Pre-Test Score Experimental Group

Based on the table and figures, it could be seen that 4 students got score 20-30, 8 students got score 31-41; 12 students got score 42-52; 6 students got score 53-63; 2 students got score 64-74; and 2 students got score 75-85. Students score the most between score 42-52. The mean of the pre-test in experimental class was 47.94; standard of deviation was 13.713; N was 34, Median was 50.00; variance was 188.057; minimum score was 20 and maximum score was 85.

b. Result of Pre-Test in Control Class

The pre-test was administered on Tuesday, October 18 2022. It was the first meeting , and the researcher administered a pre-test to determine the previous student's writing ability. The following is the score of students in the control class who were checked in a pre-test :

Table 6. Pre-Test Score of Control Group

| Class Interval | Fi | Mean | Median | Variance | Standard Deviation |
|----------------|----|-------|--------|----------|--------------------|
| 30-36 | 3 | 52.35 | 52.50 | 123.084 | 11.094 |
| 37-43 | 4 | | | | |
| 43-50 | 10 | | | | |
| 51-57 | 5 | | | | |
| 58-64 | 5 | | | | |
| 65-71 | 7 | | | | |

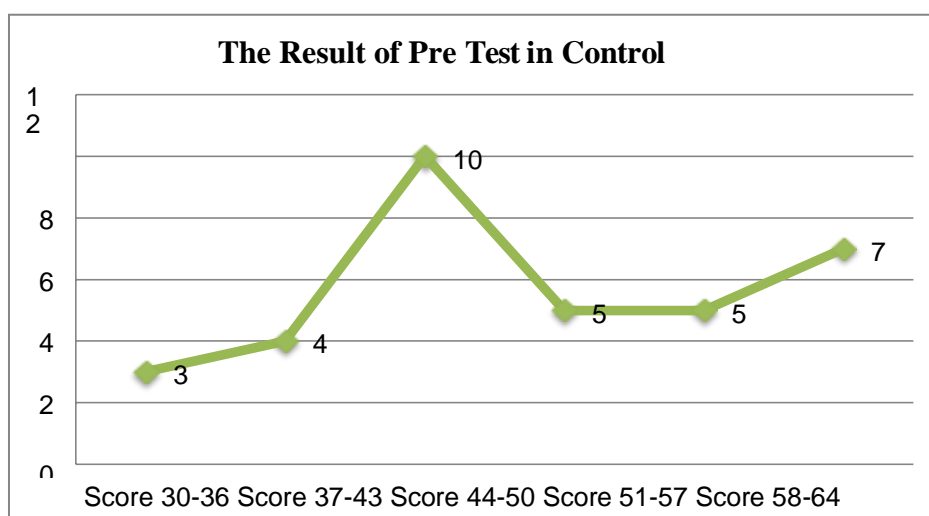


Figure 4. The Pre-Test Score of Control Group

Based on the table and figure, it could be seen that 3 students got score 30-36, 4 students got score 37-43; 10 students got score 44-50; 5 students got score 51-57; 5 students got score 58-64; 7 students got score 65-71. The mean of the pre-test in control class was 52.35; standard of deviation was 11.094; N was 34,

median was 52.50; variance was 123.084; minimum score was 30 and maximum score was 70. This suggests that the majority of participants get a poor score.

3. Data Analysis of the Treatment

a. First Treatment

The first treatment was held on Monday, October 24 2022. In the first treatment, the researcher greets the students using English. Then, the researcher gives the material about how read the map. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. The researcher gives a descriptive text question. After that, the researcher and the students discuss about the material in the paper.

b. Second Treatment

The researcher was doing the second treatment on Friday, October 28 2022. In addition, the researcher explained the material about descriptive text. After explaining about the material, the researcher asking to their student; (1) Do you have an idol that you like?, (2) Idols who used to motivate you in studying?, (3) how would you describe your favorite idol?. Then, the researcher the researcher gave an easy example of writing descriptive text about favorite idol. The last, the researcher give exercises to the students.

4. Result of Post-Test in Experimental Class

The researcher conducted post-test in order to find out students' writing ability after they got treatment by using edmodo. The post-test was administered

on Monday, October 24 2022. The scores of students' tests in post-test in the experimental class could be seen bellow:

Tabel 7. The Post-Test Score of Experimental Group

| Class Interval | Fi | Mean | Median | Variance | Standard Deviation |
|----------------|----|-------|--------|----------|--------------------|
| 60-65 | 1 | 80.00 | 80.00 | 75.758 | 8.704 |
| 66-71 | 7 | | | | |
| 72-77 | 6 | | | | |
| 78-83 | 7 | | | | |
| 84-89 | 4 | | | | |
| 90-95 | 9 | | | | |

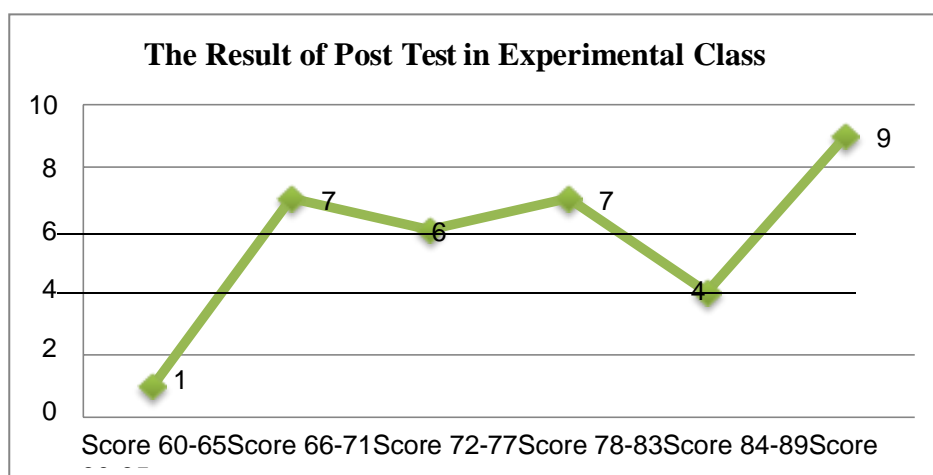


Figure 5. The Post-Test Score of Experimental Group

Based on the table and figure, it could be seen that 1 students got score 60-65; 7 students got score 66-71; 6 students got score 72-77; 7 students got score 78-83; 4 students got score 84-89; and 9 students got score 90-95. Students score the most between 90-95. The mean of the post-test in experimental class was 80.00; standard of deviation was 8.704; N was 34, median was 80.00; variance was 75.758; minimum score was 60 and maximum score was 95.

5. Result of Post-Test in Control Class

The researcher also performed a post-test in a control class to see how the students progressed in their writing ability without receiving treatment. The post-test was administered on Monday, October 2022. The scores of students' writing ability in control class could be seen below:

Tabel 8. The Post-Test Score of Experimental Group

| Class Interval | Fi | Mean | Median | Variance | Standard Deviation |
|----------------|----|-------|--------|----------|--------------------|
| 40-45 | 2 | 62.50 | 65.00 | 74.621 | 8.638 |
| 46-51 | 1 | | | | |
| 52-57 | 7 | | | | |
| 58-63 | 6 | | | | |
| 64-69 | 7 | | | | |
| 70-75 | 11 | | | | |

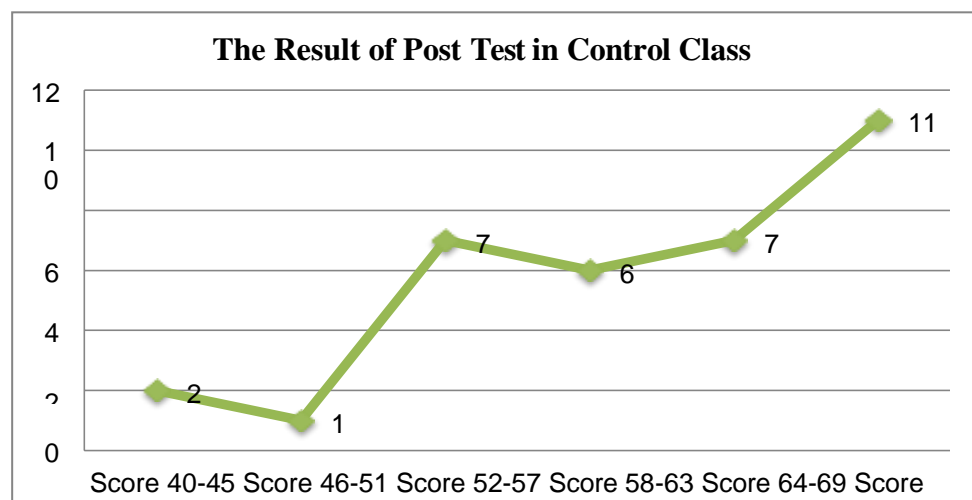


Figure 6. The Post-Test Score of Control Group

Based on the table and figure, it could be seen that 2 students got score 40-45; 1 students got score 46-51; 7 students got score 52-57; 6 students got score 58-63; 7 students got score 64-69; and 11 students got score 70-75. Students score the most between score 70-75. The mean of the post-test in experimental class was

62.50; standard of deviation was 8.638; N was 34, median was 65.00; variance was 74.621; minimum score was 40 and maximum score was 75.

B. Data Analysis

1. Result of Normality Test

The researcher tested normality test after got score of the students in writing ability post-test using SPSS version 16. The normality test is used to determine whether the students' post-test scores are normally distributed or not. These are hypotheses as following:

H_a: The normal distribution for a data if sig value $> 0,050$.

H₀: There was no normal distribution of the data, if sig value $< 0,050$.

Tabel 9. Tests of Normality

| Class | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------------------------------------|--------------------|---------------------------------|----|------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| The Results of Study of the Students | Control Class | .143 | 34 | .074 | .939 | 34 | .057 |
| | Experimental Class | .139 | 34 | .092 | .940 | 34 | .062 |

Based on Table, it can be seen that Sig. (p value) in the table of Kolmogorov-Smirnova in control class was 0.074 than in experimental class was 0.092 and standard value is $> \alpha = 0.05$. It means that Sig. (p value) in both of classes was bigger than sig value. So, based on the data, it can be concluded that the data was normal distribution.

2. Result of Homogeneity Test

The Homogeneity Test is test performed to determine two or more of the data samples comes from the population has variants the same (homogeny). The writer tested homogeneity test after got score students in control class and experimental class (post-test of writing ability by using SPSS 16). The criteria of the data are follows:

Ha: The variance of the data is homogeneous when $\text{sig } \alpha > 0.05$

H0: The variance of the data is not homogeneous when $\text{sig } \alpha \leq 0.05$.

**Tabel 10. Result of Homogeneity Test
Test of Homogeneity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|------------------|-----|--------|-------|
| The Results of Study of the Students | Based on Mean | .000 | 1 | 66 | 1.000 |
| | Based on Median | .013 | 1 | 66 | .909 |
| | Based on Median and with adjusted df | .013 | 1 | 64.872 | .909 |
| | Based on trimmed mean | .001 | 1 | 66 | .975 |

Based on the result table obtained in the test of homogeneity of variances in the column. Based on mean it could be seen that Sig. (p value) = 1.000 and standard sig value is $\alpha \geq 0.05$. It means that Sig. (p value) in the test of homogeneity was bigger than sig value. So, based on the data, it can be concluded that the variance of the data was homogenous.

3. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity tests have met the requirements for the t-test. Therefore, the writer used t-test by independent sample t-test for hypothetical of test. The hypotheses as follows:

H_a : There is a positive and significant impact of using edmodo in teaching English on the students' writing descriptive text ability of the SMK Al-Asror Sekampung.

H₀ : There is no positive and significant impact of using edmodo in teaching English on the students' writing descriptive text ability of the SMK Al-Asror Sekampung.

The criteria of acceptance or rejection of the hypothesis for

Hypothetical t-test was as following:

H_a is accepted if Sig. value < α 0.05

H₀ is accepted if Sig. value > α 0.05

Tabel 11. Group Statistics

| Group Statistics | | | | | |
|--|-----------------------|----|-------|----------------|-----------------|
| Class | | N | Mean | Std. Deviation | Std. Error Mean |
| The Results of Study of the Students | Control Class | 34 | 62.50 | 8.638 | 1.481 |
| | Experimental Class | 34 | 80.00 | 8.704 | 1.493 |

Based on the table above, it is known that the total of students for the control class and experimental class is 34 students. The mean for the control class is 62.50, while for the experimental class it is 80.00. Thus, statistically descriptive it can be concluded that there is a difference in the mean student learning outcomes between the control class and the experimental class. Furthermore, to prove whether this difference means significant or not, it is necessary to interpret the independent sample t-test table below:

Tabel 12. Result of Hypothetical Test
Independent Sample Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---------------------------------------|-----------------------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| The Results of Study of the Student s | Equal variances assumed | .000 | 1.000 | -8.321 | 66 | .000 | -17.500 | 2.103 | -21.699 | -13.301 |
| | Equal variances not assumed | | | -8.321 | 65.996 | .000 | -17.500 | 2.103 | -21.699 | -13.301 |

Based on the tabel above, it is known that Sig. Score of Levene's Test for Equality of Variances is $1.000 > 0.05$, it can be interpreted that the data variance between the control class and the experimental class is homogeneous. So that the interpretation of the independent sample t-test table above is guided by the equal variances assumed.

Based on the independent sample t-test in equal variances assumed the table that value of significant generated Sig. (2-tailed) = 0.000 and standard value is $< \alpha = 0.05$. So, the Sig. (2-tailed) is 0,000 was smaller than $\alpha = 0.05$. The conclusion from the data analysis H_0 is rejected and H_a is accepted. It means that there was a significant difference in students learning result at the experimental class that used a treatment between the control class that not got treatment.

Based on the statistical data description above, there is a significant difference in the mean value. The researcher concluded that there is any positive and significant impact on using edmodo in teaching English on the student's writing ability of SMK Al-Asror Sekampung.

B. Discussion

This section presents the discussion based on the findings of the research. It is concerned about the influence of using edmodo media on the students' writing ability. Furthermore, it can be seen from the pre-test and post-test results. The research was conducted at the the tenth grade of SMK Al-Asror- Sekampung.

The results of the data analysis describes that the students' mean score is greater in the experimental class that has received treatment than the control class who does not get treatment. This research was tested by using the independent sample t-test formula to investigate whether there is a positive and significant difference between the results of the students in the experimental class and the control class on their writing ability in the tenth grade of SMK Al-Asror Sekampung.

In addition, after the researcher doing the research the mean score they got in post-test was so different. The students in control class got 62.50; meanwhile, the students in experimental class got 80.00. It shows that the mean of the experimental class in post-test was higher than control class. After 48 that making an interpretation based on the calculation whether any significant and positive impact of using edmodo media on the student writing ability of the tenth grade of SMK Al-Asror Sekampung.

Hypothetical test was used to measure the impact of using edmodo media on the students writing ability. The criteria of acceptance or rejection of the hypothesis for Hypothetical t-test was H_a is accepted if Sig. value $< \alpha$ 0.05, H_0 is accepted if Sig. value $> \alpha$ 0.05. If H_a is accepted, it means that there is a positive and significant impact of using edmodo media on the students writing ability. While H_0 is accepted, it means that there is no positive and significant impact of using edmodo media on the student writing ability.

This research was tested by using the independent sample t-test formula. The score of t-test by independent sample t-test on the Sig. (2-tailed) is 0.000 was smaller than $\alpha = 0.05$ so, $H_a < 0.05$. It means that H_a is accepted and H_0 is rejected. There was a significant difference in result of learning process between in the control class and experimental class. Based on the results of these calculations we can conclude that there is a positive and significant impact of using edmodo media in teaching English on the students' writing ability.

During the research, the writer observed that the students were interested in learning descriptive text through the edmodo. They were enthusiastic during the learning process. All students always attended the class from the first treatment until the last treatments, they were also active in the class during the presentation of the material by using the edmodo. The researcher assumed that teaching and learning by using the edmodo can influence students' writing descriptive text

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Edmodo is one of media in English Learning, especially writing descriptive text. By using Edmodo as a medium appropriately, it can influence the students' English result. Through Edmodo, the students learn new experience in an easier way. It is very pleasant because Edmodo made the students actively in the class when the material presented. Based on the data analysis, the writer concludes that:

In fact, the students' ability in writing ability when the researcher teaching English by using Edmodo media got mean score of the pre-test in experimental group was less than 50, meanwhile score of the post-test in experimental group was 80.00. When the researcher teaching English by using Edmodo media only get mean score of pre-test in control group was higher than 50, meanwhile the mean score of post-test in control group was higher than 60.

Lessons will be more active if the teacher utilizes Edmodo media in teaching writing descriptive text, because students see and understood at the same time to facilitate their application and any significant influence of using Edmodo media in teaching English on the students' ability in writing. It was indicated that H_a was accepted and H_0 was rejected. Based on the analysis data above, the researcher concluded that "there was a positive and significant influence of

Edmodo on the students' writing descriptive text the tenth grade of SMK Al-Asror Sekampung.

B. Suggestion

After the researcher conducted the research at the tenth grade students of SMK Al-Asror Sekampung, the researcher would like to give some suggestions as follows:

1. For the students
 - a. It is suggested to develop their ability in order that can success in learning English.
 - b. This strategy can progress the students in studying English, especially to learn English material given.
 - c. To be more active in learning English by edmodo because it can help the students to enjoy in following the material that the teacher given.
2. For the headmaster
 - a. The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.
 - b. The headmaster is suggested to adapt and to improve the English syllabus based on the real problems faced by the students.
3. For the Teacher
 - a. It is better for the teacher to use mediuin teaching English material because it can improve the student's English learning result.
 - b. It is suggested to the teacher gives knowledge to the student to be active in every English teaching learning process.

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Appendix 1.**1. Documentation Guide****The Table of List Documentation Point at the SMK Al-Asror
Sekampung**

| No | Documentation Points | Availability |
|-----------|--|--------------------------|
| 1 | A profile of SMK AL-ASROR SEKAMPUNG | <input type="checkbox"/> |
| 2 | Organization structure of SMK AL-ASROR SEKAMPUNG | <input type="checkbox"/> |
| 3 | Facilities | <input type="checkbox"/> |
| 4 | The location sketch of SMK AL-ASROR SEKAMPUNG | <input type="checkbox"/> |
| 5 | The total students of SMK AL-ASROR SEKAMPUNG | <input type="checkbox"/> |

Note.

(√) Tick for each positive availabilit

Appendix 2. Pre Test**PRE TEST OF WRITING DESCRIPTIVE TEXT
(WRITING AND DESCRIBE SOMEONE)**

Name :
Class :
Date :

Direction:

- 1. Write your name, class and date in the column provided***
 - 2. Do it within 60 minutes***
 - 3. Describe people in this exercise!***
-
-

1. Please choose your role model or artist you like !
2. Describe how she or her and what his or her accomplishments are!

Appendix 3. Test 1**WRITING TEST 1****1. Sources of Material**

- a. Text books
- b. Internet

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Time Allocation : 60 Minutes

Instruction :

1. Write a descriptive text!
2. Describe your favorite place that you have visited several times!
3. Write the text based on the generic structure!

Appendix 4. Test 2**WRITING TEST 2****2. Sources of Material**

- a. Text books
- b. Internet

Subject : English
Sub Matter : Writing
Sub Subject Matter : Descriptive Text
Time Allocation : 60 Minutes

Instruction :

1. Write a descriptive text !
2. Describe your idol physical performance and behavior such as face, hairstyles, hobbies, skin, age, eyes, weight etc.
3. Write the text based on the generic structure!

Appendix 5. Treatment Activity

a. Treatment 1



(SMK Al-Asror Sekampung, October 24 2022)

Appendix 6. Treatment Activity

a. Treatment 2



(SMK Al-Asror Sekampung, October 28 2022)

Appendix 7.

1. Students score in pre test and post test Experimental Class

| EXPERIMENTAL CLASS | | | |
|--------------------|----------------------|----------|-----------|
| No | Name of the Students | Pre Test | Post Test |
| | | (X1) | (X2) |
| 1. | Aan setiawan | 85 | 85 |
| 2. | Bella seftina | 35 | 75 |
| 3. | Dandi Heryanto | 45 | 95 |
| 4. | David Hermansyah | 30 | 90 |
| 5. | Desta Ega Pratiwi | 60 | 85 |
| 6. | Dewi Anjarwati | 65 | 70 |
| 7. | Diano Akmal | 50 | 90 |
| 8. | Dwi Yuniarti | 20 | 60 |
| 9. | Een Yani | 60 | 80 |
| 10. | Eka Ratna Yanti | 50 | 75 |
| 11. | Erlan Yoga | 55 | 90 |
| 12. | Fadhil Pratama | 75 | 75 |
| 13. | Fitriani Eva | 35 | 80 |
| 14. | Juan Arfandi | 50 | 85 |
| 15. | Kenzo Pratama Putra | 45 | 70 |
| 16. | Lula Fara | 30 | 95 |
| 17. | Lulu Permata | 50 | 80 |
| 18. | Lusiana Putri | 35 | 70 |
| 19. | M Faisal | 45 | 80 |
| 20. | Maylisa Rahma | 40 | 70 |
| 21. | Miftahul Jannah | 50 | 90 |
| 22. | Mutia Indriyani | 45 | 75 |
| 23. | Nimas Putri | 40 | 80 |
| 24. | Nila Sukmawati | 60 | 70 |
| 25. | Nova Sari | 50 | 90 |
| 26. | Nur Hyati | 40 | 85 |
| 27. | Nurul Istiqomah | 55 | 70 |
| 28. | Rara Safa | 50 | 80 |
| 29. | Silvia Diana Sari | 50 | 80 |
| 30. | Sarah Agniya | 70 | 90 |
| 31. | Siti Rahmah | 30 | 75 |
| 32. | Tofan Hidayat | 60 | 80 |
| 33. | Toni Armayoga | 45 | 75 |

| | | | |
|-----|-------------------|-------|------|
| 34. | Zahra Ayu Lestari | 45 | 75 |
| | TOTAL | 1630 | 2720 |
| | AVERAGE | 47,94 | 80 |

Appendix 7.

2. Students score in pre test and post test Control Class

| CONTROL CLASS | | | |
|---------------|-----------------------|-------------------|-------------------|
| No | Names of the Students | Pre Test (Y1) | Post Test (Y2) |
| 1 | Abdul Aziz | 55 | 75 |
| 2 | Adi Fahreza | 45 | 75 |
| 3 | Amel Putri | 45 | 75 |
| 4 | April Jingga | 60 | 65 |
| 5 | Diah Ayu Lestari | 65 | 70 |
| 6 | Dilla Kani | 70 | 70 |
| 7 | Doni Putra Pratama | 65 | 55 |
| 8 | Efa Fatimah | 60 | 55 |
| 9 | Fendi Ganian | 45 | 65 |
| 10 | Harianto | 50 | 70 |
| 11 | Hilma Baitul | 55 | 60 |
| 12 | Imelda Fajri | 75 | 65 |
| 13 | Irfan Jodi Kusuma | 30 | 50 |
| 14 | Ismiyah | 40 | 45 |
| 15 | Lidiya Kornelia | 50 | 55 |
| 16 | Marvi | 40 | 70 |
| 17 | Muhammad Irfan | 65 | 55 |
| 18 | Nadia Salsabilla | 65 | 60 |
| 19 | Nadia Haryani | 50 | 60 |
| 20 | Nuri Adi Wilaga | 40 | 65 |
| 21 | Putri Rahmawati | 35 | 60 |
| 22 | Putra Kusuma | 70 | 55 |
| 23 | Rabi Purwo | 45 | 65 |
| 24 | Ratna Lestari | 55 | 40 |
| 25 | Reno Prayogi | 55 | 55 |
| 26 | Rika Fitriana | 55 | 65 |
| 27 | Riski Pahlevi | 50 | 55 |

| | | | |
|---------|---------------------|-------|------|
| 28 | Riri Vanya | 50 | 75 |
| 29 | Rikra Dandi | 25 | 70 |
| 30 | Salsabilla Adriyani | 60 | 60 |
| 31 | Sella Ratna | 60 | 70 |
| 32 | Siti Fatimah Cahya | 60 | 65 |
| 33 | Siti Aisyah | 40 | 70 |
| 34 | Syerli Pratiwi | 50 | 60 |
| TOTAL | | 1780 | 2125 |
| AVERAGE | | 52,35 | 62,5 |

Appendix 8.

1. The Result of the Pre-Test in Control Class

Name: Diana Safitri
Class: X TKJ

(60)

My House

My favorite place is my home. My house is my heaven. I like my home. I can do anything in my house, like sleeping, eating, playing. My house is very beautiful. My House is green and and orange. My house is close to the cemetery. My house is far from my school close of the rice. I love my house.

Name: Dewi Setyaningrum
Class: X TKJ

(30)

1. My favorite place is home because at home so many perks that I can right. for example I can gather with my family. It's something special or the thing I like most about life.

2.

1. The Result of the Pre-Test in Experimental Class

No. _____
Date: _____

Name : Adijaya
Class : X TKJ

(10)

My Home.

My favorite place is my home, my home is my heavens. like my home, I can do anything in my home, like sleeping, eating, playing, etc.

My home is very beautiful, my home is orange, red and brown.

My house is close to the cemetery, My home is far from my school. My house is close to the rice field.

No. _____
Date: _____

Name : Binti Fadlin Umarah
Class : X TKJ

(20)

Park Mini

Park mini Indonesia indah is a park located in Jakarta which area has less hobby is a hectares. taman mini Indonesia indah the fence, garden is fairly well know in the circle Indonesia society.

Taman mini Indonesia indah has many recreation facilities, so: children palace Indonesia, cheap car changing, swan boat, arsipel Indonesia, among other park, amusement park, atrium, tourist village, swimming with show bag, and museum science TMII. as for flora and fauna is: orchid plants, plant, cactus, jernang garden, stalis, freshwater, fish and lay forth



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Nomor : B-0741/In.28.1/J/TL.00/03/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMK AL-ASROR SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **PUJI RAHMAWATI**
NPM : 1601070161
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENT'S WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF SMK AL-ASROR SEKAMPUNG

untuk melakukan *pra-survey* di SMK AL-ASROR SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Maret 2020

Kepala Jurusan
Pendidikan Bahasa Inggris



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



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Nomor : B-5391/In.28/D.1/TL.00/12/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK AL-ASROR
SEKAMPUNG
di-

Tempat

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Sehubungan dengan Surat Tugas Nomor: B-5390/In.28/D.1/TL.01/12/2022, tanggal 07 Desember 2022 atas nama saudara:

Nama : **PUJI RAHMAWATI**
NPM : [1601070161](#)
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK AL-ASROR SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF SMK AL-ASROR SEKAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

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Metro, 07 Desember 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP [19670531 199303 2 003](#)



YASAN PONDOK PESANTREN DARUL MA'ARIF
KEPMENHUMHAM RI NOMOR AHU-001 1948.AH.01.04.TAHUN 2015
SEKOLAH MENENGAH KEJURUAN (SMK) AL - ASROR

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Nama : Puji Rahmawati
 NPM : 1601070161
 Mahasiswa : IAIN Metro-Lampung
 Semester : Skripsi

mengadakan penelitian di SMK Al-Asror Desa Sumbersari Kecamatan Sekampung Kabupaten Lampung Timur, dengan judul Skripsi "The influence of using edmodo media on the student's writing descriptive text at the tenthgrade of senior high school of SMK AL-Asror Sekampung

Demikianlah surat ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sumbersari, 20 Januari 2022

Kepala SMK Al-Asror



SUKADI, M.Pd



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NPM : [1601070161](#)
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

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 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 07 Desember 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP [19670531 199303 2 003](#)



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di-

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| Jurusan | : Tadris Bahasa Inggris |
| Judul | : THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENT'S WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF SMK AL-ASROR SEKAMPUNG |

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Kepala Perpustakaan



As'ad
D. As'ad, S. Ag., S. Hum., M.H., C.Me.
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NPM : 1601070161
Jurusan : Tadris Bahasa Inggris

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AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS'
WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE
OF SENIOR HIGH SCHOOL OF SMK AL-ASROR SEKAMPUNG**

By :

PUJI RAHMAWATI

Student Number : 1601070161



**TARBIYAH AND TEACHING TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE INFLUENCE OF USING EDMODOMEDIA ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF SMK AL-ASROR SEKAMPUNG

by Puji Rahmawati

Submission date: 05-Jan-2023 10:31PM (UTC-0500)

Submission ID: 1634695372

File name: SKRIPSHIT_HAMPIR_DONE_1_1_-_Copy.docx (250.23K)

Word count: 9244

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THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF SMK AL-ASROR SEKAMPUNG

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO**

Nama : Puji Rahmawati
NPM : 1601070161

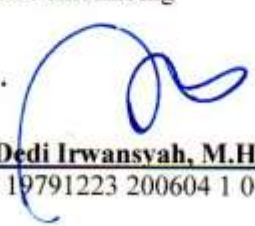
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| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|--|------------------------|
| | 20/09/2022 | | <p>Chapter I - III References - Just small mechanical mistakes - please revise and come back soon.</p> | |
| | 26/09/2022 | | <p>@@@ for Semua Proposal</p> | |

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Ketua Jurusan TBI


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Dosen Pembimbing


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NPM : 1601070161

Program Studi : TBI
Semester : XIII

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|----|----------------|------------|--------------------------------------|------------------------|
| | 05/12/ 2022 | | Research Instrument <u>ACE</u> | |

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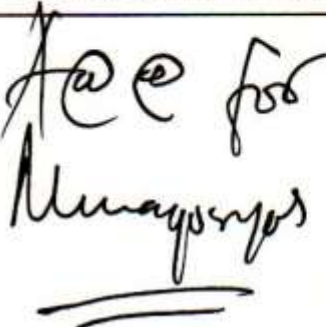
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Nama : Puji Rahmawati
 NPM : 1601070161

Prodi : TBI
 Semester : XIII

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
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CURRICULUM VITAE



The researcher has name Puji Rahmawati was born in Sekampung on 31th August of 1998. The first daughter of the couple from Mr. Sumadi and Mrs. Siti Khalimah. The researcher has one brother and one sister, named Muhammad Irfan and Hayati Tri Dika Muafah. Currently the researcher lives in the village of Sidodadi, Kec. Sekampung Kab. East Lampung. The researcher studied in the elementary school at SDN 2 Sidodadi and finished in 2010. Then she continued in Junior High School at SMP NEGERI 1 Batanghari and graduated in 2013. Meanwhile, Senior High School was taken at SMAN 1 SEKAMPUNG, and completed in 2016. Then in 2016 the researcher continued her education at IAIN METRO by majoring in English Education Department.