

Students' Perception of Edmodo use as a Learning Tool

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Abstract

Due to the development of technology, teachers are expected to integrate technology into the classroom to engage the Z Generation students. Edmodo is a popular online learning platform that has now been widely used as a learning management system in blended learning or just as a supplementary tool. This study aims at investigating students' perceptions of Edmodo as a learning tool. Involving 47 students of the English department of Universitas Kristen Indonesia, data were collected employing a questionnaire and an interview. The results showed that the participants perceived Edmodo use improved their language skills, developed interaction and communication, enhanced the freedom to share ideas, and promoted their vocabulary and creativity. However, they regarded that the traditional face-to-face learning should not be replaced by online learning. They seemed to suggest the two learning modes combined.

Keywords: *Edmodo, English, learning tool*

INTRODUCTION

There has been a dramatically growing interest to integrate social media into EFL learning and teaching due to two reasons. First, social media offers teachers an increasing range of possible solutions to refine teaching and learning inputs, processes, and outcomes. In line with this, Bryer and Zavattaro (2011) accentuated that social media are “technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders” (p. 327). Second, today’s students are generally tech-savvy (Pardede, 2017). These Z generations generally fond of chatting, posting, socializing, and even learning through social media (Mazman & Usluel, 2010; Yunus, Salehi & Nordin, 2012).

The Internet provides so many platforms that support the teaching and learning process, such as Wiki, Edmodo, Quipper, and Blogspot. Employing these tools, users can share any kind of information in various forms, like text, picture, video, and sound. Access to the internet has also become easier with the use of mobile technology. According to Statcounter (2016), since 2016 mobile and tablet formats overtook desktop formats in worldwide use of the Internet, and the use of these wireless formats has become a common experience of Generation Z students (Carter, 2018).

This study focuses on the use of Edmodo, one of the most popular learning platforms in the social network. It is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom (Cauley, 2014). By using Edmodo teachers and students can do the learning process easier for it can be used anytime and anywhere as an effective media of an online class. This platform is effective for sharing students' and teacher's ideas and opinions. It is also an effective tool for the teacher to make an assignment.

Based on his literature review, Pardede (2017) identified various advantages of employing Edmodo for blended EFL classes, such as its ability to facilitate intensive communication which is highly necessary in EFL environment, its potential to assist for running various types of active learning (e.g. provision of assignments and related resources, peer discussion, online quizzes concerning the learning topic, digital content assignment submission, and easy connection with students or teachers from different schools or other countries). Edmodo also facilitates teachers to meet the varied students' needs, supports a sense of community among students, making them feel respected and significant and offers three helpful criteria, i.e. usability, accessibility, and compatibility (Bayne, 2015).

Several studies (Mustapha, 2010; Pardede, 2019; Zaid, 2012) have been conducted on the use of Edmodo to support EFL learning and teaching. The results showed that Edmodo can be used to increase students' participation; to provide multimedia in the teaching and learning process; to increase learning process effectiveness. Overall, these studies show that technology gives various positive impacts on the learning process for it can increase the quality of learning and teaching. Besides, the studies also revealed students' positive perceptions of Edmodo use as learning media. By these concerns, the researcher was interested to investigate the current students' perception of Edmodo use in the English Education Department (EED) of Universitas Kristen Indonesia (UKI) Jakarta.

Based on the background above, the research question to be tackled in this study is: "What is the students' perception of Edmodo use as a learning tool?"

LITERATURE REVIEW

Edmodo

Learning media are an important element in every learning and teaching process because media are the tools teachers use to deliver the learning material and to facilitate learning activities. Due to technological development which makes computer, smartphones, tablets, and other smart devices available, learning can be done in various contexts. These tools support various learning activities whose quality is dependent on the effectiveness of the learning devices, technology, and the social interaction of students. Social media or social networks are very potential to use as a learning media and they are very familiar to today's students, so learn using social media or social networks is being naturally for students (Sari, 2017).

One of the most commonly used technological tools in EFL is social media, among which Edmodo is very popular. Edmodo is a free educational social media usually called as "Facebook for Education" because it display looks similar with Facebook but is much more private and safe since it permits teachers to create and manage accounts only for their students by typing group code to register in the group; nobody can participate or spy on the group without knowing the group code (Kodriyah, 2014). Launched in 2008, it soon massively employed and has recently even been ranked as one of the top learning

tools for education, including for ESL/EFL learning and teaching. According to Edmodo (2016), in March 2016, over 63 million users have been actively working together in Edmodo concerning academic affairs. Edmodo is widely used due to its effectiveness to make the learning process more interesting, to engage students, to promote individual learning as well as group collaboration, and to enable non-digital native teachers to create a web-based learning environment (Warawudhi, 2017).

Edmodo: is a simple M-learning tool using to present the lesson contents, it is common to all operating systems of smartphones; it provides useful tools for students and teachers to engage online outside class anywhere and anytime. With the development of technology, multimedia and e-learning teaching is increasingly accepted as a means of English language instruction. This model uses the Learning Management System (LMS) platform called Edmodo which has a beneficial feature to use Information Communication Technology in the teaching-learning process. The LMS not only provided the text material, but it also provided multimedia platform material like mp3, video, animation, or external links to the other website and resources, it will be a good learning media to support the teaching and learning process (Aji, 2016).

The difference between Edmodo and other social network sites is that Edmodo is a social learning platform designed for collaboration, communication, sharing of knowledge, homework, and discussion between students, teachers, and parents. Edmodo application was used by students that study at different education levels and the studies evaluated the factors affecting the use of Edmodo by taking into account students' views about Edmodo (Ekici, 2017).

In using Edmodo, the interaction among the teacher and students is more advanced. There are several different ways to help developing students' learning outcomes, but implementing online tools is one of the best choices. By using Edmodo as the extension of the face-to-face interaction, it is expected that students can improve their English proficiency in a provided length of time, since it will increase the contact hours among students and teachers and facilitate peer feedback among students, which may create a productive learning environment for them (Gay, Erwin., & Sofyan, Nurlaily, 2017).

Students' Perception of Edmodo

The results of various previous studies have revealed that the use of Edmodo as a learning tool is positive. It is shown that Edmodo facilitates the students to work independently and share their thoughts through group discussions as well. Group discussions help them a lot in writing and it can be applied for intriguing students to write based on their own pace. The studies also show that students give a positive response when they can interact with other students from different countries. The students become more enthusiastic in learning since Edmodo allows writing collaboratively so that they can practice the authentic language (Alfian, 2017). Besides, they perceive that using online learning platforms in the learning process is effective since it saves time and effort. They also regard that online learning is environment-friendly because it can save paper used for the assignments (Cakrawati, 2017).

Pardede (2015) investigated the perception of pre-service EFL teachers of Edmodo use as a complementary learning tool. Employing a mixed-methods research designed, data were collected from 54 students of the English Education Department of Universitas Kristen Indonesia Jakarta. The results that the majority of the participants are ready to use Edmodo as a complementary learning tool in the English classroom. They considered the use of Edmodo as an advantageous learning tool to supplement traditional

face-to-face classroom settings. They also had a positive view of their experiences in employing Edmodo.

The study of Al Khatiri's (2015) focused on students' perceptions and challenges concerning Edmodo use and its effect on their attitudes towards EFL learning. It involved 42 Saudi EFL female secondary school students who were divided into the experimental group (21) receiving the traditional teaching plus a six-week daily interaction via Edmodo and the control group (21) receiving the traditional teaching only. The data obtained through a post-treatment questionnaire showed students' high positive perception of Edmodo, despite the considerable challenges in its integration. The findings also indicated that Edmodo also had the exceptional potential for generating more positive attitudes towards EFL learning.

Pardede (2019) investigated the perception of EFL students of blended learning. Employing the mixed-methods research design, quantitative and qualitative data were collected from 32 participants consisting of students of the English Education Department of Universitas Kristen Indonesia, Jakarta. The findings showed that the students' perception of blended learning was positive. It was also reported that the participants valued learning using the online platform not only because it offers convenience, flexibility, and immediate access but also increases their engagement and independence and develops their technical and information literacy skills.

Learning Effectiveness Using Edmodo

The previous studies showed that Edmodo is positively effective for the teaching and learning process. Humairah (2017) found that students in the Experimental class got better writing skills. Edmodo provides teachers and students with a safe and easy way to post classroom materials, share links and videos, and access assignments, grades, and school notices. Teachers and students can store and share all forms of digital content blogs, links, pictures, videos, documents, presentations, and more. In an attempt to prevent an outsider from joining the school network, Edmodo provides special codes to school and classes. These are given to students and are necessary to join the group.

Aji (2017) explored the implementation of blended learning employing Edmodo to teach listening to 28 university students. Data collected through interviews with the listening lecturer, observation of the learning activities, and a questionnaire administered to the students revealed that the blended learning implementation was able to increase the students' listening skills. The findings also revealed that the practice offered ways to lecturers to more effectively teach listening skills.

Hariri and Bahanshal (2015) investigated the effectiveness of using Edmodo in a blended learning environment to support learning, interaction, motivation and classroom dynamics of 60 Saudi foundation year female students at a King Abdulaziz University (KAU). Quantitative data were collected utilizing a pretest and a posttest, while the qualitative data was obtained through observation. The results indicated a positive correlation between students' English proficiency and the employment of Edmodo. The students' interaction with Edmodo and their enthusiasm to use English outside of the classroom indicated the effectiveness of Edmodo in promoting learning and motivation. In terms of classroom dynamics, Edmodo use increased the students' awareness of the effectiveness of technology to help them improve their English.

Khodary (2017) investigated the effect of Edmodo use on developing EFL students' self-directed learning. It involved 45 fifth level students at Languages and Translation Department, Faculty of Education and Arts, Northern Border University, Saudi Arabia.

The participants were taught by combining the face-to-face instruction and online class using Edmodo to carry out a project. Data was collected utilizing pretest and posttest. The results revealed there was a statistically significant difference between the participants' pretest and posttest in favor of the post. That indicated Edmodo helped the participants develop their self-directed learning.

METHOD

This study or research employed the mixed methods design, i.e. the one where the researcher “mixed or combined quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study” (Onwegbuzie, 2004). Since his study aims at collecting relevant information necessary to understand the research problem more efficiently, the type employed is the explanatory sequential mixed methods design (Pardede, 2018). The study started with quantitative data collection and continued with qualitative data collection intended to help explain or elaborate the previously obtained quantitative results

The participants were the students of the English Education Department of Universitas Kristen Indonesia, Jakarta. They were selected from three batches (2015-2017) by using the convenience sampling technique due to administrative restrictions.

The instruments used in the research were a questionnaire and an interview guide. The questionnaire was adopted from Cakrawati (2017) and Su’adah’s (2015) work. Some modifications were made to address the research questions. The questionnaire, containing 31 statements that consisting of four parts: (1) Learning online in Edmodo, (2) students' view on being active and confident in Edmodo and Face to face (F2F) class, (3) students' view on which class that improve their English, Edmodo or F2F class, (4) Students' view on the beneficial of using Edmodo. The participants were asked to participate by indicating their agreement or disagreement with each statement on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To help to interpret the quantitative data, an interview consisting of 5 questions was conducted to 14 participants selected from the 2015 batch.

To test the reliability of the questionnaire, the Cronbach Alpha test was employed to examine the 31 items. The result showed that the coefficient of the questionnaire is 0.874. That means the questionnaire is reliable to use.

The quantitative data were analyzed using the descriptive statistical analysis in terms of means and percentages. The quantitative data were combined with the qualitative data and were analyzed descriptively. The Statistical Packages for Social Sciences (SPSS) version 24 was employed in the analysis. To determine the perception levels obtained from the quantitative data analysis, the following criteria were used.

Table 1.

The Criteria of Perception Level Analysis

No	Mean	Criteria
1	4.01 – 5.0	Very High
2	3.01 – 4.0	High
3	2.01 – 3.0	Medium
4	1.01 – 2.0	Low
5	0.5 – 1.0	Very Low

FINDINGS AND DISCUSSION

The number of EED students who participated in this study was 47, consisting of 20 (42.6%) of batch 2015 batch, 11 (23.4 %) of Batch 2016, and 16 (34%) of Batch 2017. In the following sections, their responses are presented in terms of perception of the advantages of learning using Edmodo, perception of face to face (F2F) versus online (OL) learning using Edmodo in providing learning confidence and motivation, perception of effectiveness of between F2F vs. OL using Edmodo, and perception of the efficiency of F2F vs Edmodo.

1. Students' Perception of the Advantages in Learning Using Edmodo

The findings related to students' perception of the advantages of learning using Edmodo are quite interesting. As shown in Table 2, the participants believed Edmodo helped them a lot in learning. For instance, the response to the first indicator shows that most of them agreed that Edmodo contributed positively to their learning experience. Most of them also agreed that the use of Edmodo helped in the development of thinking skills.

The overall mean of the responses to the seven indicators in this section is 3.4. Using the criteria listed in Table 1, this indicates that the participants' responses regarding the advantages of learning using Edmodo is "high". These findings clarified Cakrawati's (2017) research result indicating that the students perceived Edmodo gives positive impacts on their learning experience.

Table 2
Perception of the Advantages of Learning Using Edmodo

No.	Statements	SD	D	N	A	SA	M
		f (%)	f (%)	f (%)	f (%)	F (%)	
1.	Edmodo contributes positively to my learning experience	0 (0%)	0 (0%)	17 (36.2%)	22 (46.8%)	8 (17%)	3.8
2.	Edmodo makes me understand the importance of learning from sharing real-world experiences	0 (0%)	2 (4.3%)	18 (38.3%)	23 (48.9%)	4 (8.5%)	3.6
3.	Edmodo enhances my ability to understand and evaluate viewpoints	0 (0%)	1 (2.1%)	18 (38.3%)	26 (55.3%)	2 (4.3%)	3.6
4.	Edmodo helps me develop my ability to think logically	1 (2.1%)	4 (8.5%)	22 (46.8%)	19 (40.4%)	1 (2.1%)	3.3
5.	Edmodo encourages me to develop myself as a team member	1 (2.1%)	4 (8.5%)	11 (23.4%)	30 (63.8%)	1 (2.1%)	3.5
9.	Edmodo enhances my ability to think critically	0 (0%)	6 (12.8%)	21 (44.7%)	18 (38.3%)	2 (4.3%)	3.3
10.	Compared to the F2F classroom, Edmodo allows more efficient comment and discussion with peers and colleagues	0 (0%)	7 (14.9%)	18 (38.3%)	19 (40.4%)	3 (6.4%)	3.3
	Σf	2 (0.6%)	24	125	157	21	329
	$\Sigma \%$		(7.2%)	(37.9%)	(47.7%)	(6.3%)	(99.7%)
	ΣM						3.4

The findings were also strengthened by the data obtained from the interviewees, as shown by these excerpts.

I think it can help you to save time, it doesn't need to come to the class and see your lecturer but you can study in every place. I think I can improve my English through face to face class because it forced me to speak English. But in Edmodo, I can submit an assignment more discipline, because it has a limit time (Interviewee 11).

I think learning online in Edmodo works well for me because it is useful and kind of easy to use. I can submit my assignments easily and I can interact with my lecturers and friends there, and then there is no need to waste paper to submit the hard copy of my assignment I only need to submit it online (Interviewee 12).

I think learning in Edmodo is very good because the students can access their Edmodo accounts anytime and anywhere such as school, cafe, or home. They can submit their assignments by uploading them. Students who are normally shy in the classroom can take advantage of Edmodo and use it to speak privately with the teacher. This enables the teacher to give feedback to his students without face to face interaction (Interviewee 13).

2. Perception of which Between F2F and OL Learning Using Edmodo Make Students More Active and Confident

The finding concerning which modes make the participants more active and confident and learning revealed that the majority of them tended to choose online learning with Edmodo. A majority of the participants (51.3%) believed Edmodo increased their involvement in learning and almost half believed the use of Edmodo developed their interaction skills. What is more, 74.4% of them agreed and strongly agreed that Edmodo is easy to use.

Table 3

Students' perception of which class that make them more active and confident

No.	Statements	SD	D	N	A	SA	M
		F (%)	F (%)	F (%)	F (%)	F (%)	
6.	Edmodo develops discussion/ interaction skills	0 (0%)	6 (12.8%)	19 (40.4%)	20 (42.6%)	2 (4.3%)	3.3
7.	Edmodo increases involvement with the class	0 (0%)	5 (10.6%)	18 (38.3%)	22 (46.8%)	2 (4.3%)	3.4
8.	Edmodo provides the opportunity to relate my own experiences to the topics covered in the course	0 (0%)	3 (6.4%)	19 (40.4%)	24 (51.1%)	1 (2.1%)	3.4
11.	feel more comfortable in sharing and discussing the idea on Edmodo than in a traditional F2F classroom	3 (6.4%)	11 (23.4%)	16 (34%)	16 (34%)	1 (2.1%)	3
12.	Feel more comfortable responding to online discussions using Edmodo than in F2F class	2 (4.3%)	11 (23.4%)	17 (36.2%)	16 (34%)	1 (2.1%)	3
13.	Edmodo is easy to use	0 (0%)	1 (2.1%)	11 (23.4%)	26 (55.3%)	9 (19.1%)	3.9
17.	Commenting and discussing ideas with peers is easier in Edmodo that in F2F class	0 (0%)	7 (14.9%)	18 (38.3%)	19 (40.4%)	3 (6.4%)	3.4
20.	the reference materials and assignments posted in Edmodo help improve my learning	0 (0%)	3 (6.4%)	11 (23.4%)	31 (66%)	2 (4.3%)	3.6
	Σf	6	48	126	172	24	376
	Σ%	1.5%	(12.6%)	(33.3%)	(45.5%)	(6.3%)	(99.2%)
	ΣM						3.3

The use of Edmodo, however, should not replace the F2F class. There was almost the same number of students who considered that sharing and discussing through Edmodo or F2F class more comfortable. These findings indicate that the participants need to use both classes based on their needs.

These findings are in line with Su'adah (2015) who found that students believed they the use of Edmodo made them more involved in discussing and sharing ideas in their class. These findings were also strengthened by the qualitative data obtained through the interviewees.

I think online learning makes me more confident because I can search for anything on the internet. However, face to face class is also important. It allows me to directly interact with the lecturer (Interviewee 10)

For me, it's the same to learn, whether face to face or Edmodo. But I prefer, face to face class because I'm more active in the class and the interactions improve my four skills (Interviewee 6)

I think I am more active in face to face class because it allows us to talk to the others and ask something about the lesson. But if we talk about confidence, I'm more confident to express ideas in Edmodo because I have more time to consider my responses before I post them (Interviewee 3).

3. Perception of the Convenience, Interest, Ease, and Effectiveness of Edmodo

As shown in Table 4, the majority of participants tend to agree and strongly agree that the use of Edmodo makes learning more convenient, interesting, and effective. In short, they had a positive view of the use of Edmodo. This is because Edmodo helps developing vocabulary, makes reading more interesting, and facilitates interaction and communication. Besides, Edmodo is easy to use. The overall mean of the responses to the seven indicators in this section is 3.6. Using the criteria listed in Table 1, this means indicates that the participants' responses regarding the convenience, interest, ease, and effectiveness offered by Edmodo are "high". These findings justified Pardede's (2015) finding that students had a positive view on their experiences in employing Edmodo. They are also in line with Al Khatiri's (2015) findings that students perceived Edmodo highly positive which indicates that this online learning platform has exceptional potential for generating more positive attitudes towards EFL learning. These findings were also strengthened by some findings obtained from the interviewees.

I think in Edmodo because we have time to translate what the teacher mean and we got so many vocabularies (Interviewee 8).

Yes, but I think its fifty-fifty. In an online class, we can improve our reading skills. Because we do reading mostly. And in face to face class, we can improve our speaking and listening skills (Interviewee 10)

I think It's just the same, I can improve my English through Edmodo or f2f class. Both are good ways (Interviewee 14)

Table 4
Students' Perception of the Convenience, Interest, Ease, and Effectiveness of Edmodo

No.	Statements	SD	D	N	A	SA	M
		F (%)	F (%)	F (%)	F (%)	F (%)	
21.	I think Edmodo is convenient to use especially in submitting assignments	0 (0%)	0 (0%)	11 (23.4%)	30 (63.8%)	6 (12.8%)	3.8
23.	I think the use of Edmodo saves effort and time	0 (0%)	0 (0%)	11 (23.4%)	27 (57.4%)	9 (19.1%)	3.9
25.	I think Edmodo helps me acquiring new English vocabularies	0 (0%)	1 (2.1%)	16 (34%)	28 (59.6%)	2 (4.3%)	3.6
26.	I think the use of Edmodo makes my reading experience more interesting	1 (2.1%)	2 (4.3%)	17 (36.2%)	22 (46.8%)	5 (10.6%)	3.5
27.	I think the use of Edmodo increases the effectiveness of learning	0 (0%)	3 (6.4%)	17 (36.2%)	24 (51.1%)	3 (6.4%)	3.5
28.	I think Edmodo facilitates interaction and communication between teachers and students.	0 (0%)	0 (0%)	18 (38.3%)	23 (48.9%)	6 (12.8%)	3.7
30.	I think it is difficult to use Edmodo as a mobile learning application	0 (0%)	9 (19.1%)	11 (23.4%)	24 (51.1%)	3 (6.4%)	3.5
	Σf	4	30	101	163	31	329
	$\Sigma \%$	(1.2%)	(9.1%)	(30.6%)	(49.5%)	(9.4%)	(99.8%)
	ΣM						3,6

4. Perception of the Efficiency of F2F vs Edmodo

Table 5 shows that the majority of the participants' perceived Edmodo offers more learning efficiency than the F2F class. More participants agreed and strongly agreed than those who disagreed and strongly disagreed that learning with Edmodo allows them to quickly access the assignment, increases confidence to share ideas, allows them to communicate ideas more clearly, and facilitates practicing language skills. These made more participants to prefer learning with Edmodo than in F2F mode only.

The overall mean of the responses to the nine indicators in this section is 3.4, which indicates that the participants' responses regarding the efficiency of learning using Edmodo is "high". This finding is in line with Mali (2015) who found that students perceived Edmodo promotes learning efficiency.

This finding was reinforced by the findings from the interviews, as shown by the following excerpts.

The online class is more efficient because you can learn anywhere and every time as long as you can access the Internet. However, face to face class offers some aspects of learning that online class cannot (Interviewee 1).

For effectiveness, I think Edmodo is better because it's easier to deal with the learning materials and activities. It also saves times (Interviewee 2)

If you talk about efficiency, I prefer Edmodo. Because you can connect and you can use it every time (Interviewee 5)

I think use Edmodo is more efficient because the student with other students can easily interact and discuss with the direct observation of the teacher. The students can download materials of learning (Interviewee 13)

Table 5
Students' Perception of the Efficiency of F2F vs Edmodo

No.	Statements	SD	D	N	A	SA	M
		F (%)	F (%)	F (%)	F (%)	F (%)	
14.	Compared to face to face classes, I prefer using Edmodo to share and discuss ideas because it is convenient	0 (0%)	10 (21.3%)	18 (38.3%)	16 (34%)	3 (6.4%)	3.2
15.	Edmodo provides quick and easy access to assignment	0 (0%)	0 (0%)	11 (23.4%)	24 (51.1%)	12 (25.5%)	4
16.	Edmodo makes my confidence in discussion and sharing an idea to others	0 (0%)	2 (4.3%)	22 (46.8%)	20 (42.6%)	3 (6.4%)	3.5
18.	Edmodo allows me to communicate more effectively than traditional face to face meetings	0 (0%)	5 (10.6%)	26 (55.3%)	14 (29.8%)	2 (4.3%)	3.2
19.	Edmodo allows me to express my thoughts more clearly and openly	0 (0%)	3 (6.4%)	24 (51.1%)	18 (38.3%)	1 (2.1%)	3.4
22.	I think online activities and discussions in Edmodo can motivate me to learn more about the lesson	0 (0%)	3 (6.4%)	22 (46.8%)	21 (44.7%)	6 (12.8%)	3.7
24.	I think the use of Edmodo helps me practicing my language skills	0 (0%)	1 (2.1%)	25 (53.2%)	20 (42.7%)	1 (2.1%)	3.4
29.	I prefer reading my courses in paper form instead of reading them through Edmodo	1 (2.1%)	4 (8.5%)	22 (46.8%)	17 (36.2%)	3 (6.4%)	3.3
31.	I think it is easy to use Edmodo	3 (3.64%)	16 (34%)	14 (29.8%)	10 (21.3%)	4 (8.5%)	2.9
	Σf						423
	$\Sigma \%$	4 (0.9%)	44 (10.4%)	184 (43.4%)	160 (37.8%)	31 (7.3%)	(99.7%)
	ΣM						3.4

CONCLUSION AND SUGGESTION

Based on the findings, data analysis, and discussion above, some conclusions could be drawn. First, the participants perceived that Edmodo uses improved their language skills, developed interaction and communication, and enhanced the freedom to share ideas. Secondly, the possibility to access and explore a lot of references through Edmodo made their vocabulary and creativity promoted. Third, they believed Edmodo is an advantageous and interesting tool to improve their English. However, they viewed that F2F learning mode should not be replaced by online learning, because F2F learning has some important learning aspects that Edmodo cannot provide. Thus, combining the OL using Edmodo and the F2F class seems the best option for the participants.

This study involved only a group of students in the same department. The data were gathered through a questionnaire and interview at one point in time only. Accordingly, the results may be valid only to students in the same department. To get more inclusive findings, future studies are recommended to include a larger number of participants from various levels of education. Furthermore, the use of Edmodo in EFL learning could be studied using different research designs, such as action research or experimental.

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