EDMODO as a Platform in Improving the Listening Skills Of Grade 12 EFL Learners

การใช้เครือข่ายสังคมออนไลน์เอ็ดโมโดเพื่อใช้เป็นสื่อเสริมในการพัฒนาทักษะการฟังของนักเรียนชั้นระดับชั้นมัธยมศึกษาปีที่ 6

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Abstract

This research ran according to following purposes: 1) To develop a blended teaching approach utilizing EDMODO as a platform in improving the listening skills of grade 12 or Mattayomsuksa 6 EFL learners at 75/75 efficiency, 2) To compare students learning performance before and after the use of a blended teaching approach utilizing EDMODO as a platform in improving the listening skills of grade 12 EFL learners, and 3) To investigate on students' opinion on this blended teaching approach. The sample used in this study was 30 Mattayomsuksa 6 students of Kasetsart University Laboratory School, Kamphaeng Saen Campus, Educational Research and Development Center during the second semester of the academic year 2017 for 2 months. The instruments used for data collection included the blended teaching approach developed with EDMODO as a platform in improving the listening skills, a performance test and a questionnaire to investigate students' opinion. The data were analyzed using percentage, mean, standard deviation, and t-test.

The study was able to produce the following findings as a conclusion: 1) The developed blended teaching approach had the efficiency of 75.33/79.5 which was higher than the criteria standard of 75/75; 2) After the use of the developed blended teaching approach students' learning performance was improved higher than before the treatment at a statistical significance of 0.0243 level. 3) The students highly agreed on the use of this blended teaching approach ($\bar{X}$ = 3.78, S.D. = 1.06).

Keywords: 1. Blended Teaching 2. EDMODO 3. A platform in improving the listening skill

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Introduction

At the start of the 21st century large scale educational initiatives reshaped the landscape of general education setting rigorous academic expectations to all students. Despite the legal efforts to improve K-12 education for publicly supported schools an abundance of research indicates that students entering college often lack basic learning and study skills (Zulejka Baharev 2016). Since the demand for language learning has increased, researchers have tried to tackle the problems teachers and students face in the whole language learning process by providing teachers and learners with, presumably, a better way of learning foreign languages. Hence, a great body of research has been carried out on the influence of strategies used by EFL learners that can facilitate the internalization, storage, retrieval or use of the new language. Successful learners often use metacognitive strategies such as organizing, evaluating, and planning their learning (Mohammad Davoudi et al. 2015).

The Foreign Languages Department of Kasetsart University Laboratory School, Kamphaeng Saen Campus, is proactive in developing teaching materials in response to the call for Thailand 4.0 initiative in the 21st century to develop a society of innovative thinkers that makes use of available materials in response to concurrent problems. The constant battle to find ways in addressing the challenge of improving students' performance in learning EFL continues to exploit new platform.

Listening skills are among the things in life that people can use to their advantage. Improving listening skills is a sure-fire way to strengthen the personal relationships and help in their career as well (Universal Class 2018). But for years, listening practices in class have widely been conducted face to face in language laboratories. However, students' interaction and collaboration were not much emphasized because of teacher-centered instructions. Focuses primarily on how to answer comprehension questions correctly without any interactive discussion. Students relied on teacher's absolute role in language laboratory. Thus, the students were not independently learning. Promoting online listening practices and evaluating students' outcomes through peer-corrective feedback learning platform were needed to enhance their comprehension (Refi Ranto Rozak 2016).

Therefore, the decision to focus on improving students' listening skill is primarily driven by the needs for improvement using a more adept and readily available technology in teaching. Into account the total population of 112 students garnered a mean percentage score of 60.35 on a previously conducted listening test based on Expanding Tactics for Listening (3rd Ed. 2011), which was viewed as needing some improvement. As the need to improve can

be materialized with the use of the emerging platforms and current trends in classroom technology. After exploring the students' opinion through survey on ways of improving their performance, two aspects emerged a) the need for replay, b) listening with less time pressure. These two aspects prevailed on student's opinion. Looking up on the currently existing trend in scaffolding learning, and the nature of the problem. The students' opinion was again explored in the aspect of considering which readily available platform in learning that can best address this problem. Particularly referring to the use of, Information Communication Technology, and in language learning that is Computer Assisted Language Learning or CALL (Okumora & Bronson 2016).

Platforms like Social Networking Sites or SNS are immediately at disposal due to familiarity, and among to choose from are facebook, google classroom, and EDMODO. From these three available platforms EDMODO gained the highest vote. The confidence in pursuing this study using EDMODO as the platform of choice are as follows; Edmodo as an appropriate tool in English learning. Extrapolated from the concluded study that states; the findings show that participants had positive attitudes toward the virtual class and they also show their satisfaction with the online collaboration using Edmodo (Dewi 2014). The positive attitude that the participant on a study cited earlier and the result of the survey conducted prior to the proposal of this study correlates. In employing platforms for learning concerning SNS there are also protocols to be observed and safety measures to be considered. Edmodo is a free social networking program that provides an intuitive way for teachers and students to stay connected in a "safe and secure" learning environment (Edmodo 2010). While Redman & Trapani (2012) says Edmodo is an easily accessible platform. Accessibility is also to be considered in any tool employed in teaching. Since it is in the easy access to learning where the disparity in learning opportunity gap is avoided. Edmodo is a portal presenting information in an engaging ad motivating way which in turn becomes a controlled environment suitable for peer tutoring.

Moreover Refi Ranto Rozak (2016) used edmodo as a learning platform during the research to accomodate students' learning. Edmodo has been designed and developed by Jeff O'Hara and Nick Borg since 2008. This website is a free, private, and secure learning network which looks similar to Facebook so it may not cause students to face any difficulties. Moreover, teachers may like Edmodo because it provides simple functions for teachers to create and manage their online classroom community.

The subject teachers took these challenges as an opportunity to primarily introduce Edmodo as a platform in improving the listening skill of Grade 12 or Mattayomsuksa 6 EFL students of Kasetsart University Laboratory School, Kamphaeng Saen Campus, Educational Research and Development Center.

Objectives

This research aimed for Mattayom 6 EFL students, having the following objectives;

1. To develop a blended teaching approach utilizing EDMODO as a platform in improving the listening skills of grade 12 or Mattayomsuksa 6 EFL learners at 75/75 efficiency.

2. To compare students learning performance before and after the use of a blended teaching approach utilizing EDMODO as a platform in improving the listening skills

3. To investigate on students' opinion about this blended teaching approach.

Research Methodology

1. Population: The population in this study was the 112 students in Mattayomsuksa 6 during the second semester of the academic year 2017 for 2 months at Kasetsart University Laboratory School, Kaamphaeng Saen Campus, Educational Research and Development Center.

2. Sample: The sample used in this study was 30 students who studied in Mattayom- suksa 6 at the second semester of academic year 2017, Kasetsart University Laboratory School, Kamphaeng Saen Campus, Educational Research and Development Center selected by simple random sampling method using the classroom in random.

3. Variables in research

1) The first variable of this research is of the blended teaching approach utilizing EDMODO as a platform in improving the listening skills

2) The dependent variables of this research are the performance of the students based on the posttest conducted after the use of the blended teaching approach developed and their satisfactory opinion on the blended teaching approach.

4. Duration of Research: This study lasted for 2 months in a period of second semester during the academic year 2017 in the subject of English by the Foreigner (Eng 33204).

5. Research Instruments:

1) The blended teaching approach developed utilizing EDMODO as a platform in improving the listening skills for 4 units : Unit 1-Past Events, Unit 2- Vacations, Unit 3- The News and Unit 4-Opinions views which are listening materials of Expanded Tactics for Listening (2011) by The Oxford University Press with 4 steps of learning processes: 1) Preparation:

*Getting Ready (a preparatory activity provided by the textbook), *Unlocking of difficulty (vocabulary enrichment) 2) Developmental Activity: *Listening Activity 1 &2 (audio in CD), *Listening Activity 3 & 4 (accessible in EDMODO), and *Developmental questions and discussions (accessible in EDMODO) 3) Generalization and Synthesis: *Summarizing a listening scenario by identifying the missing words in a conversation. (accessible in EDMODO) and 4). Evaluation/ Assessment: *Answering questions regarding details of a conversation in a listening activity posted in EDMODO.

2) Performance test with 40 items : the test type was designed based on 4 units as 4 listening parts composed of 1) check true or false 10 items, 2) check the correct picture 5 items, 3) circle the correct answer 5 items, and 4) circle the best response 20 items.

3) Questionnaire: 5 survey questions: it was designed to fit the objectives of the research study with 5 point Likert-type scale.

These 3 instruments were proved and checked by 3 research advisors for determining validity and checking appropriateness of content, language, and format, by checking in IOC (Index of Item Objective Congruency) with some suggestions and then piloted to Mattayomsuksa 5 of top 20 students of to check if the words and instructions used were on the level of the students' understanding before used with the sample.

6. Data collection: the research was conducted to collect data as followed;

1) Conducted the pretest to the sample.

2) Introduced developed the blended teaching approach utilizing EDMODO as a platform in improving the listening skills of grade 12 EFL learners within 4 periods in class at school with audio and textbook then 4 hours at home with audio accessible in Edmodo for 4 units which were Unit 1 Unit 1 Past Events – Telling about what happened, Unit 2 Vacation – Vacation plans, Unit 3 News – news report and Unit 4 Opinions – Expressing your views.

3) Conducted the posttest to the sample.

4) Gathered students' opinion by giving the survey questions.

7. Data analysis:

1) The Efficiency of a blended teaching approach utilizing EDMODO as a platform in improving the listening skills of grade 12 EFL learners at 75/75 was calculated by E1/E2 Model (Brahmawong, C. 2009)

2) The comparison of students learning performance before and after the use of the blended teaching approach utilizing EDMODO as a platform in improving the listening skills of grade 12 EFL learners, was calculated by t-test.

3) The investigation on students' opinion or responses on this blended teaching approach was analyzed by the arithmetic mean ($\bar{X}$) and standard diviation (S.D.) on the survey questionnaire with 5 point Likert-type rating scale as followed : was calculated by mean ($\bar{X}$) and standard diviation (S.D.)

Results

Part 1 To present the analysis of the developed blended teaching approach utilizing the EDMODO as a platform in improving the listening skills of grade 12 EFL learners at the set criteria standard of 75/75 efficiency. The study from 30 students of Mattayomsuksa 6 was processed into 2 steps as followed:

1.1 tested students with formative test at the end of each unit studying with the scores of 10, analyzed the scores by using mean, percentage then range of the mean scores of each unit formative test.

Table 1 Mean ($\bar{X}$), Percentage (%) and Range of Mean Scores of Each Unit Formative Test

Unit	Topic	Scores	Mean ($\bar{X}$)	percentage	Range
1	Past Events – Telling about what happened	10	6.2	62.0	4
2	Vacation – Vacation plans	10	7.7	77.0	3
3	News – News report	10	7.93	79.3	2
4	Opinions – Expressing your views	10	8.3	83.0	1

Table 1 showed that the sample could get the mean scores of each unit formative test higher than the criteria standard of 75 from 3 units which are unit 2, 3 and 4 but there was 1 unit, the first unit: Past Events – Telling about what happened, which the scores were lower than the criteria standard of 75. The highest scores were from Unit 4 Opinions – Expressing your views at 83.0 %. The second range is Unit 3 News – News report at 79.3 %. Then Unit 2 Vacation – Vacation plans with 77.0 % orderly. But Unit 1 Past Events – Telling about what happened with 62.0 % which was lower than the criteria standard of 75.

1.2 Analyzed the efficiency of the developed blended teaching approach utilizing EDMODO as a platform in improving the listening skills of grade 12 EFL learners by Unit Formative Tests Percentage (E1) and Experiment Posttests Percentage (E2).

Table 2 Unit Formative Tests Percentage (E1) and Experiment Posttests Percentage (E2)

Students	Unit Formative Tests				Total Formative Tests Average	Percen-tage (E1)	Treatment Posttest	Percen-tage (E2)
	1	2	3	4	(40*25=1000)		(40*25=1000)	
	10	10	10	10	40	100	40	100
Total	186	231	238	249	904	2260	954	2385
$\bar{X}$	6.2	7.7	7.93	8.3	30.13	**75.33**	31.8	**79.5**

Table 2 showed that the sample could get Unit Formative Tests at 904 from the full scores of 1000 so Unit Formative Tests Percentage (E1) was 75.33 and they could get Experiment Posttests at 954 from the full scores of 1000 so the Experiment Posttest Percentage (E2) was 79.5. The developed blended teaching approach utilizing EDMODO as a platform in improving the listening skills of grade 12 EFL learners had the efficiency of 75.33/79.5 which was higher than the set criteria standard of 75/75. This meant that its efficiency was at an excellent level according to hypothesis 1

Part 2 To present the analysis of Comparison of learning performance before and after the use of the developed blended teaching approach utilizing EDMODO as a platform in improving the listening skills of grade 12 EFL learners.

The researchers let 30 students undergone Treatment Pre-test and Posttest which were, then compared and analyzed by comparing Pre-test and Posttest scores. The analysis as shown in table 3 and 4 respectively.

Table 3 Comparison and Analysis for Differences between Pre-test and Posttest Scores

students	Scores (40)		Differences ($\overline{D}$)
	Pre-test	Posttest	
Total (30)	**856**	**954**	**98**
	28.53333	**31.8**	**3.266667**

Table 3 showed that from 30 students, 19 ones got higher scores, 10 ones got lower scores.There was only one student who got the same scores after studying with the developed blended teaching approach utilizing EDMODO as a platform in improving the listening skills.

Table 4 Comparison of Students Learning Performance before and after Studying by Mean, Standard Deviation, Difference and T-test

Testing	No. of students	Total scores	$\bar{X}$	S.D.	t	$\overline{D}$	Sig
Pre-test	30	40	28.53	5.986959	2.3	3.267	0.0243
Post-test	30	40	31.8	6.222318			

* at a statistical significance of 0.05 level.

Table 4 showed that after the use of the teaching material developed, students' learning performance was improved higher than before the treatment at a statistical significance of 0.0243 level. The mean scores of Posttest after the use of teaching material developed was 31.8 which was higher than the mean scores of Pre-test which were 28.53. The mean of difference ($\overline{D}$) scores were 3.267 This analysis showed that after the use of the teaching material developed students learning performance was improved higher than before the treatment according to hypothesis 2.

Part 3 To present the investigation on students' opinion about this blended teaching approach.

Table 5 Mean ($\bar{X}$) and Standard Deviation of Students Opinion on this Blended Teaching Approach

List	Distribution of Responses in Percentage					$\bar{X}$	S.D	Range
	Strongly Agree	Highly Agree	Neutral Agree	Highly Disagree	Strongly Disagree			
	5	4	3	2	1			
1. EDMODO is easy to use.	30	33.3	26.7	6.7	3.3	3.8	1.06	2
2. EDMODO is very accessible.	30	30	30	3.3	6.7	3.73	1.14	4
3. EDMODO is useful	30	36.7	26.7	3.3	3.3	3.87	1.00	1
4. I understand some topics better with the help of EDMODO.	26.7	33.3	33.3	3.3	3.3	3.77	1.00	3
5. I will continue to use EDMODO.	30	26.7	36.7	3.3	3.3	3.73	1.08	4
Average						**3.78**	**1.06**	

Table 5 showed that the students highly agreed to all lists which were 3.8, 3.73, 3.87, 3.77, and 3.73 orderly. For average as a whole, they highly agreed ($\bar{x}$ = 3.78, S.D. = 1.06) on the use of this blended teaching approach**.** When considering from each list, the sample thought that EDMODO is useful firstly ($\bar{x}$ = 3.87, S.D. = 1.00), next EDMODO is easy to use. ($\bar{x}$ = 3.80, S.D. = 1.06). Thirdly, they understand some topics better with the help of EDMODO. ($\bar{x}$ = 3.77, S.D. = 1.00). Finally, they thought that EDMODO is very accessible ($\bar{x}$ = 3.73, S.D. = 1.14) and they will continue to use EDMODO. ($\bar{x}$ = 3.77, S.D. = 1.00). Therefore the result showed that the students highly agreed ($\bar{x}$ = 3.78, S.D. = 1.06) on the use of this blended teaching approach according to hypothesis 3.

Conclusion

1. The use of Edmodo to deliver the listening material for a blended learning approach in developing the listening skills of Mattayomsuksa 6 EFL learners had the efficiency of 75.33/79.5 which was higher than the criteria standard of 75/75. This meant that its efficiency was at an excellent level.

2. After the use of the use of Edmodo to make listening materials available to students for a blended learning approach in improving the students listening skills produced a statistical significance of 0.0243 level.

3. Result showed that the students highly agreed ($\bar{x}$ = 3.78, S.D. = 1.06) on the use of this blended teaching approach in Edmodo.

Discussion

Upon the conclusion of this study it was able to arrive at the following accordingly to the 3 results;

1. The blended teaching approach using Edmodo in making the listening materials available to students to improve their listening skill arrived at an efficiency of 75.33/79..5 which was higher than the set criteria standard of 75/75. The sample could get Unit Formative Tests at 904 from the full scores of 1000 so Unit Formative Tests Percentage (E1) was 75.33 and they could get Experiment Posttests at 954 from the full scores of 1000 so the Experiment Posttest Percentage (E2) was 79.5. This meant that its efficiency was at an excellent level. This is a confirmation of a previously conducted study that could be cited as that students' proficiency level and learning was maximized. Edmodo offered effective monitoring and timely guiding, the possibility to customize activities according to proficiency level as well as to maximize all

the students' learning time by offering them a safe platform where to continue to practice the target language (Pop, A. 2013). Next because of the steps of learning processes in this teaching approach composed of 1) Preparation 2) Developmental Activity 3) Generalization and Synthesis and 4) Evaluation/ Assessment which were adapted from suggested textbook of this course Expanded Tactics for Listening by the Oxford University Press that is imbued with listening materials feasible with Edmodo. They very crucial role and useful in promoting and practicing language skills orderly according to the idea from research result of Preechaamornkul, T. et al (2018) who had 5 steps of language skills teaching : 1) warm up, 2) presentation, 3) practice, 4) production and 5) wrap up. Moreover this blended-learning approach was improved from the students' opinion through survey on ways of improving their performance which were a) the need for replay, b) listening with less time pressure. Looking up on the currently existing trend in scaffolding learning, and the nature of the problem. The students' opinion was again explored in the aspect of considering which readily available platform in learning that can best address this problem. Particularly referring to the use of, Information Communication Technology, and in language learning that is Computer Assisted Language Learning or CALL (Okumora & Bronson 2016). Therefore, it can be indicated that the use of Edmodo to deliver the listening material for a blended learning approach in developing the listening skills of Mattayomsuksa 6 EFL learners had the efficiency in an excellent level because of the effective of Edmodo, the steps of learning processes from preparation to assessment and the students' need for improving their performance in scaffolding learning trend, and the nature of their studying problem.

2. After the use of Edmodo as a platform for blended-learning approach in improving the listening skills of the students, learning performance was improved higher than before the treatment at a statistical significance of 0.0243 level. The mean scores of Posttest after the use of Edmodo was 31.8 which was higher than the mean scores of Pre-test at 28.533. The mean of difference ($\overline{D}$) scores were 3.266. This is because firstly, the study used the available instructional materials provided by the suggested textbook of the course Expanded Tactics for Listening by the Oxford University Press (n.d.) which the students were accustomed to the lessons from last semester and then it is imbued with listening materials feasible with Edmodo. This result echoes another study conducted by Gay & Soyfan (2017) that concluded as follows, from the viewpoint of a teaching approach using CMC Computer mediated Classroom such as Edmodo, it can be concluded that this type of teaching method is fundamentally characterized by ways to improve student skills through schoolwork and how

to take learning further. Moreover Refi Ranto Rozak (2016) stated that promoting online listening practices and evaluating students' outcomes through peer-corrective feedback learning platform were needed to enhance their comprehension. Therefore, this teaching method not only provides the solution but also to improve students' achievement and methodology of teaching and learning process to achieve students' future job as teacher.

3. The students strongly agreed to the lists in the survey conducted which recorded an average mean of 3.78, with the item "Edmodo is useful" ranked as 1 with a mean of 3.87, followed by 2nd ranked "Edmodo is easy to use" with a mean of 3.8, while "I understand some topics better with the help of Edmodo" at a mean on 3.77 ranking 3rd, and "Edmodo is very accessible" at a mean of 3.77 making it 4th and finally I will continue to use Edmodo at a mean of 3.73. Therefore, we had drawn the conclusion that the opinion of the students in general highly agreed with the use of Edmodo as a platform for a blended-learning approach in making materials available to improve the students' listening skills in English. This high favorability of use coincides with what was written by other researches about Edmodo, it states that Edmodo is a free and secure learning platform designed by Jeff O' Hara and Nick Borg in 2008 for teachers, students, parents, schools, and districts, and is available at www.edmodo.com. This website looks similar to Facebook, but is much more private and safe because it allows teachers to create and manage accounts and only for their students, who receive a group code and register in the group, can access and join the group; no one else can participate or spy on the group (Dewi 2014; Chada Kongcham 2013, Jarc 2010 cited in Balasubramaniana K., Jaykumar Vb., Leena N.F. 2014). Moreover via Edmodo, teachers can send text (SMS) alerts, messages attached with a file or a link, reply students' messages, send out quizzes and assignments, receive completed assignments, give feedback, assign grades for 'assignments', store and share content in the form of both files and links, conduct polls, maintain a class calendar, and contact with the whole class, small groups, or even individual students. Students can also send a message attached with a file or a link, store and share content in the form of a file or a link, submit homework, assignments, and quizzes, receive their teacher's feedback, messages, alerts, and reply to the teacher, vote on polls as well as set their own calendar. Students can communicate with their teachers, the whole class, and their small group. (Refi Ranto Rozak 2016) That is why the result from survey showed that the students highly agreed on the use of this blended teaching approach in Edmodo.

In conclusion, the use of Edmodo is suitable and preferable as a platform for a blended-learning approach in improving the listening skills of the students' in Mattayomsuksa 6 level of Kasetsart University Laboratory School- Khamphaeng Saen Campus. The result manifested useful because it was able to prove a highly efficient and suitable teaching material and also gained a positive response for use from the students' perspective.

Recommendation

Making listening materials available to students through Edmodo platform is beneficial to their improvement. This study investigated specifically on how this blended-learning approach can benefit the students' listening skill in consideration to the available instructional materials provided by the suggested textbook of this course Expanded Tactics for Listening by the Oxford University Press that is imbued with listening materials feasible with Edmodo. The primary concern of the researchers is to proactively develop and merge existing materials and emerging technology that fosters the students' performance in learning EFL and shares their results and findings to provide avenues for further studies.

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