Kemampuan Mahasiswa Pendidikan Bahasa Inggris Dalam Menulis Teks Dekriptif Menggunakan Edmodo.

(Sebuah penelitian quasi eksperimen pada Universitas Muhammadiyah Makassar)

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Ria Arwini Muchris. 2020. *Kemampuan Mahasiswa Pendidikan Bahasa Inggris Dalam Menulis Teks Dekriptif Menggunakan Edmodo. (Sebuah penelitian quasi eksperimen pada Universitas Muhammadiyah Makassar* (dibimbing oleh Kisman Salija dan Sahril)

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Edmodo efektif untuk meningkatkan kemampuan menulis siswa (Isi, Susunan, Kosakata, Penggunaan Bahasa, dan mekanisme). Penelitian ini menggunakan metode quasi eksperimen. Dalam memperoleh data, penelitian ini menggunakan teknik cluster random sampling. Instrumen dari penelitian ini adalah tes tertulis dan angket. Subyek penelitian ini adalah mahasiswa semester tiga Jurusan Pendidikan Bahasa dan Sastra Inggris di Universitas Muhammadiyah Makassar taheun akademik 2018/2019. Hasil dari penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan antara kemampuan menulis siswa yang diajar menggunakan Edmodo (kelompok eksperimen) dan kelompok control. Hal ini dapat dilihat pada nilai rata-rata post-test kelompok ekperimen yaitu 78.09 lebih tinggi dari pada nilai kelompok control yaitu 74.41. selanjutnya, hasil dari analisis data membuktikan bahwa nilai t-test lebih tinggi dari pada nilai t-table (2.82>2.042). oleh karena itu, hal tersebut dapat disimpulkan bahwa penggunaan edmodo efektif untuk meningkatkan kemampuan menulis siswa. Sehubungan dengan ketertarikan siswa dalam penggunaan edmodo pada dalam pembelajaran writing, 2 dari 22 siswa (9.09%) memperoleh tingkat ketertarikan yang sangat tinggi, 14 dari 22 siswa (63.64%) dikategorikan mempunyai ketertarikan yang tinggi, 5 dari 22 siswa (22.73%) diidentifikasi mempunyai ketertarikan yang cukup, 1 siswa (4.55%) dikatergorikan mempunyai ketertarikan yang rendah, dan tidak ada siswa yang dikategorikan mempunyai ketertarikan yang sangat rendah. Hasil tersebut juga didukung oleh nilai rata-rata dari siswa yang dikategorikan mempunyai ketertarikan yang tinggi terhadap penggunaan edmodo dalam pembelajaran writing.

Kata kunci: *Edmodo, Kemapuan Menulis, dan Deskriptif Teks*

The EFL Students Ability in Writing Descriptive Text Using Edmodo.

(A Quasi Experimental Research at Muhammadiyah University of Makassar)

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ABSTRACT

RiaArwiniMuchris. 2020. *The EFL Students Ability in Writing Descriptive Text Using Edmodo.* (A Quasy Experimental Research at Muhammadiyah University of Makassar) (Supervised by KismanSalijadanSahril)

This research aimed to find out whether or not the use of Edmodo is effective to improve the students' writing ability (Content, Organization, Vocabulary, Language Use and Mechanics). This research used a Quasi-experimental method. In obtaining the data, this research applied cluster random sampling technique. The instruments were writing test and questionnaire. The subject of the research was the third semester students of English Department of Language and Art Study at Muhammadiyah University of Makassar of academic year 2018/2019.The result of this research showed there was a significant difference between experimental group and control group in pre-test because the significant value (2-tailed) was 0.052, it was higher than $\alpha = 0.050$. Nevertheless, the significant value (2-tailed) in post-test was 0.000, it was smaller than $\alpha = 0.50$. It indicated that the alternative hypothesis (H_1) was significantly approved. It means that the use of Edmodo as a teaching media affects the students' ability in writing descriptive text in term of content, organization, vocabulary, language use and mechanic of the third semester students of Muhammadiyah University of Makassar. Therefore, it can be concluded that using Edmodo is effective to improve the students' writing ability. In term of the students' interest, 2 of 22 students (9.09%) acquired very high interest, 14 of 22 students (63.64%) are categorized as high interest, 5 of 22 students (22.73%) are indicated to be fair interest, 1 student (4.55%) categorized as low interest. and none students who is very low interest. The result showed that most of students' interest acquired high interest using edmodo in learning writing.

Keywords: *Edmodo, Writing ability, and Descriptive Text.*

INTRODUCTION

The basis of all students' communication is writing (DeVoss, Aadahl and Hicks, 2010). Alexander (2008, as cited in Hosseini, Taghizadeh, Abedin&Naseri, 2013) grants more exegesis that students' success in language classroom may be increased by having strong writing skills. Therefore by these two ideas, writing is important and it will influence students' achievement. However, writing for the students is not easy. Harmer (2007:329) asserts that some students are not confident enough to write. They lose their enthusiasm. They think that there are some reasons for students not to write such as students have never written much in first language or they do not have anything to say and cannot come up with ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into readable text.

In Muhammadiyah University the students face some difficult aspects in writing. One of the difficult aspects in writing is students are not interested and excited to write. Therefore the teacher must be able to create situation especially to make writing class interest for the students. As Gardner (1985) in Su and Wang (2009) emphasizes that motivation is one reason why students are uncertain to write is that they do not have a good reason to write and do not have an idea what to write, as well as lack of vocabulary and cannot make up any sentences. As a result, they can only write down a short paragraph without including the details to the topic assigned. But, basically this will not occur if they have enough writing experience and have a motivation and interest in writing. Students who really care about their grades will complete the writing assignments. For those students who are not motivated by assignments, there has to be another result. Students need an additional motivation to write. Teacher may use Edmodo to attract students' interest. Edmodo can be a good media in teaching writing. Hastomo (2016) in his research found that Edmodo is an effective media in teaching writing skill.

Education in digital era of 21st century integrates between technology and the world of education. Teachers and students use technology tools as facilities of learning support. Roblyer& Edwards (2000) state that the potential benefit for the students will be brought by technology.Edmodo is one of the appropriate websites as a technology tool for students and teachers to support the learning process. According to Cauley (n.d), "Edmodo is an educational site that takes the ideas of a social network and refines them and makes it appropriate for a classroom".

In social media Edmodo, it looks like Facebook that provides a free and secure learning platform but it is more private and safer than Facebook because it allows only teachers who create and manage accounts and their students certainly by receiving a group code from the teacher who can access and join the group. By using Edmodo students can discuss with teachers. Teachers can send out exercises, quizzes, activities and some other lessons provide findings of reference information, teacher can give feedback, assign grades, share content that consist of files and links as well as send note alert to individual student or all of the member of the group. It also provides parents account in which they can view their children's homework assignments and due dates and receives updates on class and school events.

Edmodo learning activities are almost the same with activities and learning in the classroom, the difference is Edmodo can be used anytime and anywhere. The Edmodo is accessible to students on the mobile platform. Therefore, Edmodo can utilize the media for the limited time for face to face activity. With the use and development of technology, information and communication in the field of education emerge a process of learning that can be done online. With the use of Edmodo as a teaching media, the English teacher can make the students to be motivated and interested in to learn writing in English.In fact, there are several previous studies about the use of Edmodo as a teaching media in teaching writing. For example, it is from Bahrmi et. Al. (2015) entitled The Effect of Edmodo in EFL Learners' writing performance. They discussed about the effect of Edmodo on EFL learners' in writing a text. And other research from Yusuf Et. Al. (2018) about an investigation on the use of Edmodo to teach English writing of narrative text to EFL students.

Based on the explanation above the researcher was attempting to conduct a research entitled *"The EFL Students Ability in Writing Descriptive Text Using Edmodo" (A Quasi Experimental Research at Muhammadiyah University of Makassar)*

Based on description above, the researcher formulated the problems of the research in question forms as follows:

1. Did the use of Edmodo application as a teaching media significantly improve students' ability to writie descriptive text?
2. Were students interested in studying writing through the use of Edmodo as a teaching media?

REVIEW OF RELATED LITERATURE

Ermawati (2017) conducted the study entitled "The Use of Edmodo in Teaching Process of Writing Skill at Eleventh Grade Students of SMA Muhammadiyah 1 Klaten". This study applied descriptive qualitative approach. The sample of the study was the XI IPA Bio Class of SMA Muhammadiyah 1 Klaten. The result showed that the use of Edmodo in teaching process of writing skill was quite familiar for teachers and students. The teachers could interact with students and students can interact with other students without having to look.Candrasari (2015) researched a study entitled "The Use of Edmodo Website to Improve Students Writing Skill" this research was carried to improve the students' writing skill trough Edmodo Website at SMKN 1 Wonosegoro. The subject of this study consisted of 32 students. The method used in this study was Classroom Action Research. The result of this study showed that there was a significant improvement of students' writing skill and it could improve the students' writing skill.Wael (2015) investigated a research entitled "The Effectiveness of using Edmodo on Developing Seventh Graders' Writing Skill and Their Attitude towards Writing in Gaza Governorate". This research followed the Quasy Experimental Research. The sample of the research was 50 EFL female students studying at Al MadjaWasella prep "B" Girls' School in the Directorate of Education-west Gaza. The finding of the study revealed that there was a remarkable improvement in English writing performance of the experimental group in general. The participants' attitude towards English writing after the implementation of Edmodo positively changed.Liris (2017) analyzed a study entitled "The use of Edmodo to improve the eighth grade students' writing skill in SMPN 1 Yogyakarta". This study used Classroom Action Research. The sample of this study was 34 students of the eight grade of E class in SMPN 1 Yogyakarta. The result of this study showed that Edmodo was effective to improve students' writing skill especially in writing narrative text.Okke. Et al. (2015) researched the study entitled "The Effective use of Edmodo in writing a narrative text in senior high school". This research used Pre-Experimental research. The sample of this research was 29 students of first grade in SMA Negeri 1 Sungai Kakap. This research found that increasing students' writing by using Edmodo gave a strong significant effect in increasing the students' achievement in writing narrative text.Based on the previous related research findings above, the findings mostly discussed about the students' writing ability by using Edmodo generally and conducted at Public Schools, while

the researcher will conduct the research at University and will make the specific term in writing skill namely descriptive text.

a. The definition of writing

Writing can be defined in various ways. There are some definitions of writing proposed by experts. According to Elbow in Brown (2001: 337), writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Harmer (1991:139) claims that writing is a productive skill which involves thought and emotion and it is a medium of communication. In addition, Eviervina (2012:12) states that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print), from word to sentences, from sentences to paragraph, and from paragraph to essay. While Patel and Jain (2008:125) define writing is a skill which must be taught and practiced. Beyer (1982) says that writing produces visible thought and record of how we arrived at that thought; it yields a document that enables us to see. Brown (2001) adds that writing is as a thinking process where the writer will go through some processes such as generating the ideas, organizing them, putting them cohesively, revising, editing, and producing a final product of writing. Furthermore, Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002).

Based on the definitions above, the researcher concludes that writing is a process to express knowledge, feeling, thought, and idea through a written text from word to sentence, from sentence to paragraph, and from paragraph to essay that requires some variables of writing, such as content, vocabulary, sentence structure, format, punctuation, spelling and letter formation so that the readers can understand.

b. The definition of Edmodo

Trust (2012:135) argues that Edmodo is a social networking site that has the same display with Facebook in which all of the member can fill their profil with their picture as a display picture as well. Moreover, the member also can share link and video from it. They can also add resources shared from other members. Members can view their libraries from anywhere (home, school, while traveling) through the Edmodo Website. Hourdequin (2014:34) states that Edmodo is a simple; it is friendly user interface, common to all operation systems of smart phones, provides useful tools for students and teachers to interact online outside class anywhere, anytime. He also argues that Edmodo is a free online learning management system

that provides a private virtual space for students and teachers to share and discuss text, images, audio, and video. Wankel (2011:24) states that Edmodo is a free social networking and micro blogging service designed specifically for education. By Edmodo, teachers and students can send notes, links, files, alerts, assignments, and events to each other in a secure environment. Teachers can create "groups" for each of their classes. Each group is assigned it own unique code, which is distributed by teachers to all the class members. The groups are self-contained, so no one without access may view the discussion. Edmodo is 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. 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.

Based on the definition above, the researcher can conclude that Edmodo is a free application or website that can be used in teaching learning process with the display is the same as Facebook which has many features for students and teachers to share and discuss text, images, audio, and video and also to interact online outside class anywhere, anytime.

RESEARCH METHOD

This research was conducted under quantitative paradigm. It was quasi experimental design. According to Gay (2006; 233), experimental research is a type of research which utilizes one or two independent variables and observes the effect on one or more dependent variable. In this research, the population of this research was the third semester students of English department in the academic year of 2018/2019 of Muhammadiyah University of Makassar. The total number of population was 320 students. This consisted of 10 classes. The classes were A, B, C, D, E, F G, H, I and J. Each class consisted of 22 students.

In this research, the researcher used writing test. The test was administered in two sections which those were conducted before giving treatment (pre-test) and after giving treatment (post-test). The pre-test was conducted to obtain data related to the students' prior knowledge in writing descriptive text while post-test was conducted to measure the students' ability in writing descriptive text after receiving treatment. To take the data of the students' interest, the researcher

developed a questionnaire. The questionnaire was used to find out the students' interest in the use of Edmodo in writing. The questionnaire was given after the post-test. It consisted of twenty items. It used Likert Scale consisted of twenty statements. In this questionnaire, the students responded to what they think as the most appropriate statement that represented their interest in the use of Edmodo in writing. They were assigned to select the number of responses, those are (1) strongly agree, (2) agree, (3) Neutral, (4) disagree and (5) strongly disagree.

Before treatment, the researcher gave the pre-test to the students in experimental and control group using writing test in the first meeting which was in this case, the researcher distributed some pictures and asked the students to write a text based on those pictures. They were given 30minutes to finish the test.

The first meeting, the researcher introduced Edmodo to the students. Afterwards, the researcher told the students to join group in Edmodo. The researcher explained about the features on Edmodo and the function of each feature. The use of Edmodo is like Facebook in education, so student and teacher can post an opinion, giving the material and assignment. Students would be excited to know more about Edmodo and using the features. After introducing Edmodo to the student, researcher asked student click library and open "Descriptive Text". Teacher discussed about the descriptive text using the material in Edmodo. Then, researcher gave the explanation about descriptive text and gave the example. The researcher also explained about the component of the writing and gave the example for each component. The second meeting, the researcher gave the material about the interesting place in Makassar. The researcher posted two pictures on the time line on Edmodo and asked the students to choose and compose descriptive paragraph which the topic was about Losari beach, fort Rotterdam, on the comment column of the picture that had been chosen by the student on Edmodo. The third meeting, this meeting was an online class in which the researcher did not come to the class but students and teacher met on edmodo. In certain time, the students were asked to open the Edmodo. The teacher divided the students into several groups. Small groups would be made by using the feature of small group on Edmodo. The teacher posted a direction to the students on their own group timeline. The direction was about asking the students to discuss about what topic that they would choose in making descriptive text. They discussed by living some comments on their group timenline. After deciding their topic, students made a descriptive text on the *quiz* feature on edmodo with a limited time. The text must be at least three paragraph by considering the component of writing

that had been explained in the previous meeting. The fourth meeting, the researcher would ask each student to choose their own topic and it was still about describing places but in this meeting students decided their topic individually. Teacher asked them to compose descriptive text as well but it was not sent on the timeline, but it was sent on *the assignment* feature.

In control group, the researcher would teach the students without using Edmodo for four meetings and it would use the media that the lecturer apply in her teaching process. Each meeting the researcher would give the same material as experimental group. First meeting, the researcher would explain about descriptive text. The researcher would discuss it to the students and give an example of descriptive text. The second meeting, the researcher would give the students a topic then asked them to make a paragraph based on the topic. The third meeting, the researcher would decide the students into several groups. The students would be asked to make a descriptive text by their own topic. The fourth meeting, the researcher would give each student a topic and ask them to make a descriptive text.

After giving the treatment for experiment and control group, the students were given a set of writing test as a post-test both experimental and control group. After doing the post-test, the researcher distributed the questionnaire to the students in supporting the data and to know the students' interest in learning writing through Edmodo.

FINDINGS AND DISCUSSION

This section deals with the presentation of the result of the students' writing ability in descriptive text in the pre-test of experimental group before using Edmodo and control group before applying lecturing method. The researcher found the data related to the students' score that had been qualified into categories as seen in the table 4.1:

Table 4.1 The Rate of Frequency and Percentage Distribution of The Students' Pre-test scores of Experimental and Control Group

Rage Score	Qualification	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage

100-88	Very Good	0	00.0	0	0.00
87-75	Good	5	22.73	2	11.76
74-61	Average	13	59.09	13	76.47
60-47	Poor	3	13.64	2	11.76
46-34	Very Poor	1	4.54	0	0.00
Total Score		22	100.00	17	100.00

By Table 4.1, it can be seen that most of students in pre-test of experimental group shows that the most of students, 13 (59.09%) acquired "Average", 5 (22.73%) students acquired "good", 3 (12.64%) students acquired "poor", and there was 1 (4.54%) student acquired "very poor".None of students acquired "very good". In other hand, in pre-test of control group, 13 (76.47%) of the students was categorized as "average". None of students acquired "very Good" and "very poor", 2 (11.76%) of students acquired "Good".

To support the data description above, the researcheralso exemplifies the mean score and standard deviation of two groups in pre-test in the following table.

Table 4.2 The Mean Score and Standard Deviation of Students' Pre-test Score of Experimental and Control Group

Group	Mean Score	Qualification	Standard Deviation
Experimental Group	67	Average	10.48
Control Group	66.88	Average	8.33

By table 4.2, the mean scores and standard Deviation of the experimental and control group before the students were given a treatment. The table above shows that the pre-test mean score of the experimental group was 67 which was categorized as Average while the pre-test mean score of control group was 66.88 which was also categorized as average. The data

indicates that the mean score of the students' writing competence in pre-test has only a slight different.

Furthermore, to make the clear description of the students competence in writing descriptive text in the pre-test, the researcher depicted the data based on the five component of writing which are illustrated in the following table:

1. The students' writing ability in the post-test

The section deals with the presentation of the result of the students' writing ability in descriptive in post-test of experimental group after applying lecturing method. The researcher found the data related to the students' score that had been qualified into categories as seen in the following table 4.3:

Table 4.3 The Rate Frequency and percentage Distribution of the students' post-test Scores of Experimental and Control Group.

Rage Score	Qualification	Experimental Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
100-88	Very Good	4	18.18	0	0.00
87-75	Good	14	63.64	10	58.82
74-61	Average	4	18.18	7	41.18
60-47	Poor	0	0.00	0	0.00
46-34	Very Poor	0	0.00	0	0.00
Total Score		22	100	17	100

By table 4.3, it can be seen that most of students in post-test of experimental group, 14 (63.64%) acquired "Good", 4 (18.18%) of students acquired"Very good", 4 (18.18%) students

acquired "Average", and none of students acquired "poor" and "very poor". In other hand, in post-test of control group, most of students acquired "Good" 10 (58.82%). 7 (41.18%) of the students was categorized as "average". None of students acquired "very Good", "Poor" and "very poor".

The following table is the result of students' score of post-test in experimental and control group. The table shows the difference score on mean score, standard and qualification of both groups.

Table 4.4 The Mean Score and Standard Deviation of students' post-test Scores of the experimental and control group.

	Mean	Qualification	Std. Deviation
Experimental Group	78.09	Good	7.25
Control Group	74.41	Good	5.69

By table 4.4 the mean score of post-test in experimental group was different from control group. The mean score of the students' post-test in experimental group was 78.09 which categorized as "Good" while the mean score of the students' post-test in control group was 74.41 which categorized as "Good". It showed that after giving treatment, the mean score of the experimental group was higher than the control group yet, the qualification of mean score for both group were same level. It proves that the treatment by using Edmodo in teaching writing can improve the students' writing ability in descriptive text.

For more obvious about the students' ability after conducting the treatment, the researcher also provides a table that shows the students' writing skill based on the five component as seen in the following tables.

Test of significance (t-test)

Table 4.5 The Probability Value of T-test of the students' writing ability in Pre-test and Post-test.

Variable	Probability Value	t-table value	Remarks
Pre-test of experimental and control group	0.052	0.050	Merely same or not Significantly different
Post-test of experimental and control group	0.000	0.050	significantly different

By Table 4.5 above indicates that, there was a significant difference between experimental group and control group in pre-test because the significant value (2-tailed) was 0.052, it was higher than α = 0.050. Nevertheless, the significant value (2-tailed) in post-test was 0.000, it was smaller than α = 0.50. It indicated that the alternative hypothesis (H_1) was significantly approved. It means that the use of Edmodo as a teaching media affects the students' ability in writing descriptive text in term of content, organization, vocabulary, language use and mechanic of the third semester students of Muhammadiyah University of Makassar

2. Students' interest in studying writing through the use of Edmodo

To support the result of the previous data related to the use of Edmodo in studying writing, the researcher also investigated for students' interest in using Edmodo to know the effect in studying writing. To fulfil the research, questionnaires were given to students in the class. 20 statements were included in the questionnaire.

The following table describe the result of the students' questionnaire related to their interest learning writing through the use of Edmodo. The distribution of students' interest questionnaire is presented below.

Table 4.6 The Rate Percentage of the students' Interest

No.	Interval Score	Frequency	Percentage	Description
1.	85-100	2	9.09	Very High Interest

2.	69-84	14	63.64	High Interest
3.	52-68	5	22.73	Fair Interest
4.	36-51	1	4.55	Low Interest
5.	20-35	0	0	Very Low Interest
Total		22	100	

Based on the table 4.6 it can be seen that a large frequency and percentage of the students at the experimental group have high interest in learning how to write descriptive text through Edmodo. In fact, 2 of 22 students (9.09%) acquired very high interest, 14 of 22 students (63.64%) are categorized as high interest, 5 of 22 students (22.73%) are indicated to be fair interest, 1 student (4.55%) categorized as low interest. and none students who is low and very low interest. The findings are also supported by the mean score of the students that is categorized as high interest.

DISCUSSION

Edmodo is a free online learning management system that provides a private virtual space for students and teachers to share and discuss text, images, audio, and video. From that definition, the researcher conclude Edmodo is a free application or website that can be used in teaching learning process with the display is the same as Facebook which has many features. This media can help and facilitate the students in learning process. The students will be enjoy and relax in writing as they write something on their social media. It also can improve their writing as well.

The description of the data collected through writing test as explained in the previous section showed that the students' writing ability significantly improved after using Edmodo as a teaching media. It was supported by the mean score rate of result of the students' pre-test and post-test.This research also found that using Edmodo as a teching media was effective to improve the students score in writing descriptive text. Even Edmodo could not improve all of aspect of writing in the same time, but overall the students' writing, using Edmodo in teaching writing could improve students' writing in descriptive text.

Based on the finding above, the writing ability of the third semester students of Muhammadiyah University Makassar improved especially for experimental group. The writing ability of experiment class was getting higher than control class. It means that the treatment of using Edmodo as media to the experiment class was successful. According to **Caule,** "Edmodo is a site that ideas of a social network and refines them and to make it appropriate for a classroom" thus, because of its appropriateness for a classroom, the researcher implemented it in this research. Besides, on edmodo, all kinds of file such as word, images, video, audio and even links can be attached. **Thompson** also adds that Edmodo is great for writing project. It greatness was proven by the result of the pre-test and post-test done b the researcher. It was known that the mean score of pre-test and post-test of experimental group were 67 and 78.09 while the mean score of pre-test and post-test of control group 66.88 and 74.41.

The data in the previous section showed that applying Edmodo in teaching writing especially descriptive text is effective to improve their writing ability.

By the same token, previous studies by Noviana, Rufinus, and Bunau (2015) obtained the improvement of the students' writing skills after Edmodo was used in teaching writing. A study in Thailand such as Janpho, et al (2014) found that Edmodo did not only assist the student in writing skill, but it also increased their motivation to write in English. Similar results were also found by Purnawarman, Susilawati, and Sudayana (2016) who looked at the use of Edmodo in teaching writing. The result acquired that the students became more active in learning, able to work equally in the group and the quality of the students' work became better than before the application of this technology.

Moreover, it is perceived that the students are more eager and interested in learning English, especially for the implementation of Edmodo in the classroom. It was proved that this media influenced the students' writing ability to study English comfortably.

The result of the test in this study clearly showed that there was a significant difference between the students' score in the Experiment and Control class after the treatment of Using Edmodo. It indicated that the Edmodo was significantly improved the students' writing ability in descriptive text of third semester students of Muhammadiyah University of Makassar.

In term of the students' interest, it was found that in the experimental group, students are classified as high interest. Students in experimental group are interested in learning English especially in learning writing of descriptive text. They feel more comfortable and enjoy writing descriptive text on comment and other features of Edmodo. Even though they still make some mistakes in making sentences but they enjoy it. During teaching and learning process by using Edmodo, almost students had been giving serious attention, participated well in making descriptive text,. They also actively asked the researcher when they needed more explanation about the material. On the other hand, the students in control group also showed their interest in learning writing especially descriptive text but, they feel that they need something new to move them more creative in learning.

After noticing the finding and discussion above, it indicates that the use of Edmodo in teaching writing especially descriptive text significantly improve the students writing ability and also increase the students' interest in learning writing by using Edmodo.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis, research findings, and discussion, the researcher concluded that the use of Edmodo as teaching media significantly improve the students's writing ability at the third semester students of Muhammadiyah University of Makassar. The students' ability in writing descriptive text before applied Edmodo was still average. It was different from the students' ability after applied Edmodo. It was found in students' post-test which was higher than the pre-test, it proved that applying Edmodo in learning activity contributed to the students and it was significantly improve the students' writing descriptive text. The enhancement can be seen through the statistical analysis that the significant value (2-tailed) in post-test was 0.000, it was smaller than $\alpha = 0.50$..Edmodo as a teaching media was effective in enhancing the students' ability in writing descriptive text at the third semester students of Muhammadiyah University of Makassar.

The use of Edmodo in teaching writing especially descriptive text can increase the students' interest in learning writing at the third students of Muhammadiyah University of Makassar. It was proved by the result of the questionnaire that showed most of the students' interest acquired "high interest"

There is a lot of learning aids or Medias to be used in teaching learning progress, but using Edmodo is an alternative way of teaching writing, especially, writing descriptive text. Here are some suggestions as follows:

1. Edmodo is suggested to use for teacher as an alternative media in teaching writing.

2. Using Edmodo as a learning media is a good way for the students in enhancing their ability in writing. Using Edmodo as a learning media helps the teacher and gives much times to the students be active in writing and makes the students feel enjoy and enthusiastic in writing.

3. Edmodo is not only can be used for the beginner but also for advance itself.

4. For the further researcher is suggested to find out much reference about Edmodo as learning media. There will be a Further research with deepest investigation on the use of Edmodo the writing skill are recommended to conduct in different genre text and specific participants, since this research was focused on descriptive text.

5. The researcher hopes the result of this research can be used as an additional reference; there will be a Further research with deepest investigation on the use of Edmodo the writing skill are recommended to conduct in different genre text and specific participants, since this research was focused on descriptive text.

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