INCORPORATING EDMODO AS LEARNING MANAGEMENT SYSTEM OF SUMMATIVE ASSESSMENT IN EFL CLASSROOM

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ABSTRACT

This present study aims to find out how an English teacher carries out Edmodo in summative assessment and to find out students' perceptions doing online assessment through Edmodo in EFL classroom. This basic interpretive study involved thirty students of one of senior high schools in Karawang. The data were collected from the subject of this research directly even via google form and whatsapp by using some instruments, such as: observation sheet, interview guideline, and questionnaire. The present study used semi-structured interview for three interviewees via whatsapp. The researchers also distributed close-ended questionnaire via google form to thirty students. Then, it was analyzed by using Miles and Huberman's method of data analysis. The finding indicated that the teacher conducts an online assessment using Edmodo with appropriate procedures. Edmodo leads teacher and students' technological knowledge and Edmodo renders the test practical and motivating. The students perceived Edmodo well as summative assessment although there was a few negative assumption. Most students would prefer to be evaluated through Edmodo instead of the traditional test or paper-based test.

Keywords: keyword Edmodo, online assessment, summative assessment

A. INTRODUCTION

The EFL teachers in Indonesia understand that classroom assessment method should be regarded as a procedure rather than as a tool. The object of the assessment is not just to achieve student scores and to decide whether or not they fulfill the criteria, but also to know more about the development of students in learning and to mediate them in order to be effective in learning. Assessment has become crucial in language teaching. It becomes evaluation of students' progress. Common assessment used in Indonesian classroom is formative and summative assessment. According to Brown 2004, formative assessment is evaluating students in the process of "training" their abilities and knowledge with the goal of encouraging them to begin the progress of learning. Formative assessment is when you give comments or suggestions to students, or pay attention to mistakes, that feedback is offered to improve quality of language ability. While,

summative assessment is meant to evaluate, or summarize, what the student has learned and typically comes at the end of a course or unit of instruction (Brown, 2004). Course final exams and general proficiency assessments are forms of summative assessment.

In addition, formative and summative assessment has been widely explored by researchers. It was found by Widiastuti & Saukah (2017) that formative assessment is really necessary for teachers to provide student feedback to improve their learning achievement and modify their learning styles. Furthermore, based on Ridhwan (2017), summative assessment refers to the fact that, when teachers summarize student's learning at the end of the teaching cycle, they may use or not have to provide feedback information (formative assessment) to improve teaching and learning. However, digital learning cannot be avoided in education especially assessment. Based on Pai & Thu in (Lin et al., 2017), digital teaching aims at engaging students actively in learning activities in order to achieve the learning outcome. Therefore, it is essential to adopt digital in assessment. Sort of digital media in assessment is Edmodo.

Ngo & Ngadiman (2019) stated that Edmodo has a positive impact on student achievement. They add that students in the hybrid environment achieved better on the common final exam compared to those in the traditional classroom-based environment. Edmodo becomes one of the language assessment platforms. It is same in line with Etfita (2019) that Edmodo is an alternative way to evaluate students' different language skills, encouraging the use of modern technology that almost all students are familiar with.

Ekmekçi (2016) mentioned that it is necessary to present innovative ways of evaluating the students' skills acquired during language learning. Many research have shown that Edmodo as a virtual learning platform makes it easy for students and teachers to carry out assessments. Etfita (2019) conducted a descriptive study by involving 68 students. Reflection of the students regarding the use of Edmodo as an assessment tool were obtained by semi-structured interviews. The result was most of the students motivated and Edmodo also reduced their test anxiety to a great extent in news and report writing course and they would prefer to be assessed through Edmodo rather than traditional assessment techniques like pen-and-paper test. Al-Said (2015) investigated the issue of students' perceptions of edmodo and mobile learning and their real barriers towards them in higher school. The finding showed that students' perceptions while taught by using Edmodo and Mobile learning is in "High" level in general, and majority of students have positive perceptions towards Edmodo and Mobile learning. As they think that learning by using Edmodo can facilitate and enhance effective learning communication, and they appreciate Edmodo for saving time. In addition, Ekmekçi (2016) conducted a descriptive quantiative study by involving 62 students. The finding showed that most of the students found Edmodo to be funny, motivating, user-friendly, and practical application.

Several previous studies have studied Edmodo only focus on daily tests and assignments that Teacher just give a feedback or pay attention to student's mistakes (formative assessment), but there is a little research on the used Edmodo at the end of a course (summative assessment) which Edmodo is used as a tool to assess students from what they have been learned during one semester. Furthermore, this research investigates incorporating Edmodo as an assessment tool in summative assessment and how EFL students perception in using Edmodo in summative evaluation. In order to make this current research focused, two research question formulated as 1) How does teacher carries

out Edmodo in summative assessment in EFL classroom? 2) How do students perceive Edmodo in summative assessment? All data gathered in this research aimed to answer those research questions.

B. LITERATURE REVIEW
1. Assessment in language teaching

Assessment plays an significant role in education and plays a key role in the teaching process. Through an accurate assessment, teachers will identify and rate their students, provide feedback and organize their teaching accordingly. The process of evaluating the learning outcomes of all students is always carried out at the end of the learning process. The assessment process is not just about giving the value of numbers or letters, but there are several stages in the assessment. Assessment is a tool for measuring student understanding of teaching materials. Assessment is an attempt to decide what students know and what they can do.

There are a variety of ways teachers can determine or evaluate the progression of students, they can use either paper-based assessment or online assessment. Paper assessment has been widely used in school for many years, but with the development of technology, some of the teachers are now changing from paper assessment to online assessment. Moreover, online assessment is now widely used by schools and universities around the world, particularly in Indonesia. Because my research focuses on online assessment, it is important to know how teachers or students should perform online assessments. Bergstrom and Lopes in (Hricko & Howell, 2005) argued that online assessment is a means of using the Internet to inform, analyze and report the content of the exam and, when properly used, can greatly increase the effectiveness of online learning. Online assessment prepares distances between students with the ability to respond to learning needs, values the outcomes of learning activities, and accelerates professional credential by using an efficient Internet delivery framework. Swearingen in (Hricko & Howell, 2005) stated that assessments can be categorized into three broad categories, depending on their general use. They can be used before, during and after learning, such as diagnostic assessment, formative assessment, and summative assessment.

2. Edmodo as learning management system

Edmodo is a free social learning platform that gives learners access to course material presented by teacher. It helps students interact with each other and teachers through instant messages, enabling learners to work together and collaborate in a virtual classroom environment. Teachers can easily assign students and set a time limit for homework. It is a secure platform because students can only log in with the special code provided by the teachers. Parents can also monitor student's progress and check their homework with another special code created for them. The first step to using Edmodo is to build a free account by clicking the "I'm a Teacher" button.

After creating a free account, teachers are now ready to form groups. On the left side of Edmodo's screen, teachers can see all the groups they have created. In addition, the buttons 'Manage Group', 'Create Group', and 'Join Group' can be found on this page. Loading assignments and setting a due date are some of Edmodo's main functions.

Teachers can send a note to add both new files, links and the library. They can choose either a special group or all groups to send files and notes.

The section 'Poll' allows the teachers to perform surveys based on a question and various answers. It can be used to determine student's satisfaction with the course, needs analysis, and expectations about the course. This paper focuses on incorporating Edmodo as an assessment tool of summative assessment. Therefore, the 'Quiz' section is attached to a lot of importance and will be explained in more detail. When the button 'Create a Quiz' is clicked, the following screen comes and teachers can first name the quiz. After setting time limitations for the quiz, teachers decide on the type of the questions. There exists five alternatives; *Multiple Choice, True/False, Short Answer, Fill in the blank, and Matching*. Teachers can easily add questions in various format or they can load a previously created question by means of 'Load First Question' button.

Edmodo provides teachers with different testing facilities in language classes. Teachers can utilize both formative and summative assessment techniques through online assessment. Some specific grammar structures, vocabulary, reading and listening comprehension skills can be assessed by means of easily-created quizzes. Duration of each quiz can be set and results can be sent to each student by just clicking a button.

C. RESEARCH METHODOLOGY

This researcher used qualitative as research approach and basic interpretive study as the research design. Basic interpretive study or basic qualitative study is applied in this research by the aim to describes and interprets a phenomenon or process and seeks to understand participants' point of view (Donald Ary, Lucy Cheser Jacobs, Asghar Razavieh, 2009). This research studied the process of Edmodo that is used as an assessment tool in summative assessment and study how students' perceive Edmodo in summative assessment in EFL classroom at one of senior high schools in Karawang.

This research was carried out by involving 30 students of tenth grade to fill questionnaire by google form and chose randomly 3 students in lower, middle, and higher score level to be interviewed online. The decision of the participants refers to some consideration. The class is recommended by the tutor teacher. In addition, the students involved meet requirements with this study in terms of their background and learning experience. The participants should experience in using Edmodo in summative assessment in any courses.

To investigate how does teacher carries out Edmodo in summative assessment in EFL classroom, the researcher observed a class while doing summative test. The observation consists of observation guidelines, which consist of several statements of the pre-test, during test, until post-test. The researcher acted as an observer non participant because the researcher only observes or notice how the test worked from the beginning to the end of the test. Moreover, to know about students perceptions, the close-ended questionnaire were distributed to 30 students. In addition, 3 of 30 students were interviewed to support the data.

To analyze the data, the researcher used qualitative data analysis as proposed by Miles (1994). There are three-steps qualitative data processing, there are data reduction, data display, and conclusions drawing and verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in

written up. The researcher selected the needed data from interview and documentation and it changed to be a good language. Next, in data display the researcher displayed the questionnaire, interview, and documentation data that have done and arrange into written text. Then, in conclusions drawing and verification, the researcher collected the data to get final conclusion. Drawing conclusion was going by comparing between interview data and documentation data. Therefore, the researcher got conclusion about how does teacher carry out Edmodo in summative assessment in EFL classroom and how do students perceive Edmodo in summative assessment.

D. FINDINGS AND DISCUSSIONS

1. The Use of Edmodo in Summative Test in EFL Classroom

Edmodo leads teacher and students' technological knowledge

Edmodo stimulates teacher and students' technological knowledge. It is in line with TPACK theory which is technology is combined with two other key aspects, namely pedagogy and content/material knowledge. It can be traced from observation data. As can be seen below, students prepared their phone to conduct summative assessment using Edmodo.

Figure 1. Students prepared their phone to conduct assessment using Edmodo

The teacher makes sure that students are ready with their mobile phone and give the special code to login on Edmodo afterwards. After that, the teacher checks who are logged in on teacher's Edmodo. The teacher has prepared the quiz that set by her/him. Limit timings, automatic scores, and submit assignments. When everything has been set by the teacher, students can not do it within the time limit set. This is intended to avoid cheating when students work on quizzes.
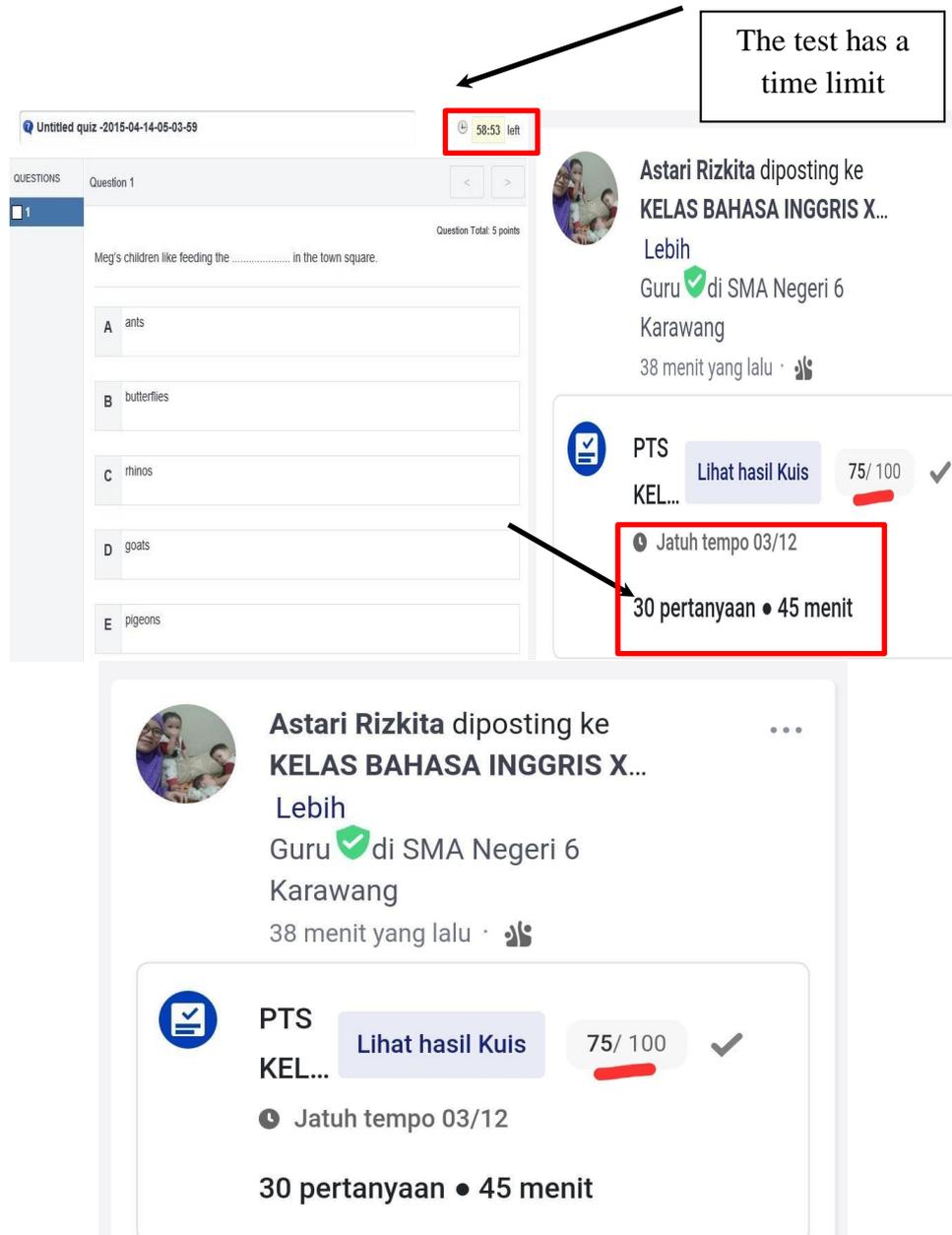
Figure 2 Teacher set the time limit of the quiz and students score automatically

The teacher can see who has finished and collect the assignments in teacher Edmodo's display. It becomes a comparison between the students who attend the test and the students who take the test. If you don't, the teacher's going to know that. The students who have completed the test can directly check the scores for each subjects they have completed. In the same way, the teacher can immediately find out the score of each students who has completed the test. Edmodo checked automatically and provided the score. Because the teacher also includes the answer key when making the questions, but students can't see it, it will only appear on Edmodo's teacher. When the test finished, students can not re-access the quiz because it has the time limit that have been set by the teacher. All grades will be objective and safe, because students will not be able to rework the quiz without permission from the teacher.

Edmodo renders the test practical and motivating

Edmodo makes the test both practical and motivating for students. It's in line with the result of observation which shows that Edmodo checked automatically and provide the score. Students automatically checked the score after completing the quiz and submit it to the teacher afterwards. In addition, doing the test using Edmodo also doesn't need to carry a lot of equipments. Students can also take a test at different locations when they are unable to attend. On the other hand, it is related to the statement of Etfita (2019) that most of the students motivated and Edmodo also reduced their test anxiety to a great extent and they would prefer to be assessed through Edmodo rather than traditional assessment techniques like pen-and-paper test. This is in line with the results of the interview. The following excerpt from the students' speech indicates that the use of Edmodo is practical.

> S1 : "*Edmodo is a practical and user-friendly. When we can't get to class, we can conduct test in different places. At that time, my friend attended Jaipong dance competition. She can't attend the class and she was allowed to work on the quiz under the control of the assistant teacher.*"

> S2 : "*Edmodo is simple and practical. Easy questions to do. We can automatically check the score itself immediately. It removes our curiosity about the score that we get.*"

Students also claimed that Edmodo is motivating. It is in line with Gagne & M, (1984), media are various types of components in a student environment that can stimulate them to learn. In addition, Purcell et.al (2013) in (Fauzi, 2017) also stated that in reality, without underestimating the position of traditional media, digital media is more generally accepted and commonly used by either teachers or students recently than traditional media. By using digital media Edmodo, they're more focused on managing time when working on quizzes. They're more excited to work on questions. Because automatically score that they'll get become the main issue. Excerpts of some students' speech are as follows:

> S1 : "*Edmodo which is user-friendly while testing, it is simple and also motivates. When we're notified to do a quiz so that it is more excited to work directly on the questions.*"

> S2 : "*In my opinion, Edmodo is also motivating because we have a time limit on each phone during the quiz. This can stimulate discipline, time management, etc. We are more serious about working on questions and using time wisely because we will submit our scores immediately after completing the test.*"

In addition, the use of Edmodo for tests makes students more serious in taking tests. they are more encouraged when working on the quiz because the time limit already exists on each students' mobile phone. it makes them more energized, not procrastinating, and more disciplined.

The use of Edmodo that was involved in the test was in accordance with the TPACK (Technological, Pedagogical, Content Knowledge) theory. Edmodo leads teacher and

students' technological knowledge. The students prepared their phone to conduct summative assessment using Edmodo. The teacher gave the special code when students are ready with their mobile phone to join the test. Ekmekçi (2016) stated that Edmodo is a secure platform, as students can only log in with the special code provided by the teacher. It makes it easier for students to start the quizzes because they're not preparing a lot of equipment. It is in line with Kukulska-Hulme and Traxler in (Al-Said, 2015) that some of M-learning benefits included flexibility and freedom of learning, social interaction skills and cooperative learning, self-learning and self-assessment through short tests or quizzes. In Edmodo, teacher can control the amount of students who present with students who have logged in through Edmodo. In addition, the test automatically ended with the time limit and due date that has been set by the teacher. It makes things simpler for a teacher to decrease the incidence of cheats, because students will automatically leave the quiz and can not do the quiz again. Moreover, it is the same as Al-Said (2015) which Students can submit homework, assignments and quizzes and receive feedback from their teacher. After the test is finished, students can immediately know the score they automatically get. It removes the curiosity of the score they get.

Edmodo also makes the test become more practical and motivating. Al-Said (2015) stated that students may like Edmodo because it's easy for them to connect and work with their classmates and teachers online, and they may not cause students to face any difficulties. In addition, When the test begins, students immediately ask for a special code to be able to join the test. Moreover, Etfita, F. (2019) found that most of the students motivated and Edmodo reduced their test anxiety to a great extent and they would prefer to be assessed through Edmodo rather than traditional assessment techniques like pen-and-paper test. Students also make the time to be used more wisely and they were more serious about the quiz. It is in line with (Ekmekçi, 2016) that the duration of each quiz can be set and the results can be sent to each student by clicking the button. The objective result is one of the triggers for the students to concern about the test.

2. Students responded well Edmodo as a tool of summative asssessment

The data from close-ended questionnaire that is presented in a diagram as follows.

The evaluation criteria in the online platform are clear and understandable.

The data of questionnaires indicates that the percentage of 30 students who answered the first question. The graph shows that 6 students (20%) strongly agree, 20 students (67%) agree, and 4 students (13%) are netral. It can be seen in the following graph.
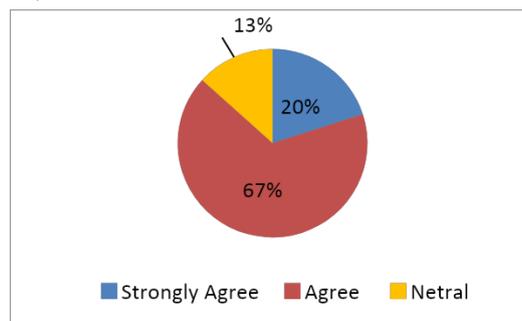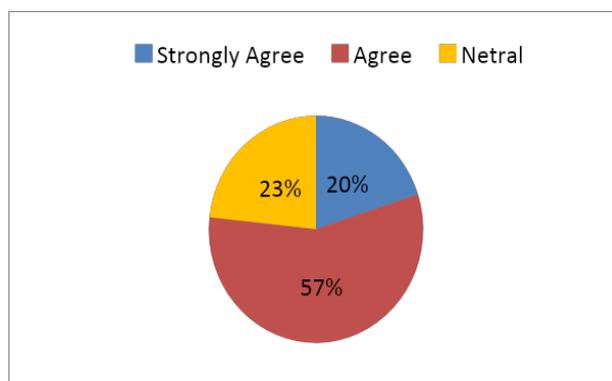

Graph 1 Students' perception about "The evaluation criteria in the online platform"

The results above indicates that 67% students agreed that "the evaluation criteria for online platforms are clear and understandable. It is associated with Mokhtar & Dzakiria (2015), the features and functions that suit the needs of the students are clearer and engaging on Edmodo, it can also be considered as a simple portal promoting 'less is more'. Moreover, using online platform in the learning process is effective, as it is save time and effort (Siahaan, 2020). Edmodo serves features that motivate and equip students to learn (Etfita, 2019). Furthermore, it also creates joyful atmosphere in learning (Ekmekçi, 2016). It is also supported by the results of the interview. Excerpts of some students' speech are as follows.

> "....*It's easy to use Edmodo. The scores will be operated automatically. The final scores will be combined from each subjects*."(Interviewee 2)

> "*Edmodo is easy to use, simple and also motivates while testing. When I get a notification, I get excited about the test*." (Interviewee 3)

The evaluation criteria in the online platform guide in how and what to do in exercises.


Graph 2 Students' perception about "The evaluation criteria in the online platform guide in how and what to do in exercises"

From the graph above, we can see that percentage of 30 students about the statement. The graph shows that 30 students has different opinion about this statement. As many as 6 students strongly agree that Edmodo has clear instruction when evaluation. Moreover, as many as 17 students (57%) agree, and 7 students (23%) are netral about the statement. Thus, it can be conluded that a half of students agree that Edmodo has clear instruction while doing evaluation.

The quiz results showing my mastery of content helps in monitoring learning progress.

The data of close-ended questionnaire showed the effect of quiz result to their learning progress. As many as 9 students (30%) stated that they strongly agree that 14 students (47%) agree, 6 students (20%) are netral, and just 1 student (3%) strongly disagree about this statement. It can be seen in the following graph.
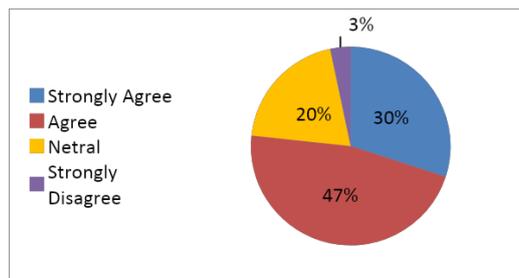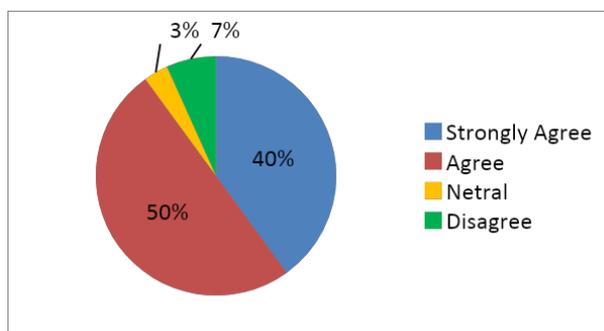
Graph 3 Students perceptions about "The quiz results showing my mastery of content helps in monitoring learning progress"

From the graph above, It can be conluded that they agree about the quiz result of Edmodo helps them in monitoring learning progress. It is supported by Prakash et al., (2018) that in recording student scores, Edmodo quizzes have an auto tallying feature and the teacher has access to a progress screen showing the percentage of questions correctly answered.

Immediate accessibility of every assignment score helps me track my progress.

The data revealed that from 30 students as many as 12 students (40%) strongly agree about Edmodo lets the students see their improvement due to quick access. In addition, 15 students (50%) agree, 1 student (3%) is netral, and 2 students disagree. It can be seen in the following graph.

Graph 4 Students perceptions about "Immediate accessibility of every assignment score helps me track my progress"

The data above is in line with the result of interview as follows.

"*I prefer an online test (Edmodo) because the scores can be accessed automatically, making it a motivation to do better in the next subject*." (Interviewee 1)

"*We can check our scores automatically as soon as we finish the test. It eliminates our curiosity about scores like when performing a paper-based test.*" (Interviewee 2)

The result of the data below indicates that half of the students agree that Edmodo helps students to track their progress with immediate accessibility of every assignment score.

Feedbacks to online assignments obtained from the discussions in the face to face sessions help me reflect my progress.

Based on the data from questionnaires, it was found that the percentage result of 30 students about the statement in questionnaire, it indicates that 4 students (14%) strongly agree, 21 students (70%) agree, 4 students are netral, and just 1 student disagree.
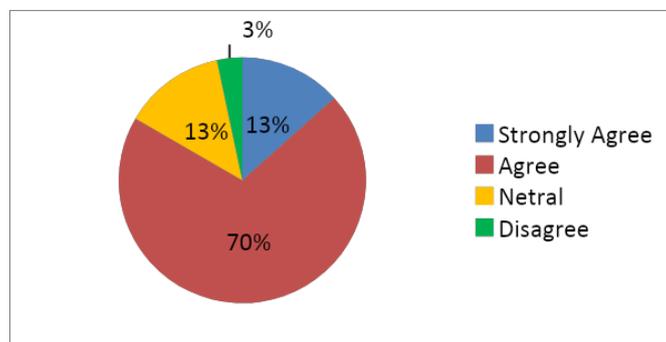
Graph 5 Students perceptions about "Feedbacks to online assignments obtained from the discussions in the face to face sessions help me reflect my progress"

Thus, it can be concluded students agree that blended learning is effective to reflect their progress. It has been proved by Ngo & Ngadiman (2019) that Edmodo assisted on students' learning outcomes.

Students perceive Edmodo in summative assessment

The result of this study indicated that the students' perceptions in incorporating Edmodo in summative test is good enough. Students have a positive perceptions toward the use of Edmodo in summative assessment. There are a number of reasons why the students have positive responses to Edmodo in summative assessment. First, they enjoy using the online assessment because Edmodo is very easy to use because Edmodo's layout is interesting and the features are easy to understand. It is in line with Al-Said (2015) that Edmodo 's appearance and functionality are closely similar to that of Facebook and nearly all students already know that social network. Students also have knowledge of technology before using Edmodo, but Edmodo more leads students technological knowledge especially in assessment. Therefore, online technology understanding is essential to help students do online assessment in Edmodo.

Second, why the students were interested using Edmodo in summative test is that online assessment better than paper-based assessment. Edmodo's layout or features are structured with an attractive and interactive visual look. Ekmekçi, E. (2016) stated that Edmodo enables teachers and students to post materials, share videos and links, grades, notices, and assignments. It draws attention to making online assessment more enjoyable. In the other hand, students cannot find it on paper-based test. As in the online assessment, it has no application to add media. Therefore, students are more enjoyable to do online assessments and even decrease their test anxiety. This finding confirmed Etfita, F. (2019) which also found that the Edmodo reduce students' test anxiety and they would be prefer to be assessed through Edmodo rather than traditional assessment. Compliance with interesting features can trigger students' desire to perform online assessment in Edmodo.

The third reason the students enjoy doing the online assessment in Edmodo is because the Edmodo can save their time. In addition, Edmodo can also be used everywhere without carrying out class tests with the teacher. If students are unable to attend because they have another important agenda, they can do it at another place but still have a permission from a teacher. Moreover, students can check immediately the score they get after the quiz finished. The finding confirmed Al-Said (2015) study which most respondents agreed with the statement that using Edmodo to save time and effort to get the information. In this case, one of Edmodo 's benefits is both practical and flexible that can save users time.

The fourth reason is because Edmodo motivated students. Students feel motivated by several factors when assessing online. First factor, Edmodo has a time limit which is listed on the mobile phone of each students. When the time is up the quiz will be left automatically. This triggers students to take the tests more seriously and to use time as well as possible. The next factor, Edmodo gives the students an objective score when they finished the quiz. The objective score is the absolute score that students get, if they are not satisfied with the score of the first subject, they will motivate them to be better in the next subjects, and vice versa. The finding confirmed that Ngo & Ngadiman (2019) found that 75% of the respondents agreed that Edmodo helps learn directly from immediate feedback of quizzes and helps increase academic achievement increases motivation to learn more about the course. It is clear that edmodo encourages students to be more enthusiastic about taking tests and using time wisely.

On the contrary, students also stated that the use of online assessment in Edmodo presents negative perceptions. They argued that online assessment can cause trouble and complication. Sometimes students should face the situations when the connection tend to be slow, which is or speed is important for using the time as well as possible. In addition, some students also consider the system to be complicated. If the image in question does not appear in the Edmodo App, they must open the Edmodo in web version. Occasionally, Edmodo suddenly exits while working on a test.

Therefore, the use of the Edmodo activity requires the support of the internet so that students can complete the work easily without having trouble and complications.

E. CONCLUSIONS

Based on the findings, the research questions can be answered clearly. It can be concluded that the use of Edmodo in summative assessment are Edmodo leads teacher and students' technological knowledge and Edmodo renders the test both practical and motivating and Edmodo responded well by students.

Teacher Carries Out Edmodo in Summative Assessment in EFL Classroom. Edmodo leads an English teacher and students' technological knowledge and Edmodo renders the test both practical and motivating. The teacher and the students were collaborated in using technology in writing assessment. They were familiar and integrated technology in writing assessment. Edmodo provided and checked the result of the test automatically. It reduced students' curiosity about the score they got. Doing the test through Edmodo does not need a lot of equipment. Moreover, Edmodo more motivated students while doing the

test. **Students Perception towards Edmodo in summative assessment**. The students' perceptions to the use of Edmodo in summative test consists of positive and negative perceptions. The positive perceptions are about the students enjoy doing the online assessment in Edmodo because Edmodo is easy to use. However, for the negative perceptions are about trouble and complicated. Some students feel that the use of Edmodo rarely trouble.

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