

Edmodo use in ESP writing: The perceptions and barriers of Sociology students

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ABSTRACT

The teachers are expected to integrate technology into the classroom because today is the world of a computer. Edmodo is one of the educational websites that can facilitate the specific needs of Sociology students in writing. This research aimed to investigate the second-semester Sociology students perceive the use of Edmodo as a medium in writing descriptive text and how Edmodo helps the students in developing their writing skills. Qualitative research was used by researchers through documentation, observation, and interviews with twelve Sociology students as participants at Islamic University of Balitar. This study took eight months to complete the analysis which included data reduction, display of the data, and analysis of Sociology students' data. The result showed that Edmodo was helpful in ESP class (writing class) because Edmodo enhanced Sociology students' writing, developed interaction, communication, and it promoted Sociology students' creativity in solving the writing task. The analysis of the result suggested that further researchers research motivation or behavior stages because this research only focused on the perception stage. Further researchers also suggested that further researchers revise the research instruments.



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1. Introduction

The world of computing is here. Technology plays an essential role in business relations, movies, education, and so on. It means that technology in language learning (English learning) is a common this day. Technology makes the language easier and simpler (Ahmadi, 2018). Technology-integrated classroom systems have turn out to be famous for language learning in current years. Blended learning, virtual classroom, and system for learning management are the real applications of technology in language learning. Those examples are very useful for the lecturer because those things strengthen the learner's engagement and facilitate the instructor's role in a classroom. The benefit of technology for Language Learning is interactive language learning. Technology provides language learners with a great number of possibilities and it facilitates language learning to the students (Ahmadi, 2018). Information and communication technology (ICT) is commonly used in education for successful learning around the globe (Balta & Duran, 2015). Technology is key to language learning, so technology allows students to interact with their language courses. Using technology makes the student of the university more comfortable and less embarrassed to make mistakes.

In this particular study, the researcher uses Edmodo as blended learning concerning writing at Islamic University of Balitar (UNISBA), Blitar. It means that classroom teaching and online training are complementary to each other. In this model, The instructor would be able to concentrate on class

weaknesses rather than simply reciting language rules to the students. In Academic Writing, Writing is widely considered as the most challenging skill for students to acquire because students have to follow specific guidance from the teacher and the teacher has limited time to give feedback (Al-Naibi, Al-Jabari, & Al-Kalbani, 2018). The research shows that there are positive impacts of blended learning in language teaching (Nguyen & Nguyen, 2019). Learning media has a role as a platform that supports the learning process that teachers can access and use. Digital media is the media used by educational institutions to aid students with their learning processes (Tamrin & Basri, 2020). Learning media has interactive elements that can enhance students' interest in learning and playing, as well as real-world projecting, which involves interaction (Elmunsyah et al., 2019). Edmodo is a student learning application, which requires the internet as the requirements to achieve results (Handayani et al., 2020).

The Sociology students at UNISBA are less enthusiastic to write. The reason why they want to write is only due to classroom-bound activities at UNISBA. And it seems like they do not pay attention that they have to socialize their knowledge in verbal and non-verbal communication to the society after they have graduated from University. Sari & Aini (2019, p. 1) states that English is to communicate effectively and it is necessary for social studies. Sociology students at UNISBA are meant to study social relationships. They have to socialize more than another study program because Sociology is their DNA. It means that Sociology students are trained to think critically about human social life, so they must have interaction with the community to apply their knowledge. In terms of interaction, Sociology students have to master both verbal and non-verbal language to communicate clearly, and effectively. Therefore, the lecturer is looking for possible assistance to make Sociology students at UNISBA fall in love with writing.

Edmodo is believed by the researcher to be a problem-solving in this study. Edmodo is important for education and teaching (Arifin & Ekayati, 2019, p. 16). Also, few studies show that Edmodo is effective blended learning in writing for Sociology students at UNISBA. Edmodo is one of the supportive learning delivery methods in writing classes (Nguyen & Nguyen, 2019), and Edmodo facilitates students' engagement (Purnawarman et al., 2016). Furthermore, the expectations of Sociology students are critical in English language learning, especially in writing because it will show their behavior in the classroom. Sociology Students will interpret language learning experience differently and the teaching process in schools is a meaningful learning factor. Simply put, students perform well when they have a good view of the learning environment in class. Sociology student impressions are essential because the experience of the students has a major effect on comprehension (Aji, 2017; Al-Kathiri, 2014; Al-Said, 2015).

Students have different views because they can organize the received information and the phase of perception is called as perceptual phase (Altman et al., 2013). Altman et al., (2013) believes that students will look and experience the same process differently and the perceptual phase begins with a stimulus followed by the selection of stimulus and perception and ends with behavioral responses. Altman et al., (2013) states that there is the difference between English learning (writing) and what students perceive they need to be successful in English learning as a second language (writing). During the teaching and learning process, a teacher needs to know the feelings of the participants to assess at the end of the learning (Handayani et al., 2020). Mu'in & Amelia (2018) emphasize that it is important to know how education is effective and what kind of teaching methods and techniques the teacher uses to facilitate students' comprehension.

Some researchers have conducted several studies that explored the students' perceptions of Edmodo. Al-Kathiri (2014) investigated the effect of Edmodo in a public school in Riyadh (Saudi EFL female students). The participants were twenty-one students in the experimental group and twenty-one students in the control group. The focus was on daily English teaching in a public school in Riyadh. And the result indicated that there were positive attitudes in the language learning classroom (EFL Students) and Edmodo generated more positive attitudes towards English learning. The study showed that the application was very helpful in terms of mastering new vocabulary (100%), sharing with peers (95%), grammar (85%), spelling (85%), reading (85.7%), and listening (76%).

The second researcher is Al-Said (2015) who researched the undergraduate students' perceptions and barriers towards Edmodo by applying. This study adopted the empirical approach with thirty-two participants involved. Descriptive statistical analysis was also used by the researcher in this

study to elaborate on three fields of perceptions scale (Academic Achievement, Mobile Communication and Interaction, and Information Access) and barriers scale. Based on three fields of perceptions scale and barriers scale in this study, it can be concluded that Edmodo facilitated undergraduate students in communication (51.9%), most students disagree that Edmodo does not generate an effective learning environment (55.6%), undergraduate students have no difficulties in small screen size (67.4%), and they do not feel bored about Edmodo as English course application (65%).

The third researcher is Purnawarman et al., (2016) who researched senior high school students' perception towards the use of Edmodo and used a qualitative research approach with a case study design. Seventeen participants (private senior high school students in Cimahi) were involved in this study and four instruments were used to collect the data which included observation, document analysis, focus group interviews with semi-structured design, and open-ended questionnaire. The result showed that Edmodo has made it easier for students to download the material with the Library menu, Edmodo encouraged simple contact with its teachers and classmates, Edmodo has given them limitless learning time and space. Moreover, the difficulties were also identified when Edmodo was being applied in this study such as bandwidth, confusion in using Edmodo, and incompatibility of smartphone applications. Aji (2017) demonstrated the application of blended learning in listening with twenty-eight students involved in this study. Data collected through the interview (pre- and post-class and laboratory activities), Observation, and Questionnaires (sending questionnaires to the students). The result showed that Edmodo was able to make the students more active in listening and the results also indicated that it provided lecturer teaching listening time productively.

Then, Al-naibi, AL-Jabari, & Al-Kalbani (2018) stated that Edmodo was a solution to paragraph writing. This study utilized class action research with twenty-five EFL students (ten male students and fifteen female students) involved. Data collected through planning, action, observation, and analyzing with three lesson plans to meet the objective of the study (well-written paragraph), two descriptive writing tasks (My University and My Mobile Phone), and sending questionnaires to the students to know students' perceptions and barriers towards using Edmodo. The result showed that Edmodo could solve the problem of paragraph writing and the students had very positive perceptions towards using Edmodo (the students had user-friendly GUI and friendly in the communication). And the last, Nguyen & Nguyen (2019) reports students' perceptions about Edmodo use in writing class with ten Tourism students of Vietnamese University involved in this study (age ranges from 19 to 20). This study only focused on semi-structured interview data from ESP class and data collected through identifying themes, managing, and analyzing the data. The result indicated that Edmodo was appropriate, relevant, feasible, and organized in leaning writing. Edmodo was able to change students' attitudes to maximize their writing.

Reflecting on the previous elaboration, integrating Edmodo as a supporting tool is beneficial and can be used by present-day Sociology students quite easily. Therefore, the purpose of this study is to find out about students' perceptions and barriers in using online media for English learning for Sociology students at Balitar Islamic University. The researcher believes that students' perceptions and barriers are related to students' achievements. To be more precise, this research aimed at the answers to questions below:

1. What is the Sociology students' perception on the use of Edmodo in writing the descriptive text?
2. What are the Sociology students' barriers to the use of Edmodo in writing the descriptive text?
3. How does Edmodo help Sociology students in developing their writing skills?

2. Research Method

This study used a descriptive qualitative method to explain Sociology students' perceptions and barriers as well as the activities applied in writing class (descriptive text in ESP). Qualitative data was in the description and it was a human instrument (Sugiyono, 2008). This particular approach was to make a description of a certain procedure in writing class. This study was similar to Nguyen & Nguyen's (2019) study, their focus was on interview data that investigated how Tourism students interpreted the impact of using Edmodo in their writing learning process. Language barriers mean

problems and solutions in using Edmodo in writing class (Daelani, 2018). And there were eighteen students in the class, but only twelve students were the participants of this study. The instruments in this study followed the Sugiyono's (2008) perspective about qualitative research and utilized methodology triangulation. The instruments about Sociology students' perceptions and barriers in using Edmodo were questionnaires, observation, and interview questions. Creating a research concept, creating a research process, and modifying the interview question was done by the researcher during the preparation of research. After all planning for the research was measured, the writer proceeded to obtain the permission letter from the Balitar Islamic University.

The schedule in this research was in line with Daelani (2018), which included interviewing the lecturers, sending the questionnaire, and conducting the observation. The researcher utilized Apriliani's (2015) procedure in the interview (closed-end and open-ended) and the observation, and the questionnaires were adopted and modified from Al-Kathiri's (2014), Al-Said's (2015), Apriliani's (2015), and Nguyen & Nguyen's (2019) studies. This study utilized Sugiyono's (2008) perspective in the technique of analyzing Sociology students' data and it was in line with Daelani's (2018) study. Therefore, the researcher collected all writing documents (descriptive text), collected all instruments data from ESP class (writing), minimized interviews and observations data for in-depth research, summarized the data and described Edmodo's implementation in writing class, and made the initial conclusion in using Edmodo.

3. Findings and Discussion

Regarding the discussion in this study, it is important to see what the questions are delivered to the Sociology students at UNISBA. The different reasons and the opinions derived from interview data make this study interesting. This discussion shows Sociology students' feelings during language learning.

3.1. Insight into Sociology Students' Perceptions and Barriers at UNISBA about Edmodo

Twelve Sociology Students in this study have been reported to have positive impacts on the implementation. The implementation is to practice online writing in English for Sociology students. The questions and its categories in this study are adopted and modified from Al-Kathiri's (2014), Al-Said's (2015), Apriliani's (2015) and Nguyen & Nguyen's (2019) studies about Edmodo as blended learning in ESP class. The modification is to accommodate Sociology students' needs as the subject of this study. The detailed information is as follows.

Table 1. Sociology Students' Perceptions and Barriers in Using Edmodo

No.	The Categories of Questions	The Categories Sociology Students' Responses
1	Academic achievement	Useful, Students' score increase
2	Topics for Sociology Students	Motivating, relevant
3	Design	Well-designed, user friendly
4	Information access	Easier to access, less effort to get information
5	Motivation	Feeling confident
6	Language learning challenges	Technical difficulties

Table 1 indicates the categories of questionnaires to answer research problems in this study. And it is obvious that this study (the questionnaires) tends to elaborate descriptive text in ESP classroom and another study (the questionnaires) tends to elaborate paragraph writing in EFL classroom (Al-Naibi, Al-Jabari & Al-Kalbani, 2018).

3.2. Sociology Students' Perception of Academic Achievement

This category is about how Edmodo facilitated learning the Balitar Islamic University course and how Edmodo generates an effective learning environment. The extracts from the interview data are as follows.

Table 2. Students' Answers of Academic Achievement Categories

No	Students' Name (initials)	Students' Answer towards the Questions
1	ES	I think Edmodo is helpful. Edmodo helps me to think logically based on Lecturer's instruction. Then, my score in writing increase.
2	AY	I can have immediate feedback from my writing without having go to the class.
3	AK	I think Edmodo is helpful because group discussion is my solution.
4	RH	I like Edmodo. It is handy application and effective. Lecturer and Edmodo leads me to think critically
5	HKAS	Edmodo facilitates me in writing without go to classroom. I can do my writing task in my bed. However, I do not like to have full online class because I also need to see my friend and lecturer face to face."
6	SM	I am confused about the topic. So, I ask my lecturer about the clarity and ask about what should I do next
7	FY	My friends always give me suggestion, especially in my writing
8	WT	My lecturer explains about all features in Edmodo, especially about writing task and adds on

From the interview data above, there are positive feedbacks when Sociology students using Edmodo in writing class. Edmodo is useful in language learning because the features in Edmodo helped the Sociology students to do more. Some previous studies agree that Edmodo enhances Sociology students' ability in writing (Al-Naibi, Al-Jabari, & Al-Kalbani, 2018; Wahyuni et al., 2020; Yusuf et al., 2018).

This application of online writing fits the situation in which it could accommodate the Sociology program study in ESP. Nguyen & Nguyen's (2019) study agree that Edmodo is applicable in ESP class (Tourism class), in a study program other than ESP (Aji, 2017; Al-Said, 2015), in senior high school students (Purnawarman et al., 2016), and EFL students (Al-Kathiri, 2014; Al-Naibi, Al-Jabari, & Al-Kalbani, 2018). Furthermore, Sociology students' writing task is discussing social problems in Blitar and they have a handy application to write and submit their task instantly because it was accessible in mobile phones and laptops. Because of its handy operation, it makes Sociology student appreciate more historical events in Blitar and eliminate the boredom and lack of interest in writing. Positive responses means better learning outcomes (Sobur, 2003). Student performance before the intervention is poor, but there is high awareness of writing process after the intervention (Al-Naibi, Al-Jabari, & Al-Kalbani, 2018). And it can be concluded that learning English is important for Sociology students' carrier, and positive responses (in using Edmodo) help them to learn English writing. Student mental image influences their understanding (Altman et al., 2013, p. 90).

In Edmodo, there is a feature of locking an assignment and a quiz. When the lecturer activates it, the Sociology student will learn to organize a time and place for learning. It will also make the student learn logically and critically because there is a time limit in an assignment. Edmodo can send quizzes and assignments to an individual student or the entire class (Al-Kathiri, 2014). The teacher helps his students in using Edmodo, Edmodo helps students in language learning, and Edmodo is a handy application are categorized as the implementation of Edmodo in the descriptive text (Apriliani, 2015). Edmodo help Sociology students (student number 2, 3, 4, and 8) in developing their writing skills (descriptive text) variously. Edmodo helps students to write well and to form well-structured sentences (Al-Naibi, Al-Jabari, & Al-Kalbani, 2018). Edmodo is a communication tool and conveys all descriptive text information with ease (Apriliani, 2015). Edmodo is to support students' independent learning and it provides the organization of explanations in report text (Puspa et al., 2018).

Based on the table above, student number six is identified to have support or guidance from the teacher. In this study, Edmodo facilitates the students to communicate with ESP lecturer easily by utilizing the comment feature, inbox feature, connection across multiple devices, scheduled posts, and group discussion. Moreover, Edmodo can make group discussions. It means Sociology students can be separated into several small groups. It allows shy students to develop their writing skills

through a forum in Edmodo. Shy students will feel more comfortable communicating online (Al-Kathiri, 2014). In Edmodo, there will be peer correction through forum and the discussion inside the forum give the student comments and suggestion for better English writing (Yusuf et al., 2018). Delivering material, delivering exercise, and delivering guidance are the implementation of Edmodo in writing class (Daelani, 2018).

3.3. Sociology Students' Perception of Topics in ESP class (Sociology Class)

This category refers to Nguyen & Nguyen's (2019) perspective about ESP class. It means that it is a relevant online task to Sociology students at UNISBA. All Sociology students revealed that they learned the most recent lessons in Blitar. The extracts from the interview data are as follows.

Table 3. Students' answers of topic categories

No	Students' Name (initials)	Students' Answer towards the Questions
1	RMH	the topics are related to my previous job. And it is fun to express it and share it with my friends.
2	WT	the topics is relevant to my program study at UNISBA. And it encourages me to learn new vocabulary base on the topic.

The application is relevant for Sociology students at UNISBA. It means that they are learning about society 5.0 and revolution industrial 4.0 and Edmodo fits the current situation. Edmodo teaches them to use technology in English writing in ESP class. They feel like as part of technology advances by using audiovisual in language learning. Moreover, this application affects their Sociology students' creativity. In terms of creativity, using technology or Edmodo in ESP class in this study will make the student a unique solution to a problem based on their task. Edmodo is a complementary learning (Arifin & Ekayati, 2019, p. 5).

English writing in Sociology classrooms is different from general English because the materials have to be relevant to the Sociology program study (Fortanet-gomez & Raisanen, 2008). Students in sociology have to closely incorporate what they learn with their studies in the ESP classroom. Nguyen & Nguyen's (2019) study state that there must be relevant online tasks in language learning because Edmodo is only a supplementary tool in teaching. Moreover, Sociology students are trained to understand a topic. It means that they are trained to highlight a topic sentence and supporting detail for a written paragraph in descriptive text. Edmodo allows students and teachers to correct a topic (a draft) (Al-Naibi, Al-Jabari, & Al-Kalbani, 2018).

3.4. Sociology Students' Perception of Design

Edmodo is utilized by the researcher as blended learning in this study and this category refers to a familiar interface. The familiar interface means following 21st-century online learning layout to accommodate teachers' and students' experience in language learning. The following are students' perspectives about its design.

Table 4. Students' Answers of Design Categories

No	Students' Name (initials)	Students' Answer towards the Questions
1	SM	Edmodo is like Facebook. I am familiar with Facebook, so it is easy for me to use it.
2	DO	I use Edmodo in mobile apps more often than in my laptop. You know, the menu is simple and well-organized. I can search something that I want in Edmodo. I just type it, then the results consist of all post, people and so on. It is very helpful."

Edmodo is an organized application Facebook-style interface. Twelve students in this study say that they can look for English writing information clearly because this application has a chronological post like Facebook. Edmodo is one of the applications that has scheduled posts or

organized designs (Nguyen & Nguyen, 2019). They can look for the information based on the writing topics inside. Not only the topics but also students' comments and lecturers' comments on a certain topic are easy to find by the member of the writing class. Edmodo is a user-friendly classroom management system and it is motivating for students (Etfita, 2019). Second-semester Sociology students do not find any difficulties in navigation. Edmodo is not all that hard to get started with because the application provides offering learning aids. Edmodo has familiar features with many social network applications (Wahyuni et al., 2020).

3.5. Sociology Students' Perception of Information Access

This category refers to a streamlined application. It means that teachers or Sociology students can manage writing class (join, archive, copy), can manage scheduled posts, and can easily access the material about writing. Concerning Information access, ten students of twelve Sociology students thought that Edmodo is an easy access application. The following extracts below illustrated Sociology students' views.

Table 5. Students' Answers of Information Access Categories

No	Students' Name (initials)	Students' Answer towards the Questions
1	ES	it is effortless while using Edmodo mobile app because I can go to cafeteria and in the same time, I can review my task."
2	HKAS	I use Edmodo to help my writing. It saves me a lot of time. I can get writing material quickly. It feels like the technology serve me. And I can focus more on drafting."
3	RN	The information in Edmodo is easier to access. I prefer reading in Edmodo than reading in traditional way because I have to adapt the current technology. I believe technology will help me a lot in learning."

Based on the statements above, easier information and easier access mean a lot to Sociology Students at UNISBA. Easier access helps the students to get and to review the material with ease. So, the students can focus more on the content in writing class. Al-Said (2015) says that easier access increases the effectiveness of learning. Students can access class material and assignments easily (Al-Kathiri, 2014). Sociology students are learning different in the way now than they used to because of the advancement of technology and Edmodo provides easy access to achieve the lesson objectives. Insani et al., (2018) categorize downloading material with ease, asking a question via Edmodo as a student's experience of using Edmodo. And students' experience leads to a better understanding (Altman et al., 2013).

Edmodo is a great tool for distance learning and e-learning. Teachers can deliver quality content over the web at a low cost. Edmodo reduces the cost of photocopying and designing a poster for language learning (Al-Kathiri, 2014). Edmodo reducing learning cost (Al-Naibi, Al-Jabari, & Al-Kalbani, 2018). Many studies say that Edmodo is one of the multi-platform applications (Al-Kathiri, 2014; Al-Said, 2015; Apriliani, 2015; Daelani, 2018; Wahyuni et al., 2020). Sociology students can access it via a web browser, IOS, or Android devices. It is not a flawless cross-platform experience but English Second Language students or English First Language students can use tablet app or web access on a tablet.

3.6. Sociology Students' Perception of Motivation

Edmodo lists motivation as a benefit in language learning. Edmodo was a media to transfer knowledge to ESP Students in this study. Based on the interview data, the majority of students tended to choose online learning with Edmodo in Sociology class (ESP). It motivated the students to learn more about writing.

Table 6. Students' Answers of Motivation Categories

No	Students Name (initials)	Students' Answer towards the Questions
1	MN	For me, I am confident when using Edmodo in writing. It happens because I can look for an idea on the internet."
2	WT	online class using Edmodo makes my writing snappy because discussion and peers feedback help my writing a lot."
3	SM	I do not have hesitation when I express my idea to the lecturer via Edmodo. The lecturer just helps me based on my writing and I just focus on my lecturer's feedback via Edmodo."
4	AY	my classmates will know my post, and I am confident using Edmodo because it will give me time to think a lot before posting something on it."
5	MN	I am afraid to make mistake in writing. And I am jealous to my friend about his writing performance. In Edmodo, I start to involve in group discussion and I start to express my idea more often. They do not know my actual face when I express it."

The data indicate that Edmodo is an application that can make the student confident in writing class. The Sociology students interviewed assume that they do not feel threatened in English writing while using this application. They are free to voice their opinions in ESP class because it is like having a conversation in a chat group with their friends. Besides, they will have a weekly update about English writing from the lecturer; It includes the weekly update information and weekly tutorial task. Those updates are the topics that they will be discussing it with their friends in a small group. The advantage of this small group in Edmodo can make shy students lower their anxieties. These findings are in line with Su'adah's (2015) study about Edmodo. She states that sharing and discussion are available features in Edmodo. And most likely, the students use those features in language learning. I. F. Sari et al., (2018) support Su'adah's (2015) perspective that motivation is essential for the Sociology students at UNISBA. And feeling comfortable is one of the indicators that blended learning is effective media in English language learning. The learning environment affects one's attitude to receiving (Sobur, 2003). Motivation and satisfaction are students' views on how to use Edmodo in writing (Apriliani, 2015).

Second-semester Sociology learners learn better when they are motivated in language learning. This happens because there is an interaction between teacher and students and Edmodo facilitate their communication through a small group, scheduled post, and quizzes. For example, a small group can generate peer feedback. Through group activities, Edmodo supports cooperative learning and shy students feel better at communicating online (Al-Kathiri, 2014). The social contribution will make students motivated (Adawiyah et al., 2013).

There are some aspects of Sociology students' motivation which leads to positive perception in blended learning (Edmodo). This happens because Edmodo is considered as social learning. It means that Edmodo has a feature to make a virtual group and discussion panel. Titik Nur Hidayati (2016) states that Students' motivations originate from classmates, teachers, and parents. And students' groups can generate motivation (Adawiyah et al., 2013). Adawiyah et al., (2013) states that a group can make students motivated in speaking and thinking skills. And teachers have an important aspect to stimulate intrinsic motivational growth (Kaylene & Williams, 2011).

3.7. Sociology Students' Barriers When Using Edmodo

Concerning language barriers when using Edmodo, twelve students agree that poor internet connection makes communication between the students and lecturer difficult. Two students shared her view:

Table 7. Students' Answers of Language Barriers Categories

No	Students Name (initials)	Students' Answer toward the Questions
1	AK	There is a notification about my lecturer post in Edmodo. When I open the notification via mobile app, then the application takes for about two minutes to respond to it."
2	HKAS	I have poor connection in my home if I use Edmodo via mobile app. And it is different story if I use Edmodo via web page."
3	RMH	I always ask about my submission. I am afraid that my task is not delivered
4	DO	Sometimes, I forget to preview my task and I just submit it. In the end, I always have a lot of corrections.

Besides the positive perception, there are language barriers in this study based on the interview data above. Most Sociology students know that they can use a mobile app and a web page application to access Edmodo as Blended learning in writing class. Most of the students prefer to use a web page application rather than a mobile app because of its better connection (stable internet connection). Mostly, they use it to submit a mid-term test and final test of this semester. However, all students also have Edmodo in the mobile app even though they have encountered poor internet connection while using it. They believe the mobile app is just another supplementary media from a web page version. They also believe that there is always a fix of recent bugs in mobile apps via recent updates. They use Edmodo via a mobile app to discuss something in group discussion, checking inbox, and notification from the lecturer's post. Al-Khatiri (2014) states in his study that 47 % students faced poor internet connection and most of his students get frustrated when it happened. Lack of internet speed disturbs students' activities because they cannot connect with classmates or teachers (Zain & Kasim, 2018).

Based on the table above, student number three and number four show some problems in using Edmodo. 5W+1H are some problems that may find in learning media (Ahmadi & Uhbiyati, 1991). This study is in line with Daelani's (2018) study that ESP lecturer only faces a problem concerning "how". Daelani (2018) states that registration, submission, error system on Quiz, low signal, the content of assignments are common problems found in using Edmodo. Evaluation, checking the content, using the internet connection on the campus are some solutions to overcome common problems found in using Edmodo (Daelani, 2018).

Slow Internet connections or limited access can contribute to students falling behind academically. However, Edmodo is not a perfect application because Edmodo is only to support language learning in ESP class (writing). Edmodo has no intention to replace the face-to-face classroom, it is only a supporting tool in language learning (Handayani et al., 2020). Edmodo supports students' learning and it is an effective application for students and teachers in language learning (Handayani et al., 2020). Pardede (2019) emphasizes that it provides opportunities for teachers to learn and to share ideas anywhere and anytime.

Based on previous statements, it can be concluded that there are some language barriers in terms of technical difficulties but not with financial difficulties. Arifin & Ekayati (2019, p. 7) states that E-learning (Edmodo) develop Sociology students' language learning with high flexibility. Sociology students can also communicate with their lecturer at any time. So. The lecturer will more focus on the material. Meanwhile, the screenshot of Sociology students' activities is provided by the researcher to know how this application works in ESP class. The following are the screenshots.

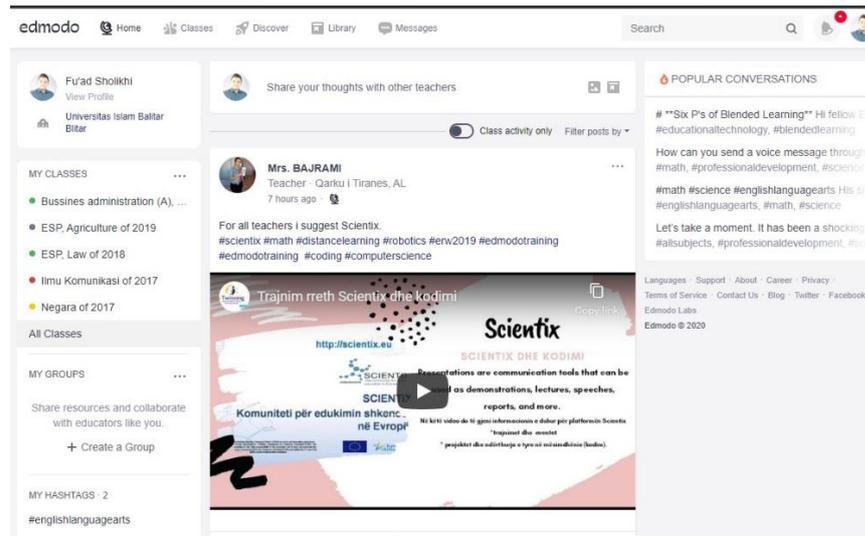


Fig. 1. Screenshot of Edmodo in Web Page Application

In Figure 1, it shows the latest activities of the Edmodo in Sociology class. The opening layout is very similar to Facebook, so the Sociology students can learn about Edmodo fast. The lecturer and the Sociology students can communicate with posts. Even better, the students can give a like and comment on them. And this layout design will make the students focus more on the contents rather than available pictures inside. Web 2.0 has indeed become one of the necessities in students' lives and social networking is also exploited in various fields such as entertainment and education (Zain & Kasim, 2018).

When the lecturer clicks the "classes" button next to the "home" button in the top-left area, the lecturer can start to use class management. Inside, the lecturer can post an announcement, make module folders, and make a virtual group (small group). For example, the lecturer can arrange a variety of different posts in a "small group" menu, it is very useful to maintain the pace of English language learning. On the left screen, Sociology lecturer can see their groups (Effita, 2019). Edmodo has advanced management for language learning and assessment tools, such as small group, group settings, managing members, create and join groups, achieve or delete from a group (Effita, 2019).

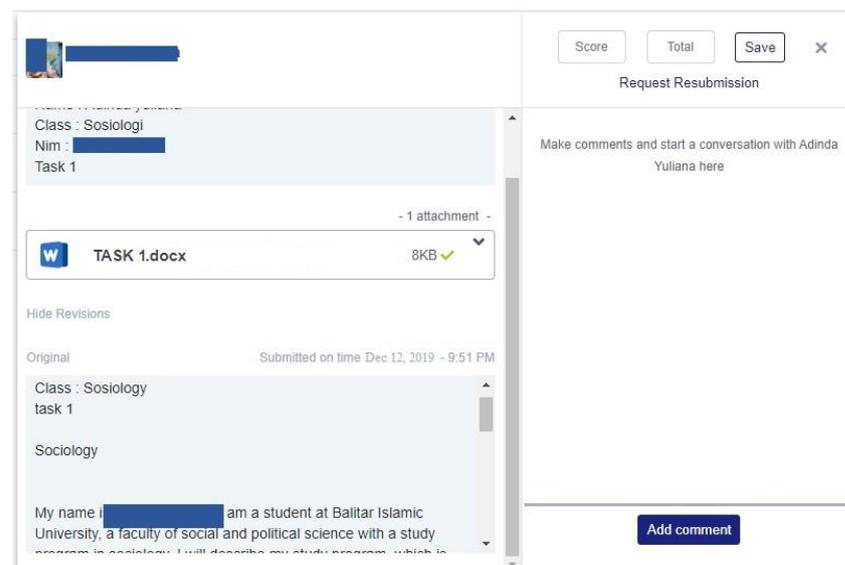


Fig. 2. Screenshot of Task Submission

It is interesting to see Figure 2 because the Sociology student can upload a file in Edmodo easily. They can also attach the file with a document or a photo. This activity makes student's writing interesting and this "sharing file" feature will remain private, so nobody can see the attachment except the lecturer. And based on Figure 2 above, the lecturer can see the previously uploaded file. It means that the lecturer can give feedback about the missing task or unsent task. The lecturer also can utilize the "comment" or "request resubmission" feature next to that column to make quality feedback. Feedback is useful to make them realize their mistakes (Zain & Kasim, 2018).

4. Conclusion

Based on findings and discussion in this study, the researcher has found that most Sociology students have positive impacts on using Edmodo. It is proven by the result of the data that Sociology students at UNISBA are motivated, interested, and satisfied in using Edmodo. Therefore, it enhances Sociology students' writing scores and promotes Sociology students' creativity in solving the writing task. Furthermore, Edmodo is supplementary media to facilitate the needs of second-semester Sociology students and this study shows that how Sociology students of UNISBA perceived the benefits of Edmodo. It facilitates the teacher and students in developing communication, easy download access (material), editing and peer feedback, and English learning effectively. Besides, Sociology students face common problems in using Edmodo and the major problem is related to slow Internet connections or limited access to the internet connection. This study has provided an insight into students' perceptions, barriers, and implementation of online learning (Edmodo). This study suggests additional researcher research motivation or behavior stages because this research only focused on the perception stage. This specific study suggests further researchers revise the research instruments and focus on other text types that are taught in higher education, such as narrative and recount text.

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