Analysis of the Use of the Edmodo Platform as an Assessment Medium for Assess Reading Comprehension

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Abstract
The rapid influence of the development of information and communication technology in the current era of globalization cannot be avoided in the world of education. One of them is the development of the Edmodo platform. Edmodo is one of the most important online-based educational platforms in the world of education, especially during the Covid-19 pandemic that can be accessed for free by teachers and students. In implementing the use of technology and applications in learning, many obstacles are experienced including many students who have not fully mastered technology, the lack of student understanding when the lecturer explains the material, especially learning about Reading Comprehension material. The authors chose the Edmodo platform to be the object of media research for assessing reading comprehension tests because it was considered appropriate and quite effective compared to using other platforms. Therefore, to find out more, the author made a research that aims to analyze the use of the Edmodo platform as a medium for assessing reading comprehension. This type of research is the method library research. This study uses journals and articles as reference to collecting data. The conclusion from the results of this study is that by using Edmodo as an assessment mode, cheating can be reduced and there is no opportunity for students to see their friends’ answers, or it can be said to work on their own tests.

Keywords: reading; Edmodo; assessment medium

INTRODUCTION
The Indonesian government places English as a compulsory subject in junior and senior high schools. This shows that English is important to learn. This can be seen from the determination of English as one of the subjects tested in the National Examination in Indonesia through the Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards, in
article 70 paragraph 3 which reads; “At the SMP/MTs/SMPLB level, or other equivalent forms, the National Examination includes Indonesian, English, Mathematics, and Natural Sciences (IPA) lessons. And verse 5 which reads; “In SMA/MA/SMALB or other equivalent forms, the National Examination includes Indonesian, English, Mathematics, and other subjects that characterize the education program”. And finally in verse 7 which reads; “at the level of SMK/MAK or other equivalent forms, the National Examination includes lessons in Indonesian, English, Mathematics, and vocational subjects that characterize educational programs”. In the process of learning and teaching English, there are four skills identified as critical; listening, speaking, reading and writing (Brown, 2001).

The ability to read opens up new knowledge and opportunities. Moreover, the ability to read texts in foreign languages (English). It enables students to get information, have fun and do many of the other things the world community does thanks to the information gained from reading. Better reading ability also allows people to be successful in academics (Iftanti, 2015). A current study shows that the better reading skills a student has, the better the student is at achieving knowledge (Akbaşlı, S., Şahin, M., & Yaykiran, Z., 2016)

In reality, students’ English skills in Indonesia are still inferior to neighboring countries; Malaysia, Singapore and Brunei Darussalam. English First (EF) announces the results of the global survey 'English Proficiency Index' in Jakarta, with an Indonesian score of 52.91. It is in 32nd place out of 72 countries surveyed globally. The EF EPI is the largest survey measuring the English proficiency of countries in the world and is considered the benchmark international for adult level English language proficiency. The results of this survey show that Singapore is the Asian country with the highest ranking in terms of English proficiency, followed by Malaysia and the Philippines which are among the top 15. On the other hand, Indonesia scored lower than several neighboring countries. Countries in the region, including Vietnam which is in the 31st position classified as 'intermediate level' (Gunawan, 2016)

This results in the low ability to read and understand English texts by students in Indonesia. As a student, the ability to read and understand text is very important to get the information contained in the text. Therefore, improving the quality of English that synergizes with students’ reading comprehension is very necessary to help not in terms of lessons only in English, but also to improve the overall quality of students' knowledge.

The rapid development of information and communication technology in this era provides many conveniences in various sectors of life, one of them is education sector. One of the rapid technological developments is the internet. It is the most practical medium used to access various information needed by students. The Association of Indonesian Internet Providers (2018), revealed that the percentage of internet usage by Indonesian students was 92.6%. Based on the data, the use of internet technology in learning process have the potential to improve student’s learning outcomes, especially at University. Therefore, the use of internet technology in learning at University should be developed.

Pellegrino and Quellmalz (2010:130) Say interesting meetings are those with theories, technology, practices, assessment, and especially curriculum. All of this
invalid during corona virus that causes face to face activity and replaced by a
digital class. Transforming from face to face to e-learning is no surprise
nowadays, and in the implementation of e-learning it is all done online both
tasks, learning materials, and assessment included. Teachers’ assessments are
all based on technology and e-learning, so students can instantly see the results
of their work. Bennet (2002;14) Argued incorporation technology in the
inevitable assessment. The idea is obvious that today’s technology has turned
into innovative, varieties, and competitive and has shown a new face in
educational reform. Through technology in education is helpful to teachers in
carrying out their tasks.

One of the interesting internet technology-based platforms to be developed is
Edmodo. It is a social network-based teaching platform designed in such a way
as to facilitate teaching and learning activities between teachers and students.
Besides being easy to use, Edmodo also has many features in it that can make the
lesson more interesting so that students can be enthusiastic in taking lessons or
doing problems. Within the Edmodo platform, both teachers and students can
interact easily with each other. In line with the opinion of Fitri Aida Sari (2020)
in his journal that learning media such as Edmodo although done online but
interaction and communication between students and teachers can still occur
worthy of conventional learning where students can communicate, share and
discuss both with teachers and classmates related to the material or tasks given.
Therefore, it will facilitate learning activities, such as assigning assignments,
doing exams, quizzes, and so on. Also Sumardi and Muamaroh found Edmodo is
a digital class application that has almost no obstacles in its use, except for a
network that is not good and has no quota. Edmodo is very easy for teachers to
assess to check their work without cheating.

Edmodo has several features such as polls, assignments, notes, libraries, etc that
facilitate students and teachers to exchange ideas and insights online. The
function of each feature can be used as an assessment by the teacher, because all
systematic questions, assignments, or anything given by the teacher has been
arranged or structured by Edmodo itself, making it easier for students and
teachers to use it. The direct assessment carried out by the teacher from
Edmodo is very useful for reducing the similarity of tasks between students
with one another so that the assessment given by the teacher is very accurate,
fair, and systematic.

LITERATURE REVIEW
A. Reading
   1. Definition of Reading
      Reading is one of the language skills which is important to be possessed
      and mastered by learners. By reading, student can be understanding the
      meaning of the text learnt in the school. By reading, they also can
      interact with feelings and thoughts, obtain information and improve the
      science knowledge. According to Tarigan (1979, p. 7) reading is a
      process of finding the message that the author wants to convey through
      the medium of words or written language.
      According to Farris (1993, p. 304), reading is a processing of words,
concepts, information, and ideas put forward by the author related to the reader's initial knowledge and experience. Soedarso (1989, p. 4), stated reading is a complex activity by carrying out a large number of separate actions, including people who have to use understanding and imagination, observing and remembering. According to Kridalaksana (1984, p. 122), reading is digging for information. Tampubolon (1986, p. 228), stated that reading is physical and mental activity that can develop into a habit. From the above understanding, it can be concluded that reading is a physical and mental activity to seek information and understand feelings or thoughts from the medium in the form of words or written language.

2. Reading Comprehension

Reading comprehension is the act of understanding what you are reading. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. The primary purpose of reading comprehension is to improve the student's ability to understand English as it is used in written material.

Reading comprehension is the ability to gain information from the texts to know the whole information deeply. Anton (1995, p. 24), stated that "Reading comprehension means reading comprehension lesson that have traditionally centered on a passage of the text followed by question, good question are the ones which help readers to contribute actively to the process of making sense of it, rather than expecting understanding just to happen."

B. Edmodo

1. Definition

The development of the times, then also developed learning support applications both in the classroom and media-based learning or applications such as Edmodo. The application combines the traditional pedagogical and pedagogical aspects of the 21st century (Kayaizmir, 2012). Edmodo is one of the educational platforms relevant to the learning process in language classes, especially in learning reading skills. The passive-looking nature of reading skills leads to general reading classes that also require passive activities in the classroom (Looi & Yusop, 2011). In addition, there are also those who say that edmodo is a personal social network for teachers and students with a secure social platform. With a tweeting model like social networking sites in general, Edmodo can create a dedicated network for teachers and students to share ideas, files, events, and assignments (Shelly, 2001: 6-54).

Edmodo as one in all virtual studying media want to be incorporated in educational practices. Zuhdi & Nurhadi (2019) Observe in addition that virtual media has capacity to optimize the higher studying environment. Therefore, using Edmodo has these days come to be a pressing necessity if instructors consider performance and effectiveness to set up predetermined educational goals. Apart from being a method of
instruction, Edmodo also can be used by instructors as a method of assessment. This is a result of contemporary-day commands as a web community is now ubiquitous. Edmodo has several features, which include notes, assignments, poll, backpack, libraries, and photo that facilitate college students and instructors to percentage thoughts online. Thinking of a way to manipulate the huge elegance in coaching and studying process, Edmodo can also without difficulty to conquer this situation. Minh (2014) emphasizes Edmodo because the higher manner of control of huge-sized elegance, a simpler and extra powerful approach of assigning homework, extra handy manner of giving a check and assessment, and an extra fascinating and effective manner of giving initial discussion. The researchers hopes that, via the outcomes of this research, Edmodo may be without delay socialized to teachers and schooling practitioners in order that Edmodo turns into a medium that facilitates instructional establishments in wearing out website-primarily based totally studying.

C. Review of Relevant Studies
Several researchers have conducted a study that focus on Edmodo platform. Their finding showed that Edmodo platform is good platform as medium representative in teaching and learning process, not only in English subject but also in other subject. Royani, dkk (2018), in their journal “Pengaruh Media Edmodo Sebagai Basis E-Learning terhadap Motivasi Belajar Siswa pada Mata Pelajaran IPA”. This study is motivated by teacher-centered learning which is the learning task in one direction and students have less chance to see medium related to the material. The purpose of this study was to determine the effect of Edmodo platform as the basis of E-learning on students’ learning motivation of science subject. Edmodo can be used as an alternative learning medium in the learning process because it is very innovative. This medium requires students to learn more actively and participative. Students are invited to learn more actively by having discussions in comfortable and pleasant atmosphere, also medium used to support them so that students are happy to learn. The relevance between the previous study and ours is regarding the use of Edmodo platform while the difference is based on the chosen subject.

The second research is from Fauzi (Fauzi, 2017), “The Effect of Edmodo on Students’ Writing Skill in recount Text”. This study investigates the effect of Edmodo on students’ writing skill in recount text. The participants of the study were 9 students of Excellent Clas of a Senior High School in Tulungagung, Indonesia. A pre-experimental study was employed as the research design to investigate the effectiveness of Edmodo in recount text writing instruction. Following the research design, the students participated as both experimental and control group. They did pretest at the beginning of this study, received treatment, and did posttest at the end of the study. The finding of the study revealed that the null hypothesis could be rejected. The convention to reject the null
hypothesis is that when the p-value of the obtained statistic is less than 0.05. The finding showed that p-value was less than 0.05 (0.006<0.05). Referring to the data, there was enough evidence indicating that the null hypothesis could be rejected, and thus it could be concluded that using Edmodo was effective to teach recount text. Based on some researches above, all of the previous study showed that using Edmodo platform in teaching and learning activities can make teaching and learning process more easily. This platform not only can help the students to learn, but also help the teachers to teach easily. The differences between the previous research and this research is this research focus on the use of Edmodo platform as assessment medium to check the students reading comprehension while the previous researches focus on different subject and make students more motivated in learning.

METHOD
This research uses method literature study (Research Library). Literature study is a technique data collection review by study of books, literatures, notes, and related reports with the problem solved (Nazir, 2003: 27). The first is about analyzing to definition of reading and Edmodo which will be analyzed through journals, and some articles. The second is about advantages and disadvantages of reading. The third is about benefits and weakness of Edmodo. The last is analyzed the Edmodo as assessment medium. This paper utilizes journals, materials and information relevant to collect, read and reviewed, recorded as a guide or reference source. Theoretical data in this paper collected by study technique library, meaning that the author takes the data through various reading activities, literature and using media relevant internet to complete data with the theme of the paper.

DISCUSSION
1. Reading
   a. Definition of Reading
      Reading is one of the language skills which is important to be possessed and mastered by learners. By reading, student can be understanding the meaning of the text learnt in the school. By reading, they also can interact with feelings and thoughts, obtain information and improve the science knowledge. According to Tarigan (1979, p. 7) reading is a process of finding the message that the author wants to convey trough the medium of words or written language. According to Farris (1993, p. 304), reading is a processing of words, concepts, information, and ideas put forward by the author related to the reader's initial knowledge and experience. Soedarso (1989, p. 4), stated reading is a complex activity by carrying out a large number of separate actions, including people who have to use understanding and imagination, observing and remembering. According to Kridalaksana (1984, p. 122), reading is digging for
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c. The Advantages of Reading
There are several benefits from mastered reading skill, such as to find information from text, magazine, newspaper, and so on. Dewi (2018), stated there are at least 7 outlined benefits of reading:

a) Reading as active mental process
b) Improving student’s vocabulary
c) Improving concentration and focus
d) Building self-confidence
e) Improving memory
f) Improving discipline
g) Increasing creativity

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b. Benefits of Edmodo
Edmodo’s exaggerations according to Shelly Gary (2011:6-45) are:
   a) Edmodo can help teachers in making news in groups or giving tests that are online.
   b) Edmodo will also allow students to post articles and blogs relevant to the classroom curriculum according to the teacher’s orders.
   c) Teachers can use Edmodo to develop discussion rooms where students can communicate with each other at the same time.
   d) Teachers can also use Edmodo to instruct, assign, and talk with their students virtually at the same time.

Benefits of Edmodo according to Charles Wankel (2011: 26) are:
   a) Easy to send files, images, videos and links.
   b) Send individual messages to teachers.
   c) Create groups for separate discussions by class or specific topic.
   d) A safe environment for new learners
   e) Messages are designed to be easier to understand and not limited by the number of characters.

From several experts who have been presented about the benefits of Edmodo, it can be concluded that Edmodo is easier platform for teachers to teach, interact with students, monitor student activities in groups, and conduct evaluation.

c. Weakness of Edmodo

Pierpaolo Vittorini (2012:40):
a) Having no option to send closed messages between fellow students, the communication of fellow students takes place globally within the group.

b) There are no chat facilities such as those found on social networks (Facebook, tuenti and myspace) in general that apply areas for direct chat.

c) In the absence of album photos and tagging facilities like other social networks, Edmodo only works with generic type files and does not allow tagging.

d) Do not apply multiple pages or views that can be viewed by the user.

e) The structure of Edmodo is informal education, although the order of the content in the material series can be explained openly.

The weakness of Edmodo according to Charles Wankel (2011: 24) are

a) Disruptions on the internet connection can affect the website running slower.

b) Students are restricted from access to exit, as they are limited to the class.

c) It is still in development and not completely perfect.

From some expert opinions regarding the weakness above, it can be concluded that the weakness of Edmodo are there is no service to send closed messages between fellow students, the absence of tagging facilities, Edmodo is a new product that is still under development and not perfect.

d. Analyze Edmodo as Assessment medium

PBT is a check format that controls in writing and uses paper as the medium. While CBT is a computer-based check. PBT is different from CBT in that PBT is easier to use and teachers are easier to do it in a shorter time. But PBT has drawbacks, namely greater opportunities to cheat when working as stated by (Clarke; 2015) problems in language assessment. Therefore, the existence of digital-based assessment or CBT will be very helpful for teaching staff and students. Oduntan et al (2015) said that the performance of students after they wrote a computer-based test was better than the performance of students who were equivalent to writing a paper-based test. In addition, Lee and Lee (2015) examine the effects of audio-visual aids on anxiety, retention in reading, comprehension test scores in English as a Foreign Language (EFL) classrooms. During their study reading and listening tests, general and test anxiety, and retention were measured in English-major college students in an experimental group with audio-visual aids (n = 83) and a control group without audio-visual aids (n = 94) with similar general English proficiency. As the result lower reading test anxiety, unchanged reading comprehension scores, and better reading shortterm and long-term retention after four weeks were evident in the
audiovisual group relative to the control group. In addition, lower listening test anxiety, higher listening comprehension scores, and unchanged short-term and long-term retention were found in the audiovisual group relative to the control group after the intervention. They conclude that employing audio-visual aids can help students reduce reading and listening test anxiety. We can say that Edmodo can be a way of assessment and so that the results of the assessment are more objective and reliable. Through Edmodo as an assessment mode, cheating can be reduced and there is no opportunity for students to see their friends’ answers, or it can be said that they do the test by themselves. Edmodo-based assessment can reduce anxiety in students taking exams. This is a very important finding considering that students' anxiety can interfere with their tutorial achievement, self-efficacy, and students' self-concept (Dobson; 2012), students' anxiety in doing questions or when testing is a major weakness of the school (Trifoni & Shahini, 2011) and the influence of anxiety about students' attitudes towards tests and motivation to need tests (Dodeen; 2014). Edmodo reduces students' anxiety levels in taking tests and reduces opportunities for students to cheat.

Emrah Ekmekci, in his article “Integrating Edmodo into Foreign Language Classes as an Assessment Tool”, has reported some results from the semi-structured interview conducted by him with 62 students attending English preparatory classes in a state university in Turkey participated in various assessment activities through Edmodo during 2014-2015 academic year. According to the question “Which assessment type would you prefer if you had a chance? Pen and paper quizzes or online quizzes?” a great number of students (n:53) reported that they would prefer online quizzes to pen and paper quizzes. Only 9 students stated that they would prefer pen and paper quizzes if they had a chance. As a response to this question, students also stated that they feel less test anxiety in online quizzes compared with pen and paper ones. Some students' speech are as follows:

S1: "I prefer online quizzes, because I feel more relaxed and secure during online quizzes"
S2: "Normally I get excited in all exams. However, I really feel comfortable in online quizzes"
S3: "I don't like pen and paper quizzes. I feel nervous and I forget everything, but I believe that online quizzes help me reduce my test anxiety"

**FINDING**

Apart from being a method of instruction, Edmodo also can be used by instructors as a method of assessment. Edmodo has several features such as polls, assignments, notes, libraries, etc that facilitate students and teachers to exchange ideas and insights online. The function of some feature can be used as reading assessment by the teacher, because all systematic questions, assignments, or anything given by the teacher has been arranged or structured by Edmodo itself, making it easier for students and teachers to use it. The direct reading assessment carried out by the teacher from Edmodo is very useful for reducing the similarity of tasks between students with one another so that the assessment given by the
teacher is very accurate, fair, and systematic. Through edmodo as an assessment mode, cheating can be reduced and there is no opportunity for students to see their friend’s answer, or it can be said that they do the test by themselves. In addition, students’ anxiety levels in taking tests and students’ opportunities to cheat are reduced. The findings of the study are also in line with what Govender and Grayson (2007) and Dalton (2009) report in the literature. Considering all the results obtained from journals, materials and information relevant, it can be concluded that Edmodo can function as an effective assessment tool in language classrooms.

CONCLUSION
Reading is a physical and mental activity to seek information and understand feelings or thoughts from the medium in the form of words or written language. As active mental process, reading can help students to improve their vocabularies and improve their concentration and focus. In addition, reading can also help students to build their self-confidence, improve their memory and discipline, and increasing students’ creativity. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. The primary purpose of reading comprehension is to improve the student’s ability to understand English as it is used in written material. To assess reading ability in this era of online learning, appropriate media is needed, one of which is the Edmodo platform. The edmodo platform is a social network-based learning platform intended for teachers, students and parents of students. As assessment medium, Edmodo can make the result of the reading assessment more objective and reliable. Edmodo has several features such as polls, assignments, notes, libraries, etc that facilitate students and teachers to exchange ideas and insights online. The function of some feature can be used as reading assessment by the teacher, because all systematic questions, assignments, or anything given by the teacher has been arranged or structured by Edmodo itself, making it easier for students and teachers to use it. The direct reading assessment carried out by the teacher from Edmodo is very useful for reducing the similarity of tasks between students with one another so that the assessment given by the teacher is very accurate, fair, and systematic. Being a free of charge learning platform, Edmodo can provide all teachers in general and language teachers in particular with various assessment facilities. Edmodo can be used as an effective assessment techniques as well as a learning platform through which teachers can share course materials, notes, links and documents.
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