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Exploring the Practice of Edmodo Use in EFL Classrooms: Its Beneficial Features and Activities

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Abstract

The use of a Learning Management System (LMS) in education, including in English as Foreign Language classrooms, is widely deliberated ever since the appearance of Web 2.0 technology. Its use as a virtual classroom works as an alternative approach of teaching that allows teachers and students to perform various tasks and functions. For students, it eases them to both learn and practice the target language. This paper aims to report insights on how EFL students perceived the use of LMS, especially Edmodo. The researchers gathered data by interviewing four EFL students of a private Islamic university in Yogyakarta. The results clarify their impression towards Edmodo depicted in two main aspects; the features and activities when utilizing Edmodo. The participants reported a positive belief in the integration of Edmodo in language learning. The research also found that students' backpacks, quizzes, assignments, posts, and comments were useful features that assist them. Besides, the participants explained how they integrated Edmodo in the EFL classroom, including undertaking quizzes, submitting the assignment, practicing writing, speaking, reading, and listening. This study suggested that Edmodo is a valuable tool for learning languages.

Keywords: EFL classroom, LMS, Edmodo, E-learning, Features
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Introduction

Many studies and researchers investigated the perception of the students towards Edmodo in the EFL learning context. A result of the study that is conducted by Ekmekci (2016) at Ondokuz Mayıs University, Turkey, investigated students' perceptions towards Edmodo as an assessment tool found a positive result. The result of the study showed that students of Ondokus Mayıs University had a good perspective towards Edmodo. Students found that learning with Edmodo was much fun. They also believed that learning through Edmodo could decrease

their anxiety and increase their motivation to learn a language. Similar to this, a study investigating students' preference for using Edmodo as a learning platform found a good perception of Edmodo among students. The students of a private university in Selangor, Malaysia, agreed that Edmodo helped submit assignments, and they also agreed that the badge feature Edmodo provided motivated them to perform better (Balasubramanian, Jaykumar, & Fukey, 2014).

Moreover, a study conducted at Centro Escolar University, Philippine, investigated the perception of the students on the effectiveness of Edmodo. It found that Edmodo could help students improve their learning (Enriquez, 2014). This finding was also similar to what Al-kathiri (2014) found in his study. An experimental study aimed to know the attitude found that Edmodo is useful for acquiring English vocabulary, improving spelling and grammar, developing listening skills, and sharing with teachers and peers. Additionally, the interesting features that Edmodo offered encouraged students to participate in the learning process. Hence, students felt that learning through Edmodo could help them to learn and understand the material.

Correspondingly, a study conducted at Thai University also found that the features that Edmodo provided could motivate students to learn since they could get the authentic material and access it in an unlimited period independently (Manowong, 2015). This study was in line with the finding that found in Malaysia and Saudi. The findings of the study conducted in Malaysia and Saudi revealed that Edmodo was perceived as an online resource or digital library by the student for the students who could access the material outside the classroom (Balasubramanian et al., 2014; Al-kathiri, 2014). Hence, based on those research reports, the positive perceptions the students held indicated that Edmodo was an effective additional tool in the classroom due to its features and benefits.

Additionally, qualitative research conducted by Ruhunusa (2016) in Universitas Muhammadiyah Yogyakarta investigated the perception of the students towards the use of Edmodo, facilitating writing skills, and it found positive findings. A study with three different objectives: features, significance, and the challenge of Edmodo on writing skill context found that students agreed on some features of Edmodo, helping them to develop their writing skills. This study also found that

the significant of Edmodo on facilitating student writing skill was Edmodo improving student confident in writing well-structured text, and training students to write academically.

Edmodo works as an educational institution for its benefits. Edmodo is ideal for teaching and learning either as a major tool, semi-major as its use in a web-enhanced course with mix mode learning, or as a supplementary tool as its use in the web-enhanced classroom (as a supplement to face-to-face). According to Arroyo (2012), Edmodo as a tool promotes student collaborations and knowledge construction. Edmodo gives benefits to a practice of teaching and learning process. According to Hourdequin (2014), the access that Edmodo has provided could motivate students to learn.

Additionally, Bravo and Magrovejo (2016) found in their study that Edmodo helped the students develop their writing and listening skills. Due to the various findings of the benefits of Edmodo, this study aims to investigate the significances of Edmodo in the EFL context based on the students' perception. In particular, this study investigates which features of Edmodo students find beneficial to assist them in learning the English language. Investigating

the features of Edmodo is important since it determines how Edmodo supports the learning and teaching process. Also, this study explores what activities experienced by the students in learning English with Edmodo in the EFL classroom to give some insight into the teacher in applying interesting activities based on students' preferences. In general, two main research questions formed for this study are as follows.

1. Which features of Edmodo do students find it beneficial to assist them in learning English?

2. What activities do the students experience in learning English with Edmodo in the EFL classroom?

Web-based Learning in EFL Learning Contexts

Some institutions have acknowledged the advantages of e-learning or web-based learning in education, including in EFL learning contexts. Therefore, to provide an effective and efficient learning process, some institutions have been integrating web-based learning into the learning process. Also, there are some possible delivery models of applying web-based instruction into the learning process, some of which are as proposed by Berge, Collins, & Dougherty (2000), namely

web-based instruction, web-enhanced course (mixed mode), and web-enhanced course (a supplement to face to face).

The first delivery mode is a web-based instruction. Sener (2015) defines web-based instruction as an instruction in the learning process in which all the activities are online. Thus, the other name of this mode is a fully online course. In an online course or web-based instruction, there is no face to face instruction since all the materials, feedback, and the entire things related to learning are online. Another mode is known as a web-enhanced course (a mixed-mode instruction). This model refers to combining the use of the web with the face to face instruction. Another term for this mode is called a blended course or hybrid (Afif, 2014). According to Bruner (2007), a hybrid is a term to describe a combination of classroom meetings and online courses. The last mode is using the web as a supplementary for face to face instruction called a web-enhanced course (a supplement to face to face instruction). In this delivery model, a web-based is to support classroom activities (Berge et al., 2000). Besides, Sener (2015) defines this mode as an online course that only complements class sessions. In practice, an online course only plays a minor role in the learning process since the major role of this model is classroom or face to face learning. Accordingly, the online course works as a supplementary tool.

The Edmodo and Its Features

A platform such as Edmodo is needed to support the face to face learning and to implement web-based learning. Manowong (2015) believes that Edmodo is a supportive tool that creates an effective learning environment. Also, according to the research conducted by Wheeler and Jarboe (2001), they found that students who attended both traditional classes and online classes fair better compared to those who attend entirely traditional classes or entirely online classes (as cited Schmidt, 2002). On the implementation of web-based learning with Edmodo, the course design included is providing links or websites to visit, providing online reading, providing a classroom for face to face interaction, document distribution, and source information (Berge et al., 2000). Additionally, Pop (2013) adds that the activities done with Edmodo are sharing the link, submitting an assignment, sharing material and information.

The various features that Edmodo offered have successfully attracted teachers to use Edmodo as a tool to support the teaching

and learning process. The features of Edmodo can overcome shyness and motivate the students to participate in classroom activity (Al-Kathiri, 2014). Additionally, Cruz (2013) argues that using Edmodo in the classroom could enhance student engagement; hence students could actively participate in every activity in the classroom (as cited in Manowong, 2011). Mokhtar (2016) also mentions the importance of using Edmodo in the classroom. He states that Edmodo could increase students' collaboration in the classroom. Abad (2016) also states that Edmodo helps the teacher to conduct a virtual classroom allowing students to access the material and learn autonomously. In a word, the features that Edmodo provides helps both teachers and students to collaborate beyond the classroom wall. Some of the features provided by Edmodo include group feature, teacher library, student backpack, assignment feature, quiz feature, badge feature, planner feature, post feature, calendar feature, alert feature, polling feature, and grade book.

The Use of Edmodo in the Learning Process

Edmodo offers convenient features both for teachers and students. Witherspoon (2011) perceives Edmodo as a Learning Management System (LMS) which facilitate students and teacher to collaborate through an online classroom. The activities done in web-based learning with Edmodo include storing and sharing content, conducting and doing quizzes, sending and submitting an assignment, creating and voting polls, giving and getting feedback, giving and getting a grade, giving and getting a badge, and also commenting and discussing the lesson topic. From those activities, teachers can post quizzes, assignments, discussion topics, give feedback, assign grades, send links, store and share content, do pooling, and award badges and maintain a class calendar. While for students, they can respond and discuss the topics assigned by the teacher within the Edmodo site. Students can also interact with classmates through the site, even though not privately. It eases teachers to observe their students' performance and progress (Abad, 2016). Besides, integrating Edmodo in the learning process is also beneficial for the students to submit their tasks virtually, reducing the numbers of used papers, and most importantly, minimizes the probability of lost submitted works. Teachers can also assess and grade their students' tasks through the site. Not only for the teachers and the students, but Edmodo also provides parents

with the account so that parents can see their children's progress.

Methodology

The researchers collected the data through an interview to get in-depth information from the participants regarding the use of Edmodo and to answer the research question of this study. Cohen, Manion, and Morrison (2011) define interviews as a "flexible tool for data collection, enabling multi-sensory channels to use: verbal, non-verbal, spoken and heard" (p. 409). Specifically, the standardized open-ended interview was to help an interview guideline prepared before the interview to avoid missing responses and to promote the organization of the data Patton as cited in Cohen et al., 2011). During the interview, the participants received questions about how they felt when using Edmodo and how they perceived the features and activity in Edmodo. Moreover, the researchers also asked short questions about demographic information of the participants at the very beginning of the interview process.

Research Site. This study took place at the English Education Department (ELED) of an Islamic Private University in Yogyakarta. The institution has been addressing the advancement of technology in education. It provides some courses which prepare its students to be able to utilize and implement educational technology for their future career. Also, the lecturers have used Edmodo both as the supplementary tool and as a mixed-mode instruction during the learning activity. Therefore, this setting was a suitable place to explore the perception of the students towards the use of Edmodo. The researcher conducted this study during the odd semester of the academic year of 2017/2018.

Research Participants. Four students from batch 2014 of that department were selected to be the participants of the study. Before the interview, each participant was aware that the data collected were to use for research purposes only. Thus, a pseudonym was to keep the participants' identities. The students from that batch were selected as they had enrolled themselves in all courses provided by the technology related to educational technology, which was in their fifth semester. Thus, the researchers expected that the students could give rich information about their perception of the use of Edmodo in language teaching. Those students had also already created not only the Edmodo students' account but also the teacher's account as in one of the courses offered. The

students were required to develop learning materials and activities for an online meeting as if they were an English teacher. Also, the researchers chose the participants who actively participated in every activity in Edmodo. Hence, by having those students, the participants could give rich information about the learning activity and the feature provided by Edmodo since they had experienced learning with Edmodo from both teacher and student perspective.

Data Analysis. After the researchers conducted the interview, they transcribed and did member checking. The participants clarified the interview transcripts. The researchers asked the participants to check whether the transcriptions of the data were relevant and valid to what the participants said during the interview. The participants confirmed that the transcripts were relevant and provided the information shared during the interview.

Next, the researchers proceeded the data by giving the code or label to every finding and analyzed it by doing content analysis. The researchers categorized similar findings into one theme. The final step was reporting the finding and discussion of the study.

Findings

Beneficial Features of Edmodo that Assisted Language Learning

The data gathered showed several facilities of Edmodo that assisted students in learning. Student backpack, quiz feature, assignment feature, post, and comment were the features mentioned by the participants and considered as useful. The detail description of the finding is below.

Student backpack. One of the features of Edmodo that most students found as a useful feature of Edmodo was student backpack. Gabby mentioned that "We also used the feature uhm... I forget what the name of that feature. Nevertheless, with that feature, we could find folders of the material that had been shared in Edmodo to access the material (Gabby)". She also added that "I think the feature eased the students, especially the students who were having an online learning activity. We felt assisted with this feature because all the materials were there in Edmodo. So, we could access the material whenever we wanted to (Gabby)."

Quiz feature. The quiz was one of the core features of Edmodo that most people find advantageous. John and Aurel mentioned the feature utilized when

integrating Edmodo was the quiz. John stated that "We also used the quiz or test feature there. I forget the name, but yeah, we could both do and created quizzes like multiple choice and many things (John)". In the same way, Aurel acknowledged how the feature eased them in learning. She revealed that "I think the features of Edmodo eased the student especially when doing the quiz because we did not need to rewrite the entire question, yet we could just answer all the questions directly (Aurel)."

Assignment feature. Another feature that students utilized when integrating Edmodo was assignment feature. All participants mentioned assignments as a feature they used, and two out of four agreed to name this feature as the most beneficial one. They admitted that the feature helped them both in submitting the assignments given and also managing the deadline. The first participant, Aurel, mentioned, "It eased the student because we did not need to submit the assignment to campus, but we could just submit it there (in Edmodo). It also eased the students because we could know the due date, and we could measure whether we submit it late or on time (Aurel)".

In the same way, Gabby acknowledged that the assignment feature helped them in managing the due date. During the interview, she revealed that "There was also another feature to submit the assignment. And the coolest thing about it was, there will be a time limit there, so if you submit it before the deadline, there would be a note saying: On Time (Gabby)". Also, she added that the students still able to un-submit the assignment to revise it and re-submit it again if time allows. Gabby said, "And if we were not really sure about the task, we could revise it by un-submitting the assignment and then re-submit it again."

Post and comment features. Edmodo did not only allow the students to submit the assignment, but it also facilitated students to communicate and share both ideas and material through the post and comment features. Post was a feature that most people familiar with as three out of four participants mentioned post and comment as a feature that they operated in Edmodo as Sarah, the second participant of the study said: "I do not really remember the name of the feature, but what I am sure about, that feature was used to like post photo, notes and anything (Sarah)." She also added that the post feature was the

most useful one as she stated that "The most helpful one for me was the feature in which we could upload and attach anything (Post) because this feature allowed us to attach any files. For example, the teacher posted and attached video link for us to watch or pdf files to read. So, we did not just read the instruction, but at the same time, we also could get another material (Sarah)".

Similarly, John, the fourth participant, also supported the idea. He implied that "We always used sharing feature there, again, I don't know the name. But we could post something on that feature, and we also could add links or videos there. At the same time, we also could discuss something on the comment feature available there (John)". Further, he also admitted that this feature eased students to communicate as he said, "This feature helped the student to communicate not only with teacher but also with the other students (John)." In the same way, Aurel implicitly revealed her experience using post and comment features. She stated that "We did a writing exercise by delivering our opinion on a topic discussion given by simply dropping it on the comment box (Aurel)."

The Activities Experienced by the Students in Learning English with Edmodo in the EFL Classroom

Students experienced several activities when using Edmodo. The study reported that the implementation of Edmodo in the EFL classroom allowed students to practice not only receptive skills such as reading and listening but also productive skills, namely writing and speaking. Also, there were some other activities conducted by the students with Edmodo, including undertaking an online quiz and submitting an assignment. The followings are the details of the finding regarding the activities experienced by the participants in learning English with Edmodo.

Undertaking an online quiz. The study found that undertaking assessment was one of the activities that students experienced when blending Edmodo in the EFL classroom. Three out of four participants stated that participating in online assessment, including undertaking online quiz Edmodo was the task they had done in the classroom. Aurel implied that "Another one was undertaking quizzes. It was like the teacher to post a quiz on Edmodo, and we had to do it under several

time limit given. So, we needed to be really prompted (Aurel)". In the same way, Sarah also mentioned: "There were many activities that we do in Edmodo including participating in an online quiz and submitting the assignment (Sarah)." Also, John supported this idea by stating, "I forget the name (of the feature), but yeah, we could both do and create a quiz like multiple choice and many things there (John)."

Submitting an assignment. The assignment feature that Edmodo provided allows the teacher and student to organize the task. As retrieved from www.edmodo.com, the function of the feature is to help both teacher and student to manage the assignment as the teacher could create the task and directly give feedback there while students could submit the task given easily. As a result, submitting an assignment becomes the activity that students most encountered.

In particular, all participants in the study reported submitting the task as one of the activities they did when utilizing Edmodo. The first and the third participant, Aurel and Gabby implicitly mentioned task submission activity in Edmodo when being asked about the

features. Aurel mentioned that "It eased the student (to submit the task) because we did not need to submit the assignment to campus, but we could just submit it there (in Edmodo) (Aurel)" while Gabby stated that "There was also another feature to submit the assignment. And the coolest thing about it was, there will be a time limit there, so if you submit it before the deadline, there will be a note saying: On Time (Gabby)". On the other hand, other participants, John and Sarah, stated the ide explicitly. John stated that "The activities that I have experienced in Edmodo were uhm… like submit the assignment, discussion and do listening task (John)" while Sarah supported it by saying "There were many activities that we do in Edmodo including participating in an online quiz and submitting the assignment (Sarah)."

Practicing productive skills. Not only did Edmodo support students in learning, but the participants also reported Edmodo as a supplementary tool that allowed them to practice several language skills such as writing and speaking. Three out of four participants reported that Edmodo supported them in practicing writing skills. Participants argued that the features facilitated them to practice writing

and speaking. The comment features allow them to practice their writing skills such as diction and structure while speaking skills. Students stated that Edmodo allows them to practice their speaking skills. They implied they could practice their fluency and accuracy in speaking by recording it. The detail related to this finding is below.

Practicing writing skill through discussion. Besides submitting the assignment, Edmodo facilitated students to be involved in classroom discussions. Three out of four participants of the study mentioned that they practiced writing skills from discussion activity. The first participant, Aurel, reported that "Edmodo allows students to practice their writing skills. For instance, before responding to someone else's post or opinion, we need to make sure the grammar and the word we use are correct". Sarah and Gabby also mentioned such a statement. They mentioned that Edmodo facilitates us to practice expressing an opinion in written text. Similarly, Stroud (2010) stated that Edmodo improves students' writing skills, specifically in their organizational skills and the ability to revise. In a word, Edmodo facilitates the student to practice and improve their writing skills.

Practice speaking skills. Besides writing, students also revealed that they practiced speaking skills. Edmodo perceived as a tool that also could enhance student communicative skills and also facilitate students to practice speaking. Aurel mentioned, "The subject in which I used Edmodo was Speaking and Writing class. I had to record my voice when I am speaking, so yeah, I did a lot of practice in speaking before recording and uploading it to Edmodo (Aurel)".

Similarly, Gabby stated that "as for speaking, we had a task that got us to practice talking for several minutes and recorded them using another app. Then, we upload the audio file to Edmodo (Gabby)".

Further, this study also found that Edmodo supports students to improve their pronunciation and their accuracy in speaking. Such a finding was mentioned by Aurel, who stated: "I think a good think about this recording task is that we could practice how to pronounce the word correctly and also check our structure before recording it (Aurel)." A similar finding also discovered in an experimental study conducted in Palembang. The study discovered a significant difference in the mean score between students' pre-test and

post-test. Such findings indicated that Edmodo promotes students speaking skills (Tambunan, C. Y., Rosmalina, I., & Erlina, E. (2017)). In general, students perceived Edmodo as a tool that supports them to practice and to enhance their speaking skills.

Practicing receptive skills. The features embedded in Edmodo allows the users to share material seemed to benefit students in practicing their receptive skills like reading and listening skills. All the evidence related to this finding is below.

Practicing reading skills. The features of Edmodo allows the teacher to be more creative in teaching not to mention in teaching reading perceived as an uninteresting activity. Santoso, S. I., Rochsantiningsih, D., & Sujoko, S. (2014) stated that the feature of Edmodo makes reading more interesting and fun for students perceived Edmodo as a new teaching aid. Aurel also reveals a similar idea, and Gabby mentioned that "We also can practice reading from the material that teacher gave like PDF or we also can read an article from the link that teacher shared related to the subject that we are learning (Aurel)." Additionally, Gabby added that not only Edmodo facilitated reading

practice, but it also supported students reading comprehension. Gabby mentioned, "Besides reading the passage that the teacher posted, our understanding of the reading also will be tested by the quiz or questions following the reading (Gabby)." Likewise, an experimental student conducted by Santoso et al. (2014) encountered a significant improvement in students' post-test.

Practicing listening skills. Besides reading, participants also agreed to call Edmodo as a tool to practice listening skills. Gabby reported clearly how she practiced listening skills and how she got the audio. She stated that "We practice listening by listening to the audio or video that teacher attached (Gabby)." The idea was supported by Aurel, who mentioned: "Besides writing, we also, of course, can practice a listening skill from the audio attached by the teacher, and then we need to answer questions related to the audio (Aurel)."

Discussion

This research discovered two major findings. The first finding reported the features considered as advantageous in assisting students in learning English, while another finding illustrated the students'

experience in learning English with Edmodo.

Beneficial Features of Edmodo that Assist Language Learning. Based on the research conducted, the study discovered several features of Edmodo that students found advantageous to help them in learning the language. The first feature was the student backpack. Students perceived this feature as prosperous since it assisted them in learning specifically in accessing the materials. The definition of student backpack feature retrieved from www.edmodo.com supported this finding. The student backpack serves as a digital repository for students where they could manage the files they have collected, or they have shared with the groups.

Further, students also can organize their content by creating folders. Abad (2016) also mentions the prosperity of the feature. He states that "Students can instantly access their files 24/7 through their cloud-based "Library" (p. 30). A study conducted by Al-Kathiri in 2014 also supported the finding of the study. Al-Kathiri (2014) found that Edmodo serves as students' online sources for the students to open the material beyond the classroom. To sum up, participants of this study identified

student backpack as prosperous, for it facilitates them to learn specifically to access materials beyond the classroom.

It was not only a student backpack recognized as a language learning facilitating tool, but the quizzes feature also identified as a useful item of Edmodo — serving as a core feature of Edmodo, quizzes defined as a tool that assists both students and teacher in managing the assessment. This feature supported online assessment with five different question types such as multiple-choice, fill-in-the-blank, true/false, matching, and short answer. This advancement is such a justification for how an online quiz in Edmodo is appealing for most of the students. Two out of the participants of this study revealed that undertaking assessment in Edmodo was easier to compare than traditional ones. One participant illustrated that having an online assessment in Edmodo was exciting and practical, for they did not have to rewrite the questions given. In the same way, a study conducted by Ekmekci (2016) also discovered that 53 out of 63 students preferred online assessment with Edmodo compared to common assessment, for it was exciting and less anxious. In conclusion, the

participants of this study had a positive attitude towards this feature.

Another feature of Edmodo identified as useful was the assignment feature. All participants of the study agreed to call this feature as useful one as it helped them to organize their assignments easily. Participants also added that such a feature promoted them in completing the task, for they could do the assignment and submit it wherever places they were. Further, the time limitation embedded in this feature also benefited students in managing their homework. Similarly, a study conducted in Selangor, Malaysia, in (2014) also reported that the students had a positive attitude toward assignment features. The participants reported that assignment submission facilities eased students to complete and submit the task (Balasubramanian, Jaykumar, & Fukey, 2014).

Different from the assignment submission feature, post and comment tools were assisting features of Edmodo. The feature facilitating the students to attach any kinds of files, including file, audio, video, as well as link, made this feature the most used item in Edmodo. The three out of four participants of the study utilized this post and comment feature when integrating Edmodo. Additionally, students also revealed that such facilities eased them to both share material and exchange information. Four participants even clearly mentioned that post and comment feature facilitated communication between teacher and student or student to student. Such discovery is in line with a study administered in Thailand that found the item in Edmodo improving student-teacher communication (Thongmak, 2013).

The Activities Experienced by the Students in Learning English with Edmodo in the EFL Classroom. The data gathered showed that there are several activities that students experienced when integrating Edmodo in the classroom. One of them was undertaking an online quiz in Edmodo. The quiz feature available in Edmodo allowed students to have an online assessment experience. Besides, it also eased the teacher to administer the test because it will be scored automatically (Edmodo, nd). Additionally, conducting online quizzes also benefited the teacher, for it is less time-consuming compared to pen and paper assessments (Durak, 2017).

As the availability of assignment submission feature, the participants also experienced easy access to submit the task. All participants of the study encountered this activity when integrating Edmodo either in the classroom or outside the classroom. The participants also mentioned that the due date set in Edmodo raises their responsibility to complete the task as well as allows them to manage the assignments easily.

Equally important, the data also reported that Edmodo allowed students to practice both productive (writing and speaking) and receptive skills (listening and reading). Some participants of the study revealed that they practiced writing skills through discussion. They also illustrated that they were to deliver their idea on the several topics given in a comment box available in Edmodo. The finding above justifies that Edmodo did not only ease the students and teachers to manage the homework or task, yet it also facilitated students to have direct communication. The "social learning" title that Edmodo has justified by its communicative features such as posting and comment box that attracts students to actively participate in classroom activity, including discussion as a bridge to

practice writing. Abad (2016) argues that social media like-features that Edmodo has, such as posting, comment and chat room, fascinate students to participate in the classroom activity. Thien (2013) also states that Edmodo facilitates learning reflection and promotes collaboration, specifical discussion with teachers and peers (as cited in Oyelere, Paliktzoglou, & Suhonen, (2016). Further, a study found that Edmodo could develop students' writing skills (Bravo & Magrovejo, 2016; Gay & Sofyan, 2017). Thus, Edmodo facilitates students to experience and practice writing skills.

On the other hand, it was beyond the researchers' expectation that this research found that Edmodo could facilitate speaking as Edmodo does not have a feature specified for speaking practice. However, posting features that support different file types allow students to use another link to record them while speaking and upload it as an audio file. Thus, students can practice their communicative skills, including speaking.

In addition to productive skills, the study also resulted that Edmodo facilitates receptive skills, including reading and listening. Two participants explained how

they experience reading. The student backpack feature served as a source for them to get material and practice reading. Accordingly, Edmodo facilitated students to practice reading. Looi & Yusop (2011) define Edmodo as a potential tool to teach reading. Features that Edmodo provided, such as posting that allows everyone to share any file, justify its potential in assisting students with their reading. Further, a study conducted in Saudi by Al-kathiri (2014) found that Edmodo supported students to enjoy and appreciate their reading experience. To sum up, Edmodo promoted students to experience in reading.

Similar to reading, students also practiced listening skills in Edmodo. The participant explained that the teacher attached the material (audio or video) through the post feature. Such finding is in line with the data found by Al-kathiri in 2014. He found that Edmodo promotes students' vocabulary mastery, develops listening skills as well as improves grammar and spelling (Al-Kathiri, 2014). Thus, Edmodo did not only facilitate productive skill practice, but it also promoted receptive skill practice.

Conclusion and Implication

The participants of this study pointed out several useful features that assisted them in language learning. Those were student backpack, quizzes, assignment, and post and comment features. The study discovered that those features promoted students in accessing the material, undertaking the test as well as communicating with teachers or peers. The study also reported that such features facilitated students not only to communicate but also to practice writing, speaking, reading, and listening. In other words, Edmodo integration in the EFL classroom is perceived as beneficial for students specifically to learn the language.

Further, the study also implies that Edmodo is a useful tool to support learning. Thus, the teacher should take it as a profit to create an interesting classroom. However, conducting further research that reviews the benefits and challenges of integrating Edmodo in the EFL classroom will be useful to get a wider image of how Edmodo could assist language learning. Besides, there is also a need to explore the use of Edmodo from different perspectives such as teachers' points of view to find out whether integrating such a learning

platform has an impact on the language learning process.

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