

The Effect Of Edmodo On Students' Willingness To Communicate

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Abstract. *This study emphasized on the use of Edmodo as a form of activity in a computer-based learning (CALL activity), and it was set out to investigate its impact on the willingness to communicate (WTC) in learning English. The purpose of this study was twofold: on the one hand, it aimed to investigate the effect of Edmodo on students' willingness to communicate (WTC); on the other hand, it attempted to discover the best learning activities that could positively affect students' willingness to communicate (WTC) in learning English. Total participants were 27 students of SMKN 4 Kendari. Samples were drawn using the purposive sampling technique. Instrument of data collection consisted of close and open-ended questionnaire. The study adopted a mixed method. Quantitative data were obtained from the close-ended questionnaire, whereas the open-ended questionnaire served as a source of qualitative data. Paired sample t-test was run to reveal the impact of Edmodo on students' willingness to communicate (WTC). Results of the study show that there was no significant effect of Edmodo on students' willingness to communicate (WTC). This was different from the result of open-ended questionnaire, which indicated that Edmodo could exert positive impacts on students' willingness to communicate (WTC). This discrepancy was possibly caused by a number of factors, including the students' perception toward Edmodo, technology, characteristics of language skills, and design of learning activities.*

Keywords: Edmodo, Willingness to Communicate (WTC), Technology

Abstrak. Penelitian ini menekankan pada penggunaan edmodo sebagai salah satu bentuk aktifitas pembelajaran bahasa berbasis komputer (CALL activity), menginvestigasi pengaruhnya terhadap keinginan berkomunikasi (willingness to communicate/WTC dalam belajar bahasa Inggris. Tujuan penelitian ini ada dua, satu sisi penelitian ini mencoba untuk menguji pengaruh edmodo terhadap keinginan siswa berkomunikasi (students'WTC) dan disisi lain penelitian ini mencoba untuk menemukan aktifitas-aktifitas pembelajaran yang terbaik yang dapat mempengaruhi keinginan siswa berkomunikasi (students' WTC). Jumlah total partisipan meliputi 27 siswa SMKN 4 Kendari. Dalam pengambilan sample, peneliti menggunakan *teknik purposive sampling*. Instrument pengumpulan data terdiri atas close dan open ended kuesioner. Penelitian ini dilakukan menggunakan metode campuran. Data kuantitatif berasal dari close ended kuesioner, sementara open ended kuesioner digunakan sebagai data kualitatif. Paired sample t - test digunakan untuk mencari pengaruh edmodo terhadap keinginan siswa berkomunikasi (students'WTC). Hasil penelitian menunjukkan

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bahwa tidak ada pengaruh yang signifikan edmodo terhadap keinginan siswa berkomunikasi (students'WTC sebelum dan sesudah dilakukan perlakuan. Hal ini berbeda dengan hasil open ended kuesioner yang menunjukkan bahwa edmodo dapat memberikan pengaruh yang positif terhadap keinginan mereka berkomunikasi. Perbedaan hasil ini dipengaruhi oleh beberapa faktor yaitu persepsi siswa terhadap edmodo, teknologi, karakteristik keterampilan bahasa dan rancangan kegiatan pembelajaran.

Kata kunci: Edmodo, Keinginan siswa berkomunikasi (WTC), Teknologi

INTRODUCTION

Technologies notably relate with social media, such as blogs, facebook, twitter, instagram, along with others, do support language teaching and learning. It has been central concern of a number of teachers and students to be utilized for educational purpose as instructional tools. Alberth (2013, p.10) argued that “the new technology can be an invaluable learning tool in the EFL classroom”. It indicates that language teaching and learning by using technology, social media particularly, can be a positive instructional tool for teacher and students. The purpose of integrating social media in the language teaching and learning is to provide another way of communication that allows students and teachers to easily share the information. Since it comes to language education, particularly in the context of CALL, a number of empirical studies show many positive impacts on using social media holding an important role for language learning.

During this time, teachers have been trying to modify their teaching methodologies, specifically in form of CLT, to reflect the emphasis on developing communication skills in the second language students. Their assumption that it may produce students who are competent and willing to use English in communication. In fact, in most case, there are still some students' communicative behaviors during class time do not participate in English even though they might want to and do participate but actually do not free to do so. Owing to these conditions, in many studies a number of researchers still have tried to understand the possible factors affecting students' communicative competence in language learning process. They have found that a very common problem faced by many language teachers in classroom is that students' unwillingness to communicate, whereas the other students are willing to communicate. If students are unwilling to use English as the target language to communicate with

others, they will not learn the language since they will not have a chance to use it. From this point forth, Dörnyei (2005, p.207) cited in Asmalı et, al., (2015) states that “it is not uncommon to find people who tend to avoid entering L2 communication situations even if they possess a high level of communicative competence”. It indicates that there are lost of factors affecting the success of communication. A construct called willingness to communicate (hereafter named WTC) was originally developed by McCroskey & Baer (1985; McCroskey & Richmond, 1990) in relation to individual difference in first language (L1) and was defined as the probability to engage in communication when given the choice in second language (L2) (MacIntyre & Charos, 1996) takes the role as variable affecting the students’ language learning success and communication competence. MacIntyre *et al.* (1998) explain willingness to communicate in second language as the confluence of a number of factors that impact on second language use, starting with a person's personality, ranging through the person's level of self-confidence, motivation and attitude towards the second community, and also including the variable of "social situation"; the environment within which the communication is to take place. When conditions are propitious, the person will feel comfortable or ready to communicate and will actually make use of second language. Dörnyei (2003) points out that learners need to be not only able to communicate but also willing to engage in the act of second language communication. In other words, language instruction to improve students’ communication should be combined with opportunities to increase their WTC at a particular moment and situation. In essence, in order for CLT to be effective, students must have WTC. Thus, teachers should understand the willingness to communicate and its affecting factors to improve students’ communication competence in their class.

Since many schools do not utilize their classrooms and their computer laboratory in English teaching and learning process, it is really an important thing to investigate how effective a social media in teaching and learning where computers are available for students.

LITERATURE REVIEW

Social Media on Language Learning

Placing social media in process of teaching and learning activities with the positive affective impact such as increased motivation, improved self-confidence or

reduced anxiety may be a solution to make students more willing to use English for communication and participating in language classroom activities with more interesting. Social media giving the students chance to create, to share knowledge, and to produce ideas easier and more efficiently with some activities that teacher have created in it. According to Al – Haq & Ali (2010) explained that using information and technology help students to create, to analyze, and to produce ideas more efficiently.

Al – Hammody (2014) analyzed the use of a Facebook group created for a group of students from the University of Mosul, Iraq, for English pedagogic purposes. This study used online questionnaire and phone interview to examine students' perception of the benefits resulting from interacting in the Facebook group. In his study showed that 54.3% of the participants mostly used the Facebook page for socializing in English, 48.6% used it for vocabulary learning, and 25.7% used it for seeking feedback and for improving translation skills. In Alberth's study (2011) identified six of critical success factors of online learning include students characteristics, teacher characteristic, instructional design, provision of support to both instructors and students, technology and language skills characteristics. This could lead us to suppose that the effectiveness and successfulness of using technology relate to social media particularly are determined by how important factors such as teacher, students, design of the learning, and technology itself take a role in language learning process.

Edmodo Utilization in Language Learning

In academic world, numerous research have been conducted regarding the use of SNS in education. Edmodo is regarded as SNS for teacher and students. It was created by Nic Borg and Jeff O'Hara (2008) in Chicago, when two school district employess set out to bridge the gap between how students live their lives and how they learn in school, edmodo was created to bring education into a 21st century environment. Edmodo as the largest networking sites is one of the important social networking that can play a important role in education. It is so – called as the facebook of education. Edmodo, unlike facebook though is highly structured for teaching and is controlled by the teacher. According to Kathiri (2015, p. 198) explains that “ the chat features of edmodo allow students to broaden both the type and amount of their communication effering them opportunities to increase their confidence and motivation”. Additionally, Mills and

Chandra (2011) noted that Edmodo strengthens the relationship between peers and that eventually leads to an effective classroom communication. It shows that features in edmodo give a positive impact that make students more willing to communicate.

The Concept of Willingness to Communicate in the Second Language

There are some affective factors that influence students' performance in second language communication. WTC is one of the affective factors assumed to influence success in second and foreign language learning. Zarinabadi (2011, p.206) explained that "a variable which influences authentic communication in L2 and has been considered as an important predictor of frequency of communication is WTC". WTC is a model that integrates psychological, linguistic and communicative variables in order to describe, explain and predict second language (L2) communication. The concept of WTC was first developed on the basis of Burgoon's concept (1976) of unwillingness to communicate, and described to explain individual differences in first language communication. From this viewpoint, McCroskey and his associates (McCroskey & Baer, 1985; McCroskey & Richmond, 1987) defined WTC developed the WTC construct in L1 for the first time.

The generally accepted view is that affective variables such as attitudes, motivation and language anxiety are important factors in second/ foreign language acquisition. WTC is related to affective variables, so it is an important factor in second language acquisition as well. The concept was first developed in L1 communication by McCroskey and his associates (McCroskey & Baer, 1985; McCroskey & Richmond, 1987) and was applied to L2 communication by MacIntyre and Charos (1996). McCroskey and Baer (1985) offered WTC as a stable trait, while MacIntyre et al. (1998) believed that WTC is a situational trait and proposed a conceptual "pyramid" model designed to account for individual differences in the decision to initiate L2 communication. In their heuristic model, there are six categories referred to as layers of the model.

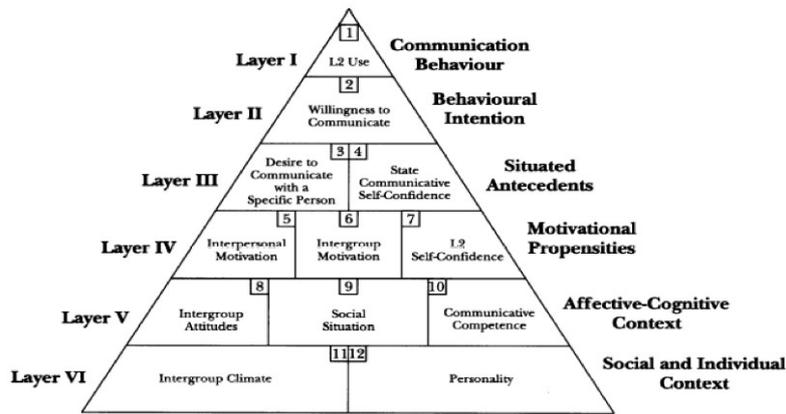


Figure 1 Heuristic models of variables influencing WTC (MacIntyre et al., 1998, p. 547)

Table 1 The Previous Study of students' WTC

Description	Researchers				
		Fatimah Al – Kathiri (2014)	1. Bita Bahrami Shams Abadi 2. Seyyed Dariush Ahmadi 3. Ali Gholami Mehrdad (2015)	Tannaz Mohammadian (2013)	Sabriye Şener (2014)
Field	Edmodo	Edmodo	WTC	WTC	WTC
Subject	The participants were 42 female second grade students at The 4 th Secondary School in Riyadh, a public school supervised by the Saudi	The Participants in this study were 40 female Advanced-level students attending Advanced Writing Classes at Irana English Institute. The age range of the participants was between	The participants recruited for this study were 60 students (30 males and 30 females) who were taking English as a foreign language courses at Management and Technology Institute in Shiraz.	This study was conducted at the English Language Teaching Department (ELT) of Çanakkale Onsekiz Mart University in the winter and spring terms of the 2012-2013 academic year. The students consist of 274 students,	The participants in this study included 312 Iranian EFL learners majoring in the two sub-fields of English language studies, namely English Literature and Language Teaching.

	Ministry of Education.	14 and 24.		consisting of 97 males and 177 females.	
Instrument	One questionnaire with a three-point scale (Agree-Neutral-Disagree) was utilized in this study.	Writing Test	This study used three questionnaire forms; the Revised Cheek and Buss Shyness Scale (RCBS) consist of 13 items, Language Learning Orientation Scale – Intrinsic Motivation, Extrinsic Motivation and Amotivation Subscales (LLOS-IEA) was 28 items and WTC' questionnaire was 20 items.	The instruments employed in this session of the study included a questionnaire, a scale, and semi-structured interviews.	This study used two questionnaire forms; the Social and Cultural Capital Questionnaire (SCCQ) consist of 42 items and WTC questionnaire was 27 items.

METHODOLOGY OF THE STUDY

Design of the Study

The type of this study combines qualitative and quantitative approaches data (mixed method).

Participant

The participants of the study were X TKJ B class of SMKN 4 Kendari that consists of 27 students. The samples of the study were chosen using purposive sampling technique.

Instrument and Procedure

The instruments which were used in this study including a WTC questionnaire which aimed to investigate willingness to communicate (WTC), measured by 2- item

Likert-scale and open ended questionnaire. The first section of the WTC questionnaire is composed of 10 items concerning students' perception related with their willingness to use English in each communication situation either during class time or in social media. This WTC questionnaire composition is divided into four competences of English language learning, namely speaking, reading, writing and listening. The WTC questionnaires will be used in this study are adapted from McCroskey (1992), Cao and Philp (2006), MacIntyre, et al. (2001) and Wattana (2013). Responses to the items on a 5 point Likert scale is used including 1 (very unwilling), 2 (somewhat unwilling), 3 (neutral), 4 (somewhat willing) and 5 (very willing). In evaluating the students' WTC, below are five categories of interpretation scale of WTC that are formed based on the total mean scores that adopted from Wattana (2013).

Data Analysis

The questionnaire consisted of two types data, ordinal and textual. The ordinal data was resulted from the questions where the students was asked to choose an answer from a multiple – choice scale, while the textual data is result of responses to open – ended questions. The questionnaires analyzed by using an inferential statistic called paired sample t-test to determine the effects of participation in social media on students' WTC while Open ended questionnaire data analyzed qualitatively in order to know students' opinion about what the learning activities are best conducted in classroom or in online relate to Edmodo that may be affecting their WTC.

FINDINGS

1. The Result of Students' WTC in the Classroom (Pre- and Post-Test)

This section explains the descriptive statistic analysis of students' WTC before and after giving treatment. This WTC' questionnaire composition is divided into four competences of English language learning, namely speaking, reading, writing and listening. The data reported in this chapter consists of mean score, standard deviation, mininum score and maximum score from each skills. Result of the pre-test and post test scores is compared in order to describe clearly the significant differences of students' WTC before and after taught under Edmodo class. Table 2 displays the statistical data showing the comparison between the pre-test and post-test on students' WTC.

Table 2 Descriptive Statistics of Students' WTC of Pre and Post-Test

Descriptive Statistics

Table 2

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre_Test	27	21.00	31.00	52.00	43.0370	5.13271	26.345
Post_Test	27	21.00	31.00	52.00	43.3333	5.85071	34.231
Valid N (listwise)	27						

From the above table 2 it can be concluded that there is no significant different score of students' WTC before and after using Edmodo class. This can be seen above table in which there is no improvement of points between minimum score and maximum score of students' WTC in pre-test and post-test, while mean score just 0.3 point of improvement from pre-test to post-test.

The descriptive statistics of pre-test and post-test of students' WTC in English including four skills namely speaking, reading, writing and listening are described in frequency distribution as follow:

Table 3 Frequency Distribution of Students' Perception of WTC in Pre-Test and Post-Test

N	Competence	Pre-Test		Post-test		Interpretation
		Mean	Std. Deviation	Mean	Std. Deviation	
27	Speaking	4.00	0.80	4.00	0.86	Somewhat Willing
27	Reading	4.14	0.76	3.96	0.85	Somewhat Willing
27	Writing	3.72	0.96	3.88	0,92	Somewhat Willing
27	Listening	3.92	0.82	3.85	0.69	Somewhat Willing
Overall Mean		3.94	0.83	3.92	0.83	Somewhat Willing

Both pre-test and post-test are done to measure the students' perception before and after teaching process under treatment. The tests are used to check and to find out whether social media work or not. The mean scores of students' perception associated with their WTC in English in classroom and edmodo class were compared. As shown in

Table 3 above, it became obvious that students have same perception and perceived themselves to be willing to communicate in edmodo class as well as in the classroom. They generally perceived themselves to be somewhat willing to use English during edmodo class participation ($M = 3.92, Std. Deviation = 0.83$) whereas somewhat willing to do so in classroom ($M = 3.94, Std. Deviation = 0.83$). Although there are 0.02 points of improvement between mean score of students' WTC in pre-test and post-test, students' perceptions of their WTC in edmodo class and classroom are still same, somewhat willing to interact in English in communication situation in social media as well as in the classroom.

1.1 The Analysis of Paired Sample T-Test

This session discussed about the result of testing hypotheses of students' WTC.

1.1.1 The Result of Testing Hypotheses of Students' WTC Pre-Test and Post-Test

Based on the result of the normality of distribution both pre-test and post-test scores of students' WTC, the computation using paired sample t-test could be employed to find out whether there was a significant effect of teaching by using edmodo class on students' WTC. The result of testing hypotheses by using SPSS Windows versi 16.00 can be seen in the following table:

Table 4 Result of Testing Hypotheses of Students' WTC

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_WTC	43.0370	27	5.13271	.98779
	Post_WTC	43.3333	27	5.85071	1.12597

Students' perception about their WTC in communicating in English before using edmodo class is 43.03 and after using edmodo, it increased just 0.3 point namely the mean average is 43.33.

Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

				Lower	Upper				
Pair 1	Pre_WTC - Post_WTC	-.29630	9.09698	1.75071	3.89494	3.30235	-.169	26	.867

A paired samples t-test was performed to determine the difference between students' perception of WTC in English in the classroom and edmodo class. An alpha level of 0.05 was used as a significance criterion for all statistical tests, as is standard practice.

Based on the table above, the result of t count is -4.637 with significance is $0.867 > 0.05$. It can be concluded that H0 is accepted and H1 is rejected. It means that there is no significant effect of using edmodo on students' WTC.

2. The Result of Opened Ended Questionnaire

In this study, the researcher also used open ended questionnaire in order to know students' perception of learning activities are best affected students' WTC. The learning activities in this study divided into five communication tasks, namely consultation with the teacher, discussion with the friend, answer the questions given by the teacher, comment on the learning material posted by the teacher and assignment submission. The generally accepted view is that there are some learning activities that may affect students' WTC in learning English. In the following Table 5 the result showed that discussion with friend become the best learning activities that affected students' WTC.

Table 5 Learning Activities Affected Students' WTC

LEARNING ACTIVITIES AFFECTED STUDENTS' WTC			
NO	COMMUNICATION TASK	FREQUENCY	PERCENTAGE
1	Consultation with the teacher	6	22.22%
2	Discussion with friend	7	26%
3	Answer the questions given by the teacher	5	18.51%
4	Comment on the learning material posted by the teacher	6	22.22%
5	Assignment Submission	3	11.11%
JUMLAH		27	

Concerning with the Table 5, it is clear that from 27 students who joined the edmodo class, the majority of the students argued that the most of learning activities

that affected their WTC in learning English is discussion with friend (26%, 7 students), both of 6 students for consultation with the teacher and comment on learning material posted by the teacher (22.22%). Answering the questions given by the teacher and assignment submission are the last kind of learning activities that students choose to effect their willingness to communicate in learning English.

3. Discussion

The results of this present study revealed that the hypothesis “there is no significant effects social media on students’ WTC “is accepted. This result allows researcher to draw the conclusion that the students in this study had a great WTC in social media as well as in the classroom. In short, social media, edmodo class, does not give a greater WTC for students to learn English. After having been exposed with a online course during the treatment, the result shows that students have same perception of their willingness to communicate before and after using edmodo. In general, the data gathered from the questionnaires revealed that there is no significant differences in students’WTC in two conditions (classroom versus social media). The descriptive findings from the WTC questionnaire showed that students were generally perceived themselves as somewhat willing to engage and to participate in communication tasks in English in the classroom as well as edmodo class. It goes to show that the majority of students SMKN 4 Kendari were not greater to willing to communicate in English after using Edmodo class. This findings is not closely related with the result of open ended questionnaire which indicates that the majority of participants accept and enjoy the online class and more willing to communicate than in classroom in some learning activities

In the students X TKJ B context, there are some factors that affected successful of online learning in influencing their WTC.

a. Students’ Perception of Edmodo

Students of X TKJ B express that discussion with friend, consultation with the teacher and answering the questions posted by the teacher are best learning activities in edmodo that affected their WTC in using English. These activities more focus on how the students using English just as a way students to communicate and interaction with teacher and their classmates. So they think that by participating in social media help they develop their fluency in English, not to develop their four skills communicative

competence specifically like practice speaking with friends, read a text, write a essay or listen the conversation. Edmodo class, make them more confidence and motivate to use English when they interacting with their classmate and may say what they want to say without afraid making mistakes. Kotler (2012: 2) explains that “one of the most distinct advantages that social media offers in respect to education and learning is that it has the ability to significantly increase the level of engagement and interactivity among students”. Additionally, Kongehan (2012) agued that as a social interaction means, Edmodo reveals as adequately high level of acceptance.

Moore & Kearsley (2005) indentified three types of interaction in using social media in learning namely “learner-content interaction, learner-instructor interaction and learner-learner interaction”. In students of X TKJ B context, it goes to show that the majority students perceived edmodo as more of a social networking site to interaction with insctructor (teacher) and their classmate than as an educational tool. Stroud (2010) cited on Al-Kathiri (2014, p.192) said that some of the problems that may occur when using Edmodo, such as the low-income students, the longtime spent in front of the computer and the possibility of using it as more of a social networking site than as aneducational tool. Another student thought that she/he could develop her/his English communication skill by replying to other students.

Edmodo allows the students to easily interact or participate with the teacher and their classmate using English than facilitate the development of their English language skills. It shown from the result of hypotheses reported that edmodo does not give significant effect for students' WTC, while in close ended questionnaire, students' perception is postive that edmodo imprive their WTC. Students' perception of using edmodo as an tool to communicate in English than an learning tool. So that, edmodo may affected students competence in communication in English, but not in improving their language skills. In addition to the above aspects in relation to communicative competence, students expected the Edmodo project to develop their social network in the English classsupport Mills' (2011) assertion that Edmodo plays a crucial role in developing a strong classroom community.

b. Technology

Technology may affect successful of online learning, exactly in this study. The first meeting in treatment, some students reported that they faced some problems when

try to access the Web. Internet connection and low loading become main problem in online learning by using edmodo. As a result, in some meeting them absence to join the class, so it affected their willing to participating in class and their intrinsic motivation to participate. One of the frequently reported disadvantage of online delivery concerns technical problems faced by students while trying to access the Web (Alberth, 2011).

Most experts agree that edmodo is similar with facebook, but the fact that in the context of students X TKJ B, there are some students that have not experienced online learning and the low computing skill level of students. It support with the procedure of edmodo is difficult to understand and to follow for students. In edmodo class, researcher divided the class into four skills namely speaking, reading, writing and listening. When teacher asked students to join in one of english class, students feel difficult to join the class. As a result, they unwilling to join and does not motivate to participate the class. Some students could be left behind on the lessons or activities posted by the teacher.

Furthermore, the mobile apps of Edmodo service may another factor challenge in improving students' WTC and intrinsic motivation. Some students used iPhone or computers at home to join the edmodo class. Several students struggled with creating accounts on their iPhone or computers at home. Stockwell (2008) and Motiwalla (2007) argue that small-sized screens, time-consuming typing and slow speeds of connection can reveal an evidence of resistance. As Davies (2013) cited in Enriquez (2014) claims, Edmodo is sometimes not adaptable with iPhones or iPads and my students encountered the same problem. Additionally, when students want to download and save the lessons posted by the teacher, they feel difficult to access it.

This could lead us to suppose that technology; internet connection, low loading, experienced online learning and the low computing skill level of students, the procedure of edmodo, and mobile apps of edmodo service may affected students' WTC in using edmodo class. Alebaikan and Troudi (2010) and Almaini (2013) regarding technological immaturity, lack of training and the low computing skill level of students are most influencing online learning. Additionally, Cheawjindakarn, Suwannatthachote & Theeraroungchaisri (2012) claims that " it is important to know how to use the community tools option in order to choose appropriate the tools in the online learning".

c. Language Skill Characteristic

In WTC questionnaire, researchers divided it into four language skills; they are speaking, reading, writing and listening. The fact, in meeting of edmodo class, some language skills are not appropriate applying in online while others suitable for teaching in classroom. For example, when learning in reading class, students asked to download the reading text that teacher have posted, but just a little students did it. The reason is they feel difficult to download the text because the low loading problem and they looked bored to read a text from computer or mobile phone. They are more enjoy if read a text in the classroom because they may discuss with their classmate directly about the text.

In speaking class in edmodo, one of students' task is asked to collect their recording about their experience (recount text) like birthday party, holiday, etc. In this task, students more motivate to did this task than told it in the classroom. In other situation, reading a text is decrease their intrinsic motivation in social media because read a text in computer make them bored.

In other situation, in listening class of edmodo, teacher asked students to give their opinion after listen the song is task type that will improve students' self-confidence to participating. When teacher asked students to watch the videos about the learning material, students also more confidence to give their opinion using English. By giving their opinion, students feel confidence to use English, they does not worry in making mistakes. In other task, however students motivate to collect their recording, but some of them feel unconfidence to speak using English because they feel nervous and uncomfortable when they must to say English words.

It shows that not all language skills appropriate applying in online class than others suitable in the classroom. In the students of X TKJ B context, reading activity may be appropriate teaching in the classroom than online class because students looked boored read a text from computers or mobile phone than read text directly so that it affected students' WTC. Speaking class is language skills that appropriate applying in online class than in the classroom because it may improve students' intrinsic motivation however in some cases students is not confidence to did it. Students more feel confidence when they asked to give their opinion after listen the music that posted by teacher. "The challenge for teachers and researchers in the field is, therefore, to

comprehensively scrutinise which language skills are better taught face to face; which are appropriate for online; and which can be taught using hybrid mode” (Alberth, 2011).

d. Design of Learning Activity

There is strong evidence to suggest that design the learning activity become an important factor that may impact on successful of a teaching in classroom as well as in online class. In some learning activities may improve students willing to communicate than others based on students’ characteristic and their learning style. If talking about design learning activities, it means that talking about task type too. In some meeting in edmodo class, students should collect some different task type. One of them is to collect their recount essay in edmodo class. The fact is just a little student who collects their essay. In other task, sometimes students does not willing to collect their essay because they are not interest in that task and feel it difficult to do. It showed that, design a learning activities, exactly design task type that students interest to do is major factor that affect successfull of online learning and turn back on students’ WTC. “Success of online delivery depends crucially on how well the learning activities are designed” (Alberth, 2011).

Listen to the songs that teacher have uploaded and asked students to find out the meaning and to give their opinion about that song are the type that improve students’ intrinsic motivation and students’ confidence to participating. In other task, students were asked to collect their recount essay is task type that students unwilling to it. They think that they does not have ability to be good writer because their less vocabulary in English. It shows that there are some task types improve students’ WTC, students’ intrinsic motivation and students’ self-confidence.

Studying in online class as well as in the classroom, design the learning activity be main component in teaching and learning process. If teacher design learning activity based on students’ characteristic, students’ interest and students’ learning style, it make their students more to willing communicate in English, motivate to partipate in learning and confidence in do the learning activities. Online collaborative projects can offer great benefits to the learning environment, but setting clear goals as well as finding topics and tasks that are attractive for students are important elements for consideration.

In conclusion, edmodo is a good supplementary tool for learning because it allows students to improve their learning through an active participation and active in

some tasks. Social media, edmodo class is just a tool of learning that help students and teachers in teaching and learning process. The successful of social media work or not in improving students' competence in English, it based on the students, teachers and design of instruction it self. It is about how they create a learning situation that makes them will feel comfortable or ready to communicate and will actually make use of second language by using social media.

Conclusion

The findings of the study revealed that there is no significant effect of social media on students' WTC that in the context of students X TKJ B. It means that there is no significant effect of using edmodo on students' WTC. In short, social media, edmodo class, does not give a greater WTC for students to learn English. There are several factors influencing students' WTC obtained from the study are: 1) students' perception of Edmodo, 2) technology, 3) language skill characteristic, and 4) design of learning activity.

There are several limitation to this study that should be noted, that is about we examined students in one class at one school with small participants. Therefore, the implication of the study is that the teacher as a facilitator, a motivator and a manager in the classroom should provide large of classroom discussion to increase students' talk and WTC.

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