

The Effectiveness of Using Edmodo as Online Media on Students' Outcome in Reading Course

*A Classroom Action Research at Pharmacy Department of the Mathematics and Natural Science Faculty of Garut University (UNIGA)

Hapid Ali
English Education Department
(UIN Sunan Gunung Djati Bandung)
Bandung, Indonesia
hafidz_eng07@yahoo.co.id

A.H. Fathonih
Syariah & Law Faculty
(UIN Sunan Gunung Djati Bandung)
Bandung, Indonesia
ah.fathonih@uinsgd.ac.id

Dudang Gojali
Syariah & Law Faculty
(UIN Sunan Gunung Djati Bandung)
Bandung, Indonesia
dudanggojali@yahoo.co.id

Sajidin
English Education Department
(UIN Sunan Gunung Djati Bandung)
Bandung, Indonesia
sajidin@uinsgd.ac.id

Wahyudin Darmalaksana
Hadist & Qur'anic Interpretation
Department
(UIN Sunan Gunung Djati Bandung)
Bandung, Indonesia
yudi_darma@uinsgd.ac.id

Teti Ratnasih
Arabic Education Department
(UIN Sunan Gunung Djati Bandung)
Bandung, Indonesia
teti.ratnasih@uinsgd.ac.id

Abstract - The aims of this research are: 1) to define in detail whether edmodo as the online media can enhance the students' outcome in reading course 2) to analyze what are the difficulties of implementing edmodo as the online media in teaching readings course. The classroom action research is as the method of this research design. In this research, it was conducted in two cycles used planning, implementing, observing, and reflecting as the procedures of the collecting data. This research was conducted at Pharmacy Department of the Mathematics and Natural Science Faculty of Garut University (UNIGA). The subject of the research focused on the second semester at class B of Pharmacy Department which consisted of 32 students. The result of the research found that; 1) Edmodo as the online media in enhancing the students' reading outcome in identifying reading indicator regarding to; a) the students' purpose in identifying the text b) the students' understanding in identifying the specific and detailed information in each paragraph. c) the student's finding of the content of the text d) the student's understanding in identifying of the main idea in each paragraph of the of the text e) the students' understanding in getting reference. The students' score in enhancing reading outcome improved from step to step. In this research result finding, the researchers found the students' improvement specifically, such as; the average of students' score in pre-test session was 68.75, the first post-test session was 76.2, and the second post-test session was 84.20. Those results encouraged students to integrate the edmodo as the advanced technology in online media each learning, those created students to be active, creative in improving skill and knowledge; those involved students to be enjoyable activities in each learning including in teaching reading course.

Keywords: *Reading, Edmodo as Online Media, Students' Outcome*

I. INTRODUCTION

In reading interest, Indonesian put the lower position than palestina as the conflict country. Thus, the literacy grade of indonesian including students as academic youth generation must be encouraged to keep on reading wheather in Indonesia or English texts. On the other side teachers gets the difficulties in applying the media to integrate the reading course with the appropriate media. Thus, teaching reading process is stagnant, so that students difficult to comprehend the information from the texts. Teachers often encourage students to understand each word in a text to get the particular idea from the required information, and lead the students to identify the idea of the informations if they do not understand each word, they are not completing the task. In

getting the entire components of the texts, students try to acquire the meaning in a written message, many students come across several difficulties because they have to go through a certain process of puzzle-solving [1]. Students need to be able to read the written texts in English either for their carriers, for study, or simply for pleasure based on students' interest. Based on the previos definition, It can be interpreted that reading can play an important role on students in language acquisition. When students are provided with comprehensible linguistic inputs, some of the language will integrate to their minds as part of the language acquisition process. In addition, (Harmer, 2005) as cited in Santoso, Rochsantiningsih, Sujoko [8] stated that reading skill also is one of the ways to make people able to share ideas, opinions, or arguments on what they see, feel and think and to express them into such a good communication. In reading class, students can be guided by certain edmodo as media of teaching reading course. Edmodo is relatively new to teachers who may be digital immigrant to be taught.

Based on the description of the background of this study above, the problem of this research study can be formulated as follows:

1. Can the effectiveness of using edmodo as the online media improve the students' outcome in reading course?
2. What are the features of edmodo as the online media in implementing the teaching reading course on students' outcome?

Hence, in the problem statement above, it can be identified that the objectives of the study are follows:

1. To describe whether the effectiveness of using edmodo as the online media improve the students' outcome in reading course well.
2. To define the features of edmodo as the online media in implementing the teaching reading course on students' outcome.

II. LITERATURE REVIEW

A. Reading Comprehension

In the 21st century, the skills of frame of thinking of the education in English literacy, it is classified as one of the core subjects to be considered in the school (Seamolec Online Course Module 2, 2006). Furthermore, students should be guided to improve the knowledge and proficiency

needed for succeeding their effective literacy. Reading text provides opportunities for students to learn vocabulary, grammar, pronunciation and even good models for English writing; the way sentences, paragraphs, or texts are constructed (Harmer, 2005) as cited in Santoso, Rochsantiningsih, Sujoko [8]. It is one of the language skills needed the depth taught in language classroom. It means that reading is one of the language skills to improve students' understanding in getting the idea in English texts. Hence, reading is one of the four English skills become the standard competency of curriculum to encourage lectures design teaching and learning activities on improving students' skill in reading course in order that they can obtain the instructional purpose. Therefore, the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear (Kose, 2016) as cited in Kucukoglu, [6]. It can interpreted that the purpose of reading is to give visible and clear information that has been give by writers on students as readers. In addition, the goal of all readers is to understand what they read [9].

B. Reading Strategy

In understanding of reading text, students as readers need reading strategy to get a writer's ideas from the writtent text. Otherwise, the reading strategy is the part of reading to help students get the information from the texts. In addition, Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005) as cited in Kucukoglu, [6]. In depth definition, reading strategies can be broken down at the following description specifically:

1. Predicting; it is one of strategies for improving reading comprehension, which helps the students set a purpose for their reading. A good reader is the students who use their experiences and knowledge to make predictions and formulate ideas as they read. This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003) as cited in Kucukoglu [6].
2. Visualizing; Visualization is reading strategy to employ readers comprehend a text well. (Alder, 2001) as cited in Kucukoglu [6]. It means that it requires the reader to construct an image of what is read. This image is stored in the reader's memory as representation in their interpretation of the text. Hence, Lectures can motivate students to visualize settings, characters, and actions of the information in a reading text and ask them to draw or write about the image coming to their minds after visualizing the written text.
3. Making Connection; It is a reading process strategy in helping students understand the written text. In making connections, the student can use their prior knowledge and connect the ideas in the writtent text what their read to their own experiences. Thus, reading becomes meaningful when students as readers connect the information in the text on their experiences and beliefs, and the things happening in their social context. This startegy help students to

analyze and understand the information from texts to texts, texts to their selves experience, and text to the world happend in their social life, including they can integrate the text with their prior knowledge generally.

4. It is a process that requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Harvey & Goudvis, 2007). In the question strategy, the students return to the text throughout the reading process to look for the answers related to the questions asked by the lectures before, during and after the reading. In this strategy, students try to practice and distinguish between questions that are factual prior knowledge.
5. Inferring; By inferring, the students will be able to conclude the information from the text to make predictions, identify underly themes, use information to create meaning from text, and use pictures to create meaning [3]. In this reading process, students need to use their own knowledge along with information from the text to describe their own conclusions.

Summarizing; It is a strategy to help students organize and understand the ideas either in the short reading text or in the long reading text which are usually perceived as challenging matters for the students. The process of summarization needs the students as readers to identify what is important information when they read and to conclude the information in the readers own words (Adler, 2001) as cited in Kucukoglu, [6]. During the process of summarizing in reading text, the students are encouraged to differ which one the main ideas, the supporting ideas and others.

These strategies can help students to find and get the infermation clearly. In teaching reading course, those can be integrated with the certain media in order to make students enjoynable in reading process.

Lectures try to invite students to understan the texts either in classroom or out of class room. Teaching reading course is not enough to know the strategies of reading text but also needs to integrate the media to support the students understand and feel enjouyfull activity. Hence, The lecturers as the educators can use media to improve active interactions among students in the learning reading process. Teachers and lecturers can utilize media to enhance and generate the students in or out classroom. It means that lectures can use and apply the media as the tool to transfer the courses including reading courses in order that students can understand reading courses. Teachers can give the right for students to improve reading material not only in the classroom but also out of classroom. Students can learn the material outside the classroom by using online media like Edmodo as the online media in technological working to enhance the students to learn more about reading courses.

In enhancing students' ability in reading course, the lecture involves a variety of skill indicators. According to (Grellet 1998: 4) as cited in Santoso, Rochsantiningsih & Sujoko, [8] the main indicators of reading skills are listed below:

- a) Recognizing the script of language

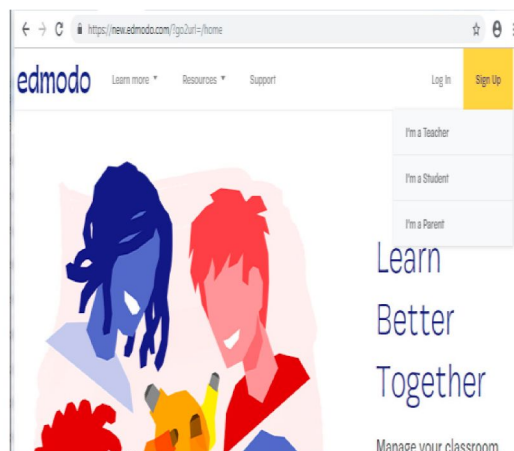
- b) Deducing the meaning and use of unfamiliar lexical items
- c) Understanding explicitly stated information
- d) Understanding information when not explicitly stated
- e) Understanding conceptual meaning
- f) Understanding the communicative value (function)
- g) Understanding relation between the sentences
- h) Recognizing indicators in discourse
- i) Identifying the main point or important information in a piece of discourse
- j) Distinguishing the main idea from supporting details

To transfers all indicators, the researcher integrates them to the edmodo as the online media in order to improve students' comprehension in reading course.

C. Edmodo as the Online Media

Edmodo is as a secure social learning platform for presenting Virtual Learning Environment (VLE) including in learning reading courses. It is different from other education technology companies. It could be seen as part of the mission to educate the users on privacy related issues and could be created the web page to provide educators, students, and parents with privacy best practices and guidelines, as well as industry resources including education resources. It has a safe learning network for students and teachers especially in learning reading course. Edmodo has several features of its contain to support learning and teaching activity either in classroom or out of classroom. The features of Edmodo can create collaborative group, send links, assignments, files, notes, alerts, and event in a secure environment (Looi &Yusop, 2011) as cited in Pratama, [7]. This gives both lectures and parents peace of mind because they know that students will not interact with any strangers. Edmodo combines many beneficial applications which are available on Facebook, Twitter and Blogger. For instance, it has an interface similar to Facebook. Students can join with the online discussions that are similar to that of Twitter including in teaching reading course. Not only this features but also students can post their work just like Blogger. Those are the basic features of edmodo.

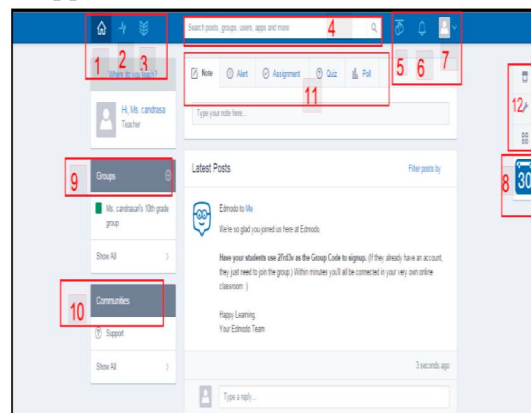
Edmodo has certain several feature of the pictures. The ront page or screen of the edmodo can be seen in the following bellow:



Picture 1.1 The front page of the edmodo screen

The piture 1.1 of the above page will appear when students, lectures and users open the online edmodo link (www.edmodo.com) in your browser. The first time, students and lectures as user should sign up before. User can choose their identity as a lecture or a student.

This section step of the online edmodo can be seen at the following picture:



Picture 1.2 The econd page of the edmodo screen

There are several steps of the edmodo menu in which teachers, lectures and students as users can use it for teaching reading course process. In further description, it can be seen at the following definition and function of the edmodo menu bellow:

- 1) Home; the home bar is also called *wall* or *porch* will appear when lectures or students as users open their edmodo account. Users can choose some activities and see their notification.
- 2) Progress; the progress is used to see students' result attainment of the lesson, it looked at from students projects
- 3) Library; the library is a handy tool from one of the edmodo features saving each file. Every file (document, picture, video, hyperlink, etc.) uploaded on edmodo and will end up in the *Library*. There is no limitation to how many files can be added to the *Library*.
- 4) Search box; it is used to search quickly of posts, groups, users, apps and more.
- 5) Edmodo spotlight; it is used to share the best teaching resources discover, lesson plans or syllabi, worksheets and more through Edmodo's Global educator network.
- 6) Notification; this is a handy feature to get a quick idea of what is a reading course of the users in each time they log into edmodo. It will tell you if you have any new direct messages, replies, turned in assignments, or alerts. To view the information, simply click on what they want to see.
- 7) Account; this bar provides Invitation, setting, profile, help, and logout
- 8) Planner/calender; the calendar is very versatile. Each assignment postes on edmodo automatically is added to the calendar and the calendar of each student in that Group.

- 9) Group; it is basically classes for students to join. It is very easy to create a group and just as easy for students to join that group.
- 10) Communities; those will allow user to connect to other teachers around the world through edmodo. This will allow user to share ideas, help other teachers or lectures, and join relevant discussions from other professionals in their field. User is automatically joined with the *Support Community*. If users have any problems with edmodo, they can post a question here, someone from edmodo will respond (usually within a day) to help them out.
- 11) The Basics of Posting; in this site, the user groups are created, let's take a look at some of the basic features that edmodo has to offer. Most are obvious and straightforward, and nearly all of them are mean to help increase communication and make the class a better place. This basic posting can be explored into several function as follows:
 - a. Posting Notes; this is the main feature of what makes edmodo great. The ability for teachers or lectures and students to post and respond to other posts easily and in real time. It is very easy to do and very helpful. Posting Alerts; it is used to send important messages to people or groups. It is done the same way but will appear in larger font and in bold. It will also show up in the Notifications.
 - b. Creating an Assignment; like writing a Note, Alert, or Poll, creating an Assignment is very easy. What is great about creating an assignment in edmodo is user can attach just about any type of file they want to the assignment. They can add as many files as user want to an assignment but they must add them individually. In other words user cannot select ten files and upload them simultaneously.
 - c. Posting Polls; it is pretty neat. Users can create questions with multiple choices and the people in the group vote on it.
 - d. Creating a Quiz; edmodo offers a way to create and give online quizzes. Just like an assignment, once users create a quiz, it is saved and they can give it again at a later date.
- 12) Menus Addition; edmodo also has menu addition, it consists of store, manage apps and apps launcher.

In addition, in the context of teaching and learning, particularly reading comprehension, Edmodo seems to have the potential to support reading course interactivity, build autonomous learning, and share and communicate ideas (Abitt, 2007; Bosch, 2009) as cited in Pratama, [7]. It can be interpreted that Edmodo is a private access to join or view all activities on it. Thus, learning reading process can be presented in an enjoyable activity. The usage of edmodo also encourages students to learn reading course independently. In this site, every student has an account on edmodo. It enables them to arrange and modify the contents they would like to learn including in learning and doing reading course as assignment has been given by lectures. The use of edmodo in the classroom also is very useful in facilitating teaching and learning activities, because it can encourage social interaction, whereas student can interact

directly with teacher through "wall" edmodo, so that they are not afraid to express even to share their ideas, opinion without being blaming (Monalisa 2013) as cited in Santoso Imam, S., D.R., & Sujoko, [8].

In relation reading class activity and using Edmodo as the online media, edmodo can help students and teachers learn and share ideas, problems, and tips out of classroom. A teacher can encourage and guide students' work on edmodo. Students can get enjoyable learning from the entire class on edmodo as the online media. It is a safe academic environment. It also can involve parents to join the class to take a level of transparency that is difficult to achieve without technology. In addition, Scott as cited in Warawudhi, [10] Pointed out the capacities of edmodo that attract many teachers and educators to apply this social media in their classes. In depth explanation, The capacities of edmodo can be broken down into the following categories:

- 1) *Users friendly*; it is easy to use and there are the accounts for teachers, students, parents and co-teachers.
- 2) *Mobile Access*; students can use it anywhere by the use of computer or mobile devices.
- 3) *Peer Connections*; it encourages the interaction between teacher- student and student-student.
- 4) *Classroom management*; it is available to post homework and quizzes, and organize group and so on.
- 5) *Cost Saving*; it is a free service

Those basic posting of edmodo benefit on lecturers as the educators and students to modify the content such as; sharing subjects, posting notes, doing and correcting the assignment including in reading course process. Hence, it can be interpreted that edmodo is as the blending learning to implement and acquire each design, subject skill and knowledge. It can be interpreted that edmodo is as a blended learning which has been implemented by various designs and has shown a considerable positive effect on the learning process. It is due to many students' interest in all things technological learning. Edmodo as the online media of the learning environment is an interactive process where the student is assisted by others (teachers/lecturers or peers) to acquire knowledge or skill that cannot be acquired without assistance at that point in time. By using edmodo, educators and students can share notes, links and documents. Thus, it is as an online learning can benefit the students by promoting their self-regulated learning in a number of ways.

III. RESEARCH METHOD

The research study was carried out at Math Department of the pharmacy Faculty of Garut University (UNIGA) in Garut. The research subject of this study was the second semester of class B at Math Department of the pharmacy Faculty of Garut University (UNIGA) in Garut in Academic Year 2018/2019. This classroom consists of 32 students totally. They are 12 boys and 20 girls. The method used in the study is Classroom Action Research (CAR). Classroom Action Research is a study to improve yourself, work experience itself, which is carried out in a systematic, planned, and introspected method (Hopkins, David. 1993). In addition, Anne, 1999) states action research is contextual,

small-scale and localized. (a) It identifies and investigates problems within a specific situation. (b) It evaluates and reflects them to bring about a change and improvement in practice. (c) It provides the collaborative investigation by teams of colleagues, practitioners and researchers. (d) The changing of data in practice based on the collection of information or data which provides the impetus for changes.

In collecting the data of this study, the researchers used observation, interview, questionnaire, and test. Having collecting the data, the researchers analyzed quantitative and qualitative data. The quantitative data were identified by using the descriptive statistic. It compared between the mean score of pre-test and post test 1 and 2. The qualitative data were identified by using interactive model of qualitative data analysis. In this analysis, the data was taken from test and questio. The question was open ended questio. In addiotion, Data analysis involved collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by the participants [5]. On the other hand, Miles and Huberman (1948:21) as cited in Santoso Imam, S., D.R., & Sujoko, [8] defines the interactive model of data analysis, those are: a) Data Reduction, it refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes. Data reduction process continues after field work of the final report is complete. b) Data Display, it is an organized assembly of information that permits conclusion drawing and action taking. Looking at displays helps us to understand further analysis or action based on the understanding of the data. c) Conclusion, Drawing and Verification, from the beginning of data collection, the classroom action research is the first step to decide what things mean, regularities, patterns, explanation, possible configuration, casual flows, and propositions. The competent researcher makes these conclusions clearly.

IV. FINDING AND DISCUSSION

In this study, the result of using edmodo as the online media on students' outcome in reading course showed that the students' reading competence improved well. The improvement of students' ability in reading course can be identified by comparing the mean score between pre-test, post-test 1 and pos-test 2. Those scores could be explored in the following definitions: In the average of the result of students' reading score in pretest, students achieved 62.22, the average of the result of students' reading score in post-test was 76.20% and the average of the result of the students' score in reading comprehension of the pos-test II achieved 86.20. These results indicated that using edmodo for facilitating the process of learning reading course had a positive impact on students at Pharmacy Department of the Mathematics of Natural Science Faculty of Garut University (UNIGA).

The total result of this study could be described as the following table below:

Name	Pre-test	Post-test I	Post-test II
The average score of the result of students' ability	62.22	76.20	86.20

in reading courses using edmodo media			
---	--	--	--

Table. 1.1 The average score of the result of students' ability in reading courses using edmodo media.

Based on the Table 1.1 above, regarding with the average score of the result of students' ability in reading courses using edmodo media, it can be concluded there was improvement of the students' reading competence in learning reading course from pre-test to post-test 1 and post-test 2. There were the strengths of teaching reading text using edmodo as the online media. First, edmodo media made the students interested and wanted to focus on each subject because it was a new teaching aid for them and enjoyable activity. Second, edmodo media helped the students in reading English text easier. Third, the students were easier in grasping the reading indicators of reading course in reading text. Finally, the use of edmodo in teaching reading course could make a lot of progress and improvement. It could be seen from the result of collecting the data and analyzing the data. The students made progress during the research.

V. CONCLUSION AND SUGGESTION

Based on the result and finding on the previous chapter about enhancing the students' reading outcome in reading course using edmodo as the online media, the researchers take a conclusion as follows:

Teaching reading using edmodo media can enhance the students' reading outcome in understanding reading course, especially it deals with reading skill indicators. It can be shown from the increase of score of mean pre test was 62.22 then post test I was 76.20 and finally the post test II was 84.20. There were the strengths of teaching reading course using edmodo as online media. First, edmodo media made the students interested and wanted to pay attention because it was a new teaching aid for them and enjoyfull activity. Second, edmodo media helped the students in reading English course easier. Third, the students were easier in grasping the reading indicators of reading course. Finally, the use of edmodo media in teaching reading course could make a lot of progress and improvements. It could be seen from the result of collecting the data and analyzing the data. The students made progress during the research.

In teaching learning process especially in reading course, it is necessary to apply an appropriate technique and media. The technique and media used by English lectures based on the purpose of the related lesson or syllabi of the characteristic of the class members including age, sex, educational background, and the reason of learning language, and also the available resources. selecting edmodo as a media in teaching reading is an effective way in teaching reading course to enhance students' outcome in reading skill. It could be integrated with the purpose of the lesson/syllabi on the students' interest. When students are interested and enjoy teaching learning activity, they get good understanding of the material what they learn. It will result a good improvement. In teaching reading, when students have a good improvement in reading, they would easy to understand the teaching learning English generally. the students' interest. When students are interested and

enjoy the teaching learning activity, they get good understanding of the material what they learn. It will result a good improvement. In teaching reading, when students have a good improvement in reading, they would easy to understand the teaching learning English generally although there was a few students got difficult to integrate the reading course with the certain features of the edmodo function system obut it did not influence to the students' improvement in reading process. Thus, the students outcome of this research that students applied the edmodo media on each academic activity and they created the reading course material on the lower level.

Having concluded the result of the research which is using Edmodo media to students at pharmacy departement, at the second semester, I would like to give some suggestions as follows:

Firstly, for Lectures, it will be easier for the lectures to carry out the steps of teaching especially on presentation and the steps using some kinds of instructional media. The activity of teaching learning, especially in teaching reading is also more enjoyable because the students are actively involved in the teaching learning process. The lectures can also determine the steps of teaching more systematically.

Secondly, for students, a) they can apply the edmodo media in all subject. It means that students is not only learn about reading course but also learn about other subjects. it encourages students to increase the quality of learning process because the interaction runs smoothly and easily when the they use some varieties of media.

Thirdly, for the Institution of Education, as a formal place to have knowledge and education, it better for garut University (UNIGA) make a regular program in improving lectures' capability and ability in using media as an instructional aids, for example seminars and workshop including this conferences.

Fourthly, for other Researchers, this study is just one of the efforts in enhancing the students' reading outcome. It is expected that the result of the finding of this research will be used as a beganing point to the future research in similar cases. It is also expected that other researchers be able to

create and modify some new media, in improving teaching learning process, especially in teaching reading course.

ACKNOWLEDGMENT

In this study, firstly, the researchers say thanks for the Head of Publisher and Researcher Center who guided us for conducting and collecting data in the research study and granted the fund to do this research. Secondly, we would like to say thanks for Mr. Yudi Irfan Danil who acompeny us to conduct the research. Lastly, we would like to say thanks for Mrs. Mimah and Mrs. Niknik as the academic official at the Pharmacy Department who permitted and helped us to collect the data.

REFERENCES

- [1] Ali Hapid, (June , 2018, P. 47), The Thesis of Gender Representation in English in Focus Textbook published master's thesis. Departement of English education of the State Islamic University of Jakarta.
- [2] Anne, B. (1999). *Collaborative Action Research for English Language Teacher*. United Kingdom: Cambridge University Press.
- [3] Harvey, S., Goudvis, S. H. (November, 2007). Strategies that work teaching comprehension to enhance understanding, *National Council of Teachers*, Vol. 97, No.2.
- [4] Hopkins, David. 1993. *A Teacher's Guide to Classroom Research*. Buckingham: Open University Press
- [5] John Creswell (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches: Third Edition*, California: SAGE Publications
- [6] Kucukoglu, H. (2012). Improving reading skills through effective reading. *Academic Language Studies Conference* (pl. 709-7014). Procedia; Social and Behavior Science.
- [7] Pratama, E. Y. (2015, September). The Implementation of Blended Learning Method Using Edmodo (A Social Networking Site) in Teaching Reading Comprehension. P. 47.
- [8] S. Imam Santoso, Rochsantiningsih Dewi, Sujoko, "Improving the Students' Competence Using Edmodo Posting" Vol.1, No.5, pp. 2014 Retrieved from <https://jurnal.fkip.uns.ac.id/index.php/s2inggris/article/viewFile/11661/8405>
- [9] Teele, S. (2004). *Overcoming barricades to reading a multiple intelligences approach*. Thousand. Corwin Press.
- [10] Warawudhi, R. (2017). The Evaluation of Edmodo in Business Reading Class. *International Journal of Information and Education Technology* , 153-158.