THE EFFECT OF USING EDMODO APPLICATION ON THE STUDENT'S CRITICAL READING

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Article Info	Abstract
	The research aims to know the effect of using Edmodo for online learning on students' critical reading, focusing on narrative text, especially characteristics, theme, and moral message. The writer applied the experimental method with one group pretest-posttest design and collected the data based on the test. The population used is English Department students at the Muhammadiyah University of Makassar, totaling 90 people. The research sample was from the fourth semester of Unismuh, consisting of 23 students with a purposive sampling technique. A Data analysis technique was used, descriptive statistics and t-test, and the processing results showed that the data were normally distributed. The research findings showed that the 4th-semester students of Muhammadiyah University Makassar had poor scores in a pre-test. After treatment, their reading ability in the narrative text increases significantly. The result of the research was that the mean score of reading narrative text in terms of identifying characteristics obtained by the students through the pre-test was 76, and the post-test was 87. The mean score for reading narrative text identifying themes obtained by the students through the pre-test was 75, and the post-test was 86. The mean score for reading narrative text identifying moral messages received by the students through the pre-test was 74, and the post-test was 86. Reading narrative text in terms of identifying characteristics improved by 16.2%, theme improved by 15%, and moral message improved by 14.4%. Hypothesis testing could be done using a t-test. So, the calculated value pre-test was 75.34 and, the post-test was 82.94, P was 0,001> 0,05; thus, it can be concluded that there was a significant effect of using Edmodo in improving students' critical reading.

INTRODUCTION

The role of technology and the internet is critical in this epidemic and in the twenty-first century. Furthermore, digital skills are in high demand in the 21st century workplace. As a result, in order to adapt to the difficulties of the twenty-first century, students must have a

diverse set of talents. Critical thinking, communication skills, creativity, teamwork, digital abilities, and reading skills are all required talents for 21st-century pupils, according to (Aliman, 2018).

Reading ability is an important part of language acquisition since it may develop vocabulary and speaking abilities indirectly (Anderson, 2004). Reading is a fundamental life skill, according to Anderson, Hiebert, Scott, and Wilkinson. It is essential for a child's academic and personal development. Opportunities for personal fulfillment and professional success will eventually be missed if you can't read proficiently (1985).Teachers and students were caught off guard by the usage of online learning owing to Covid 19, so they turned to whatsapp, but not all reading and learning materials were supplied effectively. Many students do not follow the lesson, are idle, careless, and do not collect homework, resulting in negative repercussions. There is a decline in English learning results. As a result, appropriate learning media that can cover all learning information, be fascinating, enjoyable, and boost students' learning activities in online learning are required for online critical reading learning.

Edmodo is a social media platform that may help with digital literacy, online reading learning, and storing and displaying entire reading learning materials. According to (Sari &Nofrion, 2020), edmodo may boost student engagement in English learning (Balasubramanian et al., 2014), edmodo usage promotes student involvement and responsibility in learning. Edmodo is a social media platform for online learning that can be accessed from any device with an Internet connection, including smartphones, laptops, and computers. edmodo allows students and instructors to engage informally online. According to (Murjainah et al., 2019), edmodo's display design is almost identical to Facebook's, but edmodo established an online learning environment that influences students' attitudes and behavior in learning activities. The writer is interested in examining the impact of utilizing the edmodo program on students' critical reading skills for the reasons stated above. Based on the background above, this study focused on the use of edmodo for online-based learning on the student's Critical Reading : How is the students' ability in critical reading after being taught using edmodo? Does the use of edmodo affect students' ability in critical reading?

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LITERATURE REVIEW

In their study "The Case Study of The Implementation of Critical Reading Strategies in Academic Writing Course," Astrid Kartikasari, Nur Arifah Drajati, and Teguh Sarosa discovered that critical reading strategies are effective in academic writing courses because they help students understand the topic of their writing and build their arguments and critics during the writing process. Additionally, critical reading habits may aid students in avoiding plagiarism in their papers by requiring them to paraphrase material from articles and books before writing it down.

Wibisono, Ivone, and Irawati (2019) discovered that employing Reciprocal Teaching and Edmodo integration would enhance students' reading proficiency and involvement in their study "Integrating Reciprocal Teaching and Edmodo to Improve the Student's Reading Comprehension for Eleventh Graders." The students improved their average reading score, which was over the passing mark. Furthermore, all of the students' reading scores improved by at least ten points over their first test results.

Yasemin Baki (2020), in this research "The Effect of Critical Reading Skills on the Evaluation Skills of the Creative Reading Process." found that all hypothesis models were correct; critical reading skills explained 57% of the variance in creative reading evaluation abilities, and they had a direct and powerful influence on critical reading evaluation skills. The female-learner model explained 43 percent of the impact of critical reading abilities on assessment skills, while the male-learner model described 67 percent of the effect. Furthermore, both models have a direct and significant influence. The study's findings show that critical reading ability is a strong predictor of creative reading process assessment. It is possible that the creative reading process' assessment abilities will increase in tandem with the growth of critical reading.

Nanda and Muhimatul (2018) found that "The Effectiveness of Edmodo as an Online Learning Platform to Enhance Students' English Learning at X MIPA 6 In SMA Negeri 9 Semarang." According to the findings of this study, 77.7% of all students on X MIPA 6 use devices to help them complete their assignments, with many of them using them for information retrieval and gaming. Edmodo boosts students' vocabulary by identifying features and components, and it's a great tool for tracking students' learning progress through assignments and quizzes. Students are more willing to talk about concerns with their teachers and peers.

METHODS

The quantitative research method was used in this study. Experimental design is a type of quantitative research. An experimental design, according to Hadi in Rohaniyah (2008), is one of the precise methods for examining cause and effect. The writer prepares the use of edmodo for online-based learning based on the student's critical reading in this study.

RESULT AND DISCUSSION

1. The students' ability in critical reading after being taught using Edmodo

The goal of this research is to see if edmodo, as an online-based learning platform, may help students at the University of Muhammadiyah Makassar improve their critical reading skills. The findings were derived from data collected during the edmodo application's pre- and post-test phases. The treatment was repeated 16 times with 23 treatment samples and no control samples, including pre-test and post-test. Characteristics, topic, and moral message were offered in the following interpretation of the data analysis:

a. The students' critical reading in term of identify characteristics of narrative text

Table 1 Classification of characteristics (Pre-test)

No	Classifications	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	0	0%
3	Good	76-85	15	65%
4	Fairly good	66-75	8	35%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very poor	00-35	0	0%
Total			23	100%

The students' classification was shown in Table 4.1. In the pre-test, 15 (65%) students scored well, and 8 (35%) students scored moderately well on critical reading of narrative text in terms of identify features.

Table 2 Classification of characteristics (Post-test)

No	Classifications	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	12	52%
3	Good	76-85	11	48%
4	Fairly good	66-75	0	0%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very poor	00-35	0	0%
Total			23	100%

Table 2 depicted the classification of edmodo application use by students. In the post-test, 12 (52%) students scored very excellent and 11 (48%) students scored good on critical reading of narrative text in terms of identify features.

The pre-test and post-test results for students' critical reading of narrative material in terms of identifying features using edmodo were different. The students' critical reading of narrative text was less comprehensible about characteristics in the pre-test, but after using edmodo, they were more understandable about identifying narrative text features, as shown in table 3.

No	Narrative Text	The Student's Score I		Improvement
		Pre-test	Post-test	(%)
	Characteristics	76	87	14.4%

Table 3 showed that the improvement percentages of students in reading narrative text in term of identify orientation was 14.4% after using Edmodo of student critical reading in narrative text in term of identified characteristics. The mean score of the students in pre-test were 76 and post-test which to be 87.

b. The students' critical reading in term of identify theme of narrative text

Table 4.4 Classification of Theme (Pre-test)

No	Classifications	Score	Frequency	Percentage
1	Excellent	96-100	0	0%

2	Very good	86-95	0	0%
3	Good	76-85	10	43%
4	Fairly good	66-75	13	57%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very poor	00-35	0	0%
Total			23	100%

Table 4 showed that the Classification of the students Score critical reading of narrative text in term of identify characteristics in pre-test there were 10 (43%) students got good, and 13 (57%) students got fairly good.

Table 4.5 Classification of Theme (Post-test)

No	Classifications	Score	Frequency	Percentage
1	Excellent	96-100	1	4.3%
2	Very good	86-95	10	43.4%
3	Good	76-85	12	52%
4	Fairly good	66-75	0	0%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very poor	00-35	0	0%
Total			23	100%

Table 5 showed that the Classification of the use edmodo application on the students Score critical reading of narrative text in term of identify characteristics in post-test there were 1 (4.3%) student got excellent, 10(43.4%) students got very good and 12 (52%) students got good.

Students" critical reading of narrative text in term of identify theme by using Edmodo had different in pre-test and post-test. In pre-test the students" critical reading of narrative text was less understandable about theme but after applied the use of Edmodo the students more understandable about identify theme of narrative text, it can be seen clearly in table 6

No	Narrative Text	The Student's Score I		Improvement
		Pre-test	Post-test	(%)
	Theme	75	86	15%

Table 6 showed that the improvement percentages of students in reading narrative text in term of identify orientation was 15% after using Edmodo of student critical reading in narrative text in term of identified characteristics. The mean score of the students in pre-test were 75 and post-test which to be 86.

c. The students' critical reading in term of identify moral message of narrative text

Table 4.7 Classification of moral message (Pre-test)

No	Classifications	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	0	0%
3	Good	76-85	7	30%
4	Fairly good	66-75	16	70%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very poor	00-35	0	0%
Total			23	100%

The students' classification was shown in Table 7. In the pre-test, 7 (30%) students scored well, and 16 (70%) students scored moderately well on critical reading of narrative text in terms of identify features.

Table.8 Classification of moral message (Post-test)

No	Classifications	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very good	86-95	13	57%
3	Good	76-85	10	43%
4	Fairly good	66-75	0	0%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%

7	Very poor	00-35	0	0%
Total			23	100%

Table 8 showed that the Classification of the use edmodo application on the students Score critical reading of narrative text in term of identify characteristics in post-test there were 13 (57%) students got very good, and 10 (43%) students got good.

The pre-test and post-test results for students' critical reading of narrative material in terms of identifying theme using edmodo were different. The students' critical reading of narrative text was less comprehensible about topic in the pre-test, but after using edmodo, they were more understandable about identifying the theme of narrative text, as shown in table 4.9.

No	Narrative Text	The Student's Score I		Improvement (%)
		Pre-test	Post-test	
	Moral message	74	86	16.2%

Table showed that the improvement percentages of students in reading narrative text in term of identify orientation was 16.2% after using Edmodo of student critical reading in narrative text in term of identified characteristics. The mean score of the students in pre-test were 74 and post-test which to be 86.

2. There is improvement in students' critical reading skills before and after using Edmodo

The hypothesis stated in the preceding chapter is answered through data analysis. Normality and hypothesis tests are the analytical tests employed (t-test). The following are the outcomes:

a. Normality test

The standards for statistical analysis of research data must be met. Before doing a homogeneity test and hypothesis testing on the data, a normality test is required. To prevent data bias, this test looks at the data's normalcy.

Table 10 Normality Test

Normality Test				
Critical Reading	Kolmogorov- Smirnov			
By using Edmodo	Pretest-Posttest	Statistic	Df	Sig.

Pretest Characteristic	.151	23	.186
Pretest Theme	.154	23	.165
Pretest Moral Massege	.125	23	.200*
Posttest Characteristic	.153	23	.177
Posttest Theme	.137	23	.200*
Posttest Moral Massege	.124	23	.200*

The table above shows that the results of the data normality test using the Kolmogorov-Smirnov test show the following results:

1). Students' critical reading skills of narrative texts before using edmodo (pre-test) obtained statistical data in each category, namely 0.151 for characteristics, 0.154 for themes and 0.125 for moral messages. Each probability level is more than 0.05 (P>0.05). It can be seen from the table above that on the characteristics (0.186), themes (0.165), and moral messages (0.200) it can be said that the data is normally distributed.

2). critical reading skills of students' narrative texts in the use of edmodo (Posttest) statistical data obtained for the characteristic category is (0.153), and the probability level is 0.177 (P>0.05), for the theme (0.137) and 0.200 (P>0.05), for moral messages. (0.124) and 0.200 (P>0.05) it can be concluded that the data follow a normal distribution.

b. Hypothesis Testing Results

The influence of Edmodo as an online learning medium in critical reading for Unismuh students was tested using hypothesis testing. By comparing the pre-test and post-test results in the experimental group, Widiyanto's t-test (2013) was employed to evaluate the hypothesis. The following graph shows the findings. The theories investigated and confirmed in this research must be supported by empirical evidence gathered directly via testing. The data is then statistically processed. The paired sample test was utilized in this work for hypothesis

testing (t-test). Students' critical reading abilities have improved both before and after using Edmodo.

Table 11 data paired sample statistics

Paired Samples Statistics				
Pair 1	Mean	N	Std. Deviation	Std. Error Mean
Pre test	75.3478	69	3.30697	.39811
Post test	82.9420	69	18.18523	2.18924

Variabel	Uji T – Test			Selisih	Keterangan
	Rata-Rata	Df	Sig		
Pretest	75.3478	69	0.001	7,5942	Signifikan
Posttest	82.9420	69			

Testing data analysis utilizing paired samples statistics has grown between pre-test and post-test on students' critical reading abilities in narrative texts, according to the table above. The pre-test average is 75.34, and the post-test average is 82.94, with a difference of 7.5942 and P = 0.001 because P 0.05 indicates a substantial increase. As a result, it can be concluded that the edmodo program has a considerable impact on students' critical reading abilities.

According to the aforementioned study data analysis findings, the outcome is Ho is rejected. This demonstrates that students' ability to read critically on narrative texts using edmodo has improved, particularly in terms of recognizing characters, themes, and moral messages. During the data analysis, it was discovered that there is a considerable discrepancy between the pre-test and post-test findings. Students' critical reading ability is still poor, notably in those three characteristics, according to the pre-test findings. Students are unable to convey their thoughts and comprehension prior to utilizing edmodo in their reading tasks as a consequence of this explanation.

Their reading of narrative material was terrible at first. Almost all of them were perplexed and took a long time to figure out what the term in the reading text meant. They merely read, but they had no idea how to figure out the reading narrative text's qualities, subject, or moral message. Edmodo was used by the author to administer the medication. As a consequence, pupils become more engaged and like reading. The reading task would be simple for them to complete. The majority of their statements were right, and they did not need to read for extended periods of time to comprehend what they read.

The writer discovered that after utilizing edmodo in a reading exercise, post-test pupils' achievement is higher than pre-test. Table 4.3 shows that the mean score of the pre-test was 76, while the mean score of the post-test was 87 after utilizing edmodo. Then, in table 4.6, it was shown that the mean score of the pretest was 75, while the mean score of the post-test was 86 after using edmodo. Table 4.9 also indicated that the mean score of the pretest for finding the moral message was 74, while the mean score of the post-test after utilizing edmodo was 86. As a result, the writer said that edmodo therapy resulted in a great improvement.

According to Yustinaningrum (2018), interest in learning may grow with the use of edmodo, with a 76 percent increase in interest in learning. According to Rosyidah et al.(2019), using edmodo as an E-Learning-based medium might inspire students to explore their knowledge or develop their cognitive capacities via solo tasks or class group discussions. So, based on the above statement, the writer believes that using the edmodo application can assist students in critical reading of narrative text to learn independently, encourage students to actively seek out material sources before learning, conduct online discussions about given assignments, and complete assignments on time, as well as help students understand the characteristics, theme, and moral message of the narrative text they read. The usage of edmodo then contributed to the students' exploration of their reading skills and comprehension since it is simple for students to view information or instructional materials offered by the instructor, and they may gather it at any time and from any location.

Learning media may strengthen students' critical thinking abilities in addition to raising their interest in edmodo. According to Permana & Chamisijatin's (2019) study, project-based learning utilizing edmodo learning media may help students develop critical thinking abilities. Yenni and Malalina (2018) discovered that students who were taught using the edmodo-based

Blended Learning model retained considerably more information than students who were taught using the direct learning methodology.

Students' critical reading abilities in narrative texts have improved between pre-test and post-test employing data analysis using paired samples statistics. The average pre-text value is 75.34, and the average post-test value is 82.94, with a difference of 7.5942 and P = 0.001 since P 0.05 indicates a substantial increase.

As a result, the statistical hypothesis of HI was supported, but the statistical hypothesis of HO was rejected. According to the author, using the edmodo application improves students' capacity to critically evaluate narrative content in terms of identifying traits, themes, and moral messages. It may be seen in the kids' pre-test and post-test reading tests. Some students found it challenging to answer the questions and determine the traits, topic, and moral message during the pretest. However, in the post-test, the students reading narrative text, whereby the content of reading narrative text could be understood. The kids then had little trouble answering the questions and determining the traits, topic, and moral message.

CONCLUSION

Edmodo is an interactive online learning platform that allows professors and students to collaborate. Parents may also use this platform to monitor their children's progress. Edmodo has an appealing and appealing design since it mimics social media, and it provides simplicity in managing online learning and numerous instructional resources. Furthermore, this program enables any parent to access and participate in offering assistance and advise to pupils, even if they are located far away. In other words, edmodo's purpose is to make it easier for lecturers and students to engage in online interactive learning.

The test results are based on research conducted at the English Department on the impact of edmodo on students' critical reading abilities. By using this edmodo application, we can see that the data gathered by (t-test) between the average pre-test and post-test scores has a significant difference. may help kids grow their IQ, and it's been shown that utilizing edmodo improves students' critical reading abilities, particularly when it comes to characters, themes, and moral messages.

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