USING *E-LEARNING EDMODO*
IN TEACHING WRITING ARGUMENTATIVE TEXT FOR STUDENTS

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Abstract: Writing skill in Indonesian language learning is a skill that should get attention from both learners and teachers. It find it difficult for students because students feel lack of ideas in writing and find it difficult to write these ideas in writing. To overcome these, teaching writing argumentative text is highly recommended for educators. The benefits of using E-Learning EDMODO in teaching and learning to write argument text is insight will evolve by accessing various information, speed up writing activity, can write anywhere and anytime, and can store and change data automatically
Keywords: *E-Learning EDMODO*, *Teaching Writing, Argumentative Text*

Abstrak: Keterampilan menulis dalam pembelajaran bahasa Indonesia merupakan keterampilan yang harus mendapat perhatian baik dari peserta didik maupun pengajar. Keterampilan ini dirasa sulit oleh siswa karena siswa merasa kurang memiliki ide-ide dalam menulis dan merasa kesulitan untuk menuliskan ide-ide tersebut dalam bentuk tulisan. Untuk mengatasi permasalahan tersebut, penggunaan *E-Learning EDMODO* yang merupakan salah satu teknologi informasi dalam pengajaran keterampilan menulis teks argumentasi sangat disarankan bagi para pendidik. Adapun manfaat penggunaan *E-Learning EDMODO* dalam pengajaran dan pembelajaran menulis teks argumentasi adalah wawasan akan berkembang dengan mengakses berbagai informasi, mempercepat aktivitas menulis, dapat menulis dimana saja dan kapan saja, serta dapat menyimpan dan mengubah data secara otomatis.

Kata kunci: *E-Learning EDMODO*, *Pengajaran Menulis, Teks Argumentasi*

Writing skill is one of important skills in teaching language. This skill is one way to convey thought, information and ideas to readers. In other words, writing is one of means of communication in the form of writing by considering good and correct Indonesian writing rules. Writing an argumentative essay is one type of written text in Indonesian language lessons taught to students both in junior and senior high school as well as universities. The text of this argument is a form of writing that attempts to present evidence or determine possibilities for expressing attitudes or opinions about something (Keraf, 2001). Learning to write textual arguments includes the contextual activities experienced by students directly in their lives.

However, many students consider this writing skill the most difficult skill among three other skills - listening, speaking, and reading skills (Nepomuceno, 2011). They find it difficult not only in presenting ideas that are already in mind in the form of writing, but also in choosing the right vocabulary and using good and correct grammar and punctuation. Furthermore, students also experience difficulties in analyzing whether the writing or essay they have written is good and correct by paying attention to writing cohesion, coherence, completeness, and logical sequence. In addition, in writing argumentative texts, students find it difficulties in describing the right reasons and arguments to support the arguments because the students are less sensitive due to information in their environment.

By seeing the difficulties of students in writing argumentative text, there are several articles and researches that have been discussed related to teaching writing. One of them is an article about the use of Information Communication and Technology in teaching writing in the form of internet-based learning such as the use of Facebook and Edmodo (Nadrah, 2017). Then, Supriadin (2016) has conducted research on writing effective sentences in argumentative paragraph through peer correction activities. The results of this study indicated that the students have increased in writing effective sentences in argumentative paragraph less than 70% in the first cycle and have increased

in the second cycle by 92%. It means that the students' writing effective sentences in the argumentative text by using peer correction increased. Furthermore, Dimyanti (2014) has also applied research on improving students' paragraph writing skills in argumentative text through problem-based learning. In this study, Dimyanti collected data through test, observation, and questionnaire conducted in class IX in Language Department at Singaraja High School. The results of this study showed that the application of problem-based teaching and learning can improve students' argumentative paragraph writing skills and they are also active and provide a positive response in the learning process.

By paying attention to the results of previous studies and articles relating to teaching writing and writing difficulties faced by the students, teaching writing should receive special attention from educators. Teachers are expected to be able to help students to produce good writing by utilizing E-Learning methods to get ideas in developing essays. Technology based teaching activities will provide challenges for students to utilize existing information technology to help students in writing process to the stage of producing good and right writing. Therefore, this paper will discuss the use of EDMODO E-Leaning in teaching argumentative text in writing skills.

Discussion
Teaching Writing

Writing is a product of written form that expresses ideas and thought that can be understood by writers and readers. To get good writing requires continuous exercises, learning to express ideas and arguments by paying attention to the rules in writing (Kneffel 1986). Then, students in writing essays have to pay attention to the message conveyed so that the readers understand what they have read. Alpansyah (2007) also states that the notion of writing is an activity of expressing ideas, thought, opinions, experiences, feelings, knowledge in the form of writing to be communicated with the public. It can be concluded that writing is an activity to express ideas, thought, and messages that can be understood by the readers as an indirect communication tool.

In writing a text, there are three stages that must be considered, namely (1) pre-writing stage, (2) writing stage, and (3) the revision (Akhadiah et al 1988). In addition, there are several elements that must be considered in writing texts consisted of ideas or thought which are expressed in written form in order to be understood by the readers. Karim (1996) also explained that a good paragraph has three components consisted of topic sentence, supporting sentences, and concluding sentence. These three components are needed in writing a good paragraph.

Teaching writing is one aspect of language skills taught both schools and universities. It requires perseverance and seriousness of educators in teaching how to write essays well and correctly. This is because in teaching writing, the teacher must provide writing exercises for students to produce good writing. It is stated by Djuharie (2008) in order to produce good writing, students must pay attention to whether their writing is cohesive, coherence, completeness, and good order.

In addition, there are five factors that must be considered in assessment of essays. They are criteria of content / ideas (content); organization of content (form); development of composition structures; language (linguistic creativity: grammar and sentence patterns (grammar), style / choice of structure); mechanics (writing / spelling rules). This assessment refers to the scoring system of each indicator that is assessed (Jakobs, et.al., 1981; Nurgiantoro, 2009; Suryana, 2004).

When it is viewed from kind of the text, it is divided into four forms, namely:

a. Narration

Narration is a form of disclosure that conveys an event or experience within the framework of the time sequence to the reader.

b. Description

Descriptive text describes a noun, things, or place vividly. The better the description, the clearer the image. That is why the wrtiter should describe them in detail.

c. Exposition

Exposition is a form of text that attempts to explain and to analyze a subject that can expand one's knowledge. It is usually in the form of disclosures that present facts in a regular, logical and integrated manner that intends to explain to the reader about an idea, problem, process, or equipment.

d. Argumentation
The argumentation is a form with the intention of convincing the reader to change his mind, opinion or attitude in accordance with what is expected by the author.

Writing skill in argumentative text

Argumentative text is a form of rhetoric that attempts to influence others' attitudes and opinions, so that they believe and act based on what the author wants (Keraf, 2000: 3). Through this text, the writer must organize the facts that he is able to show an opinion or a certain thing is true or not. The word argumentative basically means reason. It is an article that provide strong and convincing reasons. The author expressed an opinion accompanied by a strong explanation and reasons with the intention that the reader be influenced by what was presented (Diajengani, 2009). Keraf (2000) also describes various important elements that must be considered in the arguments, namely:

1. Proposition
Proposition is a thought process that attempts to link facts or evidences known to reach a conclusion. This reasoning can be carried out with sentences in the form of opinions or conclusions.

2. Inference and Implication
The word inference comes from the Latin word inferre which means to take conclusion. It is a conclusion taken from facts, while the implications come from Latin (implicare) which means seeing or summarizing which is considered to exist because it has been summarized in fact or evidence itself. This conclusion as a result of a logical thinking process must be compiled taking from the evidence.

3. Form of Evidence
Evidence is the most important element in writing of argumentation. It is all the facts existed to connect proof of truth. This fact should not be mix up with what is known as a statement or affirmation. The statement has no effect on an evidence, it merely confirms whether a fact is true or not. In the form of evidence, it is data or information. Whereas data or information is information obtained from a particular source. Information is usually in the form of statistics, data, and information collected or given by people to someone.
Tunggara (2008) also stated that argumentative text was a discourse tried to convince or prove the truth of a statement, opinion, attitude, or belief (http://www.google.com). There are several things that must be considered in writing text of argumentation:
1. Think healthy, critical and logical
2. Search, collect, choose facts that are appropriate for the purpose and topics, and able to summarize to prove beliefs or opinion
3. Keep away emotions and subjective elements
4. Using language properly and correctly, effectively and avoid misinterpretation.

Therefore, an idea or statement followed by a strong and convincing reason is needed in argumentative text to influence the readers. to influence the readers.

Learning through E-Learning (EDMODO)
Definition of E-Learning (Edmodo)

Edmodo is a social media platform looked like facebook that is used by teachers, students, and even parents due for the neceseecity of school (Rismayanti, 2012 and Zakaria, 2015). Edmodo has been designed by Nic Borg and Jeff O'hara in 2008 which is an E-learning program for educational applications. It is quite effective and efficient and make students more motivated and

eager to learn in a more familiar environment. This application is very helpful for teachers to strengthen the learning plan by integrating Edmodo in learning that provides all digital content in one place.

In Edmodo application, teachers can continue online discussions, provide polling to check student understanding and provide rewards to students individually based on performance or behavior, (Faizah, 2014). Teachers and students can share notes and corrections, links, and documents. In addition, the teacher also has the ability to send warnings, events, and assignments to students and decides to send learning material that can be seen by the public. Teachers can get input from classrooms through student reactions for quizzes, assignments, and posting discussions that capture students' understanding and confusion. With this E-learning tool students and teachers can be more eager to learn to write textual arguments and produce better arguments.

The stages of usning Edmodo

The stages for using edmodo (Putri, 2014; and Rismayanti, 2012) as following:

1. Teacher registration.

Visit www.edmodo.com, then select "I'm a Teacher" button to create a new account as a teacher. Fill in the registration form with valid data, then select the "Sign Up" button. After that, the user will receive a registration confirmation via email. Followed instructions and steps to set up the Edmodo account;

2. Student registration.

Students are provided with 6 digit group codes, before students register (can be a group in the form of classes or subjects) from their teacher. After getting the group code, they can only create an account in Edmodo by selecting "I am a Student" button. Next, students fill out the form at registration, and select "sign up" button so that registration can be processed;

3. Account settings.

On the account settings page, users can manage to get notifications, set security, and manage profile information. Select "Account" in the drop down menu in the top right hand corner of Edmodo's front page. In the menu, please select "Settings". In this section, users can do various things including: changing profile photos, changing personal information, changing passwords, determining schools, determining notifications without notification,notification via email or SMS / text, notification type, and choosing friends as privacy for users.

4. Notifications.

The notification section is located in the upper right corner of Edmodo's front page. In this section the teacher and students can see upcoming activities, replies from posted notes, alerts, and personal messages from teachers and students. Here the teacher can post the material of argumentation and the task of writing an argument for students. The teacher can also see if there are notifications if new members join, new teachers who want to be connected, requests to be connected, and if there are assignments from students that need to be assessed. For students, the notification section will be seen when assignments are available within a few weeks and waiting to be done, as well as students can see the value notifications that have been given by the teacher.

5. Parent Account.

In the parent / guardian account, they can access www.edmodo.com, then select the "I'm a Parent" button under the teacher and student registration buttons. Parents fill out the registration form by including the unique parent / guardian code obtained from their teacher, and must also fill in the parent / guardian relationship with their students (eg as father, mother, etc.) along with a valid email address. The parent / guardian account display is on the front page of each account. So, parents can see personal communication / messages between their children and their teachers, every message that is general in the class delivered by the teacher, and every

message the teacher sends specifically to the parent / guardian group of students. This activity can help parents to monitor their child's learning activities.

6. How to make a group or enter a group.
   Just click join or create on the lower left side. After the user creates a group, the group code appears on the page. This code will be used by friends of users, students, or parents of students to join. In edmodo, users can also give quizzes or assignments to students, give awards to students, and give comments on students' answers. So that students and teachers easily access the material and assignments that are given to students

Edmodo Implications in Teaching Argumentative writing Skills

Learning through Edmodo is very useful as a course management system with faster access and easier usage. In addition, EDMODO is also an online platform to support and encourage teacher learning. The use of this platform is more creative to engage students in collaborative and distributed learning. This platform gives students a pathway to interact with their peers and their teachers in an academic setting. Furthermore, the use of this platform can teach students how to behave online and are responsible for managing their learning activities with a more secure security system, (Rismayanti, 2012).

Learning to write through edmodo e-learning will provide an environment where teaching and learning can produce fun and excitement for students, students become more independent in carrying out tasks, students can share with friends about the arguments they write without forgetting the standard of measurement of student success. It is undeniable that students will like learning through this platform and when students feel happy their desire to be able to overcome new material and not difficult so that it will increase and build students' enthusiasm in learning.

Advantages of Using EDMODO E-Learning in Teaching writing Argumegntative texts

The use of EDMODO E-Learning in teaching writing argumentative text provides several benefits for students. The advantages are : first, insight will develop because students can access information from around the world in a fast amount of time. Second, the use of edomodo can accelerate the work of writing argumentative texts. Third, students can write wherever they are without place and time. Fourth, this tool has the function of storing and changing data automatically so that writing errors can be easily corrected without waiting face to face directly with the teacher. Fifth, writing can be stored safely in a computer so that it is easy to access again. (Suaidah, 2012).

By paying attention to the benefits of using EDMODO E-Learning in teaching writing argumentative text, both instructors and students are advised to use the technology and information on this E-learning platform in learning activities of writing argumentative texts.

Conclusion

Teaching to write an argumentative text by using Edmodo E-learning is one of learning strategies that has a great impact on learning. Students have the awareness to utilize the Edmodo E-learning platform technology and teachers are challenged to develop an E-Leaning model based learning design. Teaching using Edmodo E-learning provides an opportunity for students to develop a broad pattern of awareness and knowledge and provide a challenge to get to know the world around and even the world that is further than what they think. Therefore, it is recommended that the use of EDOMO E-learning not only for teaching writing argumentative texts but also for teaching and learning other subjects.

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