



THE EFFECTS OF EDMODO ON THAI EFL UPPER SECONDARY STUDENTS'
MOTIVATION : A CASE STUDY OF MATHAYOMWATSING SCHOOL



SAOWARAT JAREONWORACHAI

Graduate School Srinakharinwirot University

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ผลของการใช้ Edmodo ที่มีต่อแรงจูงใจของนักเรียนชั้นมัธยมศึกษาตอนปลาย
กรณีศึกษาโรงเรียนมัธยมวัดสิงห์



สารนิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ปีการศึกษา 2562
ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

THE EFFECTS OF EDMODO ON THAI EFL UPPER SECONDARY STUDENTS'
MOTIVATION : A CASE STUDY OF MATHAYOMWATSING SCHOOL



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THE MASTER'S PROJECT TITLED
THE EFFECTS OF EDMODO ON THAI EFL UPPER SECONDARY STUDENTS'
MOTIVATION : A CASE STUDY OF MATHAYOMWATSING SCHOOL

BY
SAOWARAT JAREONWORACHAI

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(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)
Dean of Graduate School

ORAL DEFENSE COMMITTEE

..... Major-advisor
(Dr.Narathip Thumawongsa)

..... Chair
(Dr.Narathip Thumawongsa)

..... Committee
(Dr.Watthana Suksiripakonchai)

..... Committee
(Assoc. Prof. Dr.NITAYA
SUKSAERESUP)

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| Title | THE EFFECTS OF EDMODO ON THAI EFL UPPER SECONDARY STUDENTS' MOTIVATION : A CASE STUDY OF MATHAYOMWATSING SCHOOL |
| Author | SAOWARAT JAREONWORACHAI |
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| Thesis Advisor | Dr. Narathip Thumawongsa |

This study intends to investigate the motivation of Thai EFL Upper Secondary students and to compare motivation before and after studying with Edmodo. A fourteen item questionnaire was given to the participants after sixteen periods of studying with the integrated Edmodo. The participants were selected by purposive sampling and consisted of one hundred Mattayomsuksa Five students of Mathayomwatsing School, Bangkok. The SPSS was used to analyze the data. The percentage, mean (M), and standard deviation (SD) were used to describe the levels of motivation before and after utilizing Edmodo. The findings showed that the mean scores of the motivation of the students was higher after studying with the integration of Edmodo with a statistical significance level of 0.00. Moreover, the perspectives of the students were highly positive on the effects of Edmodo on the motivation of Thai EFL Upper Secondary schools. In relation to the findings, the limitations of the study, the implications of the study, and recommendations for further study were also discussed.

Keyword : Edmodo, Thai EFL upper secondary students, Motivation, Case Study

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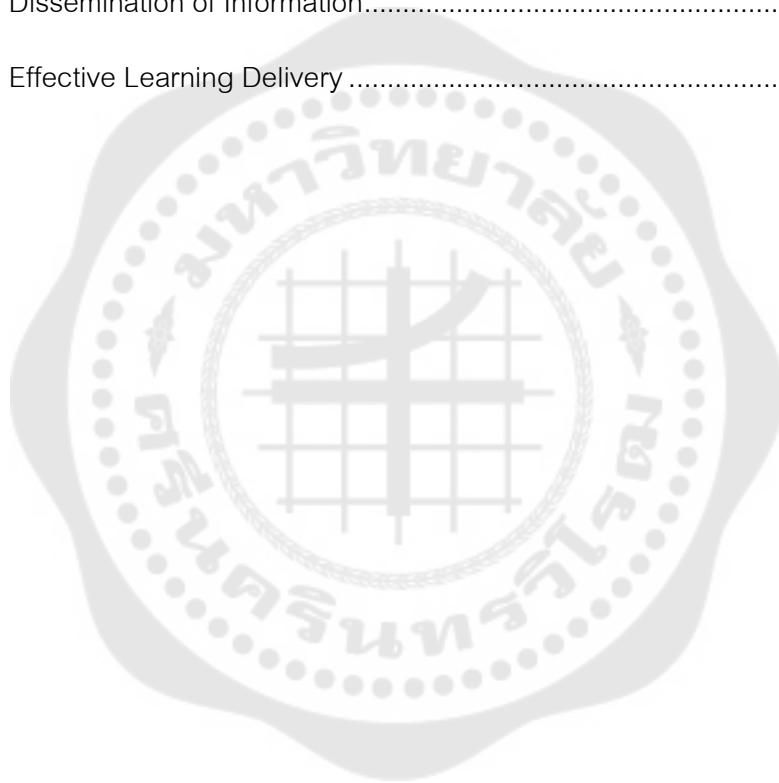
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CHAPTER 1

INTRODUCTION

This chapter relates background of the study, statement of the problems, purposes of the study, research questions, significance of the study, scope of the study, and definitions of terms.

Background of the Study

At present, motivation is an important key for both lecturers and learners in education especially in foreign language teaching. Approaches, methods and techniques have been constantly changing for centuries along with motivation, all of which play a vital role in the EFL classroom (Enriquez, 2014). As such, motivation is considered to be used in language learning success because it is the key factor in effective learning and teaching a foreign language among EFL classrooms (Jang, Conradi, McKenna, and Jones, 2015). Therefore, an effective teaching methodology is necessary for EFL classroom and modern technology can also be used to promote motivation in EFL learning.

In the past, the aspect of Thai classroom simply meant in class lectures, textbooks or handouts (Ulla, 2018) and it was considered impossible to teach the students if there was no classrooms. Consequently, students learned in a 'chalk and talk' classroom. In the traditional style, teachers play a more important role in class, especially during lectures (Paliktzoglou, 2016). Currently, technology is considered necessary for everyone in modern society, especially in terms of education. In schools, traditional methods can now be integrated with technology. Social networking has emerged as the platform of sharing information and creating virtual online communities (Brooke, 2013). Thus, language teachers might need to search for modern technology to increase the motivation of their students.

Nowadays, a changing society and the use of technological innovations can be effective in our daily lives (Loderer, Pekrun, and Lester, 2018). Therefore, even without formal instruction from the teacher, the learners could know how to use technological tools and enjoy ICT integrated learning activities (Slava and Tzu-Chien, 2015). Moreover, the students spend their time playing video games on computer where they communicate with others via the internet, and various technologies (Marmon, 2016). Thus, teaching environment via online platforms enables students to become active learners and seek linguistic needs for academic success.

When students attend university, most of them need to learn English language in the general courses and some universities require a passing score on an English proficiency test before graduation. Awareness of learning motivation is the most essential factor for student learning success – it enables students succeed in higher education and in their future careers.

Edmodo is one of the most popular methods for establishing online collaborative classrooms (Manowong, 2016). According to Manowong (2016), for learners and educators, Edmodo is perceived as a secure learning platform, an excellent communication tool and a social networking collaboration (Manowong, 2016). Moreover, some researchers agree on that Edmodo is familiar to Facebook in many ways. Edmodo is designed to attract the attention of students by creating a familiar classroom environment (Jatupornpoonsub, Thiprak and Paster, 2019). Teachers have stated that together with experiences and views, the possibility of sharing knowledge could be supported by Edmodo. (Enriquez, 2014). The students realize what they need to learn as individual work or as part of a group discussion.

Edmodo provides many benefits as a teaching and learning tool. First of all, Edmodo helped students to complete their assignments online. Next, online discussions encourage students to use English more proficiently. Lastly, Edmodo motivated students in terms of learning activities (Enriquez, 2014). In Thailand, a study by Manowong (2016) considered it to be an effective learning tool as it increased student motivation, flexibility,

and participation in online learning activities (Manowong, 2016). In addition, the students positively agreed in their attitudes toward Edmodo in terms of user- friendly functions and interactions in the classroom (Warawudhi, 2017).

Notably, rural areas have been struggled with English teacher shortages because of the national education policy plan (Kirkpatrick, 2012). Also, students sometimes lacked opportunities to learn English with professional teachers. However, it might be a better choice to use Edmodo in the online classroom. Other concerns English teaching problems include poorly-motivated students, learners of mixed abilities in overly large classes, and scarce opportunities for students to use English outside their classroom present vital problems, which need to be solved urgently (Zuhdi, 2018). Furthermore, the O-NET (Ordinary National Educational Test) results showed that the average English scores of upper-secondary students in 2010 and 2011 were 23.98 and 19.22 out of 100 (O-NET reports, 2012). It also classified the English skills of Thai students as of a 'very low proficiency' and ranked fifty-sixth out of a total of seventy-two countries (Education First, 2016). Saving times and enhancing students' motivation in the classrooms is a vital role among teachers.

However, even though the many advantages of using Edmodo which have been supported on by many educators, and there are still some disadvantages to using Edmodo in the classroom. For example, it is difficult to upload student information via school servers, and there are many programs which offer similar tasks or abilities (Manowong, 2016).

Results from previous studies revealed benefits of Edmodo in many areas of education. As indicated above, Edmodo allows multiple users to participate collaboratively rather than working alone, and it influences language learning, especially motivation. Moreover, motivation might also influence the level of achievement language competence among Thai EFL students. This study investigates whether or not Edmodo could improve the motivation levels of EFL students after using it in an online classroom of Mattayomsuksa Five students at Mathayomwatsing School.

Statement of the Problem

Despite distinctive effects of Edmodo on EFL students' motivation mentioned earlier, not many studies on intrinsic motivation especially in English language teaching were found. To enhance of EFL students' motivation level, this present study aimed to investigate the motivation of students who were studying at Mathayomwatsing School, Thailand. This study would also reveal the significant difference on students' motivation of utilizing Edmodo.

Purposes of the Study

This study aimed to examine the motivation level of EFL students before and after using Edmodo in the classroom and to investigate the effects of using Edmodo in enhancing the motivation of EFL students.

Research Questions

Two research questions developed for the study were as follows:

1. What are the motivation levels of EFL students before and after integrating Edmodo in the EFL classroom?
2. Is there any significant difference in motivation between before and after utilizing Edmodo?

Significance of the Study

It is expected that the finding of this study may help to evaluate the motivation of Thai EFL students is studying English. The study also shows the way to integrate Edmodo in language classes at the secondary level. Evidently, most classes are taught with traditional methods and the Edmodo integration method may reveal significance in the creativity and benefits of these classes. The awareness that learning motivation was the most important factor in learning success of the students presents itself as one of the most prevalent benefits. By providing a list of online classroom benefits, this study

revealed the benefits of using Edmodo to enhance the learning proficiency and motivation of EFL students. Moreover, this study might allow teachers to observe improvements and to solve potential problems in both the classroom and in the online classroom.

Scope of the Study

This study covered the following tasks:

1. The population was selected among Thai EFL students in Matthayomsuksa Five in Mathayomwatsing School in Bangkok, Thailand.
2. The motivation levels of Thai EFL students using Edmodo in the online classroom for twelve periods and integrated methods were employed (traditional teaching style and Edmodo).
3. Only the lessons that were related to English Reading and Writing (E32203) was applied in the integration of Edmodo.
4. Motivation level, which was used in the study, was Intrinsic Motivation and could be used to identify accomplishments.

Definition of Terms

Edmodo refers to an online learning platform used to promote the content of the lesson. Commonly used in the operation systems of the online website classroom, it provides appropriate contents for both students and teachers, where they could interact online outside schools, anywhere and at any time (Hourdequin, 2014). This study applied Edmodo for sixteen periods, all which were related to the content of the English course E32203.

EFL Students refers to a traditional term for the use or study of the English language by non-native speakers, where is not part of local English speaking countries (Krachu, 1985). This study targets Thai EFL students in the upper secondary level at Mathayomwatsing School.

Motivation refers to the intensity of one's eagerness to learn. The motivation level, which is used in this study, is Intrinsic Motivation so as to identify accomplishments.



CHAPTER 2

LITERATURE REVIEW

The review of literature comprised five topics are namely: Technology-Based Learning in Thailand; using Edmodo in EFL classroom, motivation in EFL classroom; Edmodo and student motivation, Intrinsic Motivation among EFL Students, and related studies on the effects of Edmodo on the motivation of EFL students.

Technology-Based Learning in Thailand

In education, technology-based learning (TBL) refers to the use of advance technology to teaching tools in advancements as the teaching methodologies to achieve goals in the classroom (University of Washington, 2016). With this teaching method, students have permission to communicate and to study by using the Internet, an Intranet or an Extranet. It includes DVD and CD-based teaching on any subject (Slava and Tzu-Chien, 2015). As one of TBL, students have been appealed with enjoyable experiences in online classroom called Edmodo (Enriquez, 2014).

Using Edmodo in the EFL Classroom

Edmodo is one of the best free learning tools that can be used by teachers and students in many higher education institutions (Manowong, 2016). One of the best learning tools by the professionals from throughout the world is Edmodo (Enriquez, 2014; Jatupornpoonsub et al., 2019; Paliktzoglou, 2016). Edmodo has been constantly developed and integrated with social learning sites, so researchers should continuously evaluate the impact of these supplementary tools in educational settings. The effectiveness of online social learning environments related to face-to-face learning environments was supported by Edmodo (Manowong, 2016). However, researchers were criticized because Edmodo was dependent on the Internet facilities of the school, and the enthusiasm of the students, the knowledge of the instructors, and skills (Enriquez, 2014).

In Thailand, many researchers have studied the effectiveness of Edmodo; for example, a study by Manowong (2016) considered as the effective online learning platform because Edmodo increased student motivation, flexibility, and participation (Manowong, 2016). Further research on the use of Edmodo on students with different levels of education, cultural backgrounds and learning styles was also suggested. In addition, the students positively agreed in their attitudes toward Edmodo in terms of user- friendly functions and interactions between students and teachers, and most classes were usually large and there was limited teaching time (Warawudhi, 2017). Moreover, in Thai context, technologies can be integrated in the classrooms because students are interested in what they are studying, more focusing on the contents, motivate and enjoy themselves with the tool.

In conclusion, previous studies demonstrated that Edmodo has a high level of acceptance. The classrooms could be shared by teachers and online resources, tests, and even classroom posters could be easily accessed class members (Jatupornpoonsub et al., 2019). It can be used as an additional online classroom for students. It is useful to use Edmodo in teaching community. Therefore, Edmodo can be a useful tool to enhance the motivation of English language learners by providing them with experience and creation of a more vital classroom.

Motivation in EFL Classroom.

The definition of motivation is as an internal process that affects action and remains effort in long time (Howland, Laffey and Espinosa, 1997; Wiseman and Hunt, 2001; Woolfork, 2001). In education, motivation is a key to develop what learners are studying. The word 'movere, in Latin means 'to move,' which is the motivation's concept related to human actions. According to Gardner and Lambert (1972), there are two kinds of motivation. One of them is integrative motivation and the other one is instrumental motivation (Gardner and Lambert, 1972). Intrinsic motivation, also known as integrative motivation, is learning a second or foreign language. It is for the inherent pleasure of doing instead of anything else. Extrinsic motivation, also known as

instrumental motivation, refers to the drive to learn a second or a foreign language instigated by a punishment and reward system in education (Noels et al., 2001).

Moreover, the Monitor Theory of Krashen, the Affective Filter Hypothesis was based on the significance of emotional factors and motivation as a key which controls the language acquisition processes (Dulay, Burt and Krashen, 1982). Together, an 'affective filter' was made to control mental processing. Gardner also believed that reinforcement involved incremental changes in the perceptions of individuals, with the result of the perception of the appropriateness of the behavior in a specific context (Gardner, 1985). Weiner (1985) also highlighted the diversity of the phenomena which shapes the motivations of individuals (Weiner, 1985).

According to Crookes (1985) and Schmidt (1991), motivation towards EFL learning is divided into four levels:

(1) *Micro level*: the relationship between attention and motivation is especially noteworthy. The former is a necessary condition for the target language learning to take place. In turn, attention is linked to their interests, dispositions, goals, intentions, and the expectations of the subject.

(2) *Classroom level*: the situations that happen in the classroom tend to increase, maintain, or decrease the motivation of the students. The effects of the perceptions of the students and their expectations should also be placed at this level.

(3) *Curricular level*: to explore the needs of the learners, this stage is necessary as the step prior to curricular planning and implementation.

(4) *Long-term learning outside the classroom*: it consists of learning contexts which take place outside the classroom. (Crookes and Schmidt, 1985).

To sum up, the study of motivation in connection with EFL learning in the formal classroom context focused more on the topic, which was considered to be an advantage in the teaching-learning process. The EFL classroom can be developed together with students, teacher, curriculum, and the teaching and learning processes.

Intrinsic Motivation among EFL Students.

Intrinsic motivation refers to “motivation to encourage in an activity for its own sake” (Schunk, 2008). The researchers had a similar view and described it as the desire to conduct an activity for personal enjoyment and entails the accomplishment of an activity regardless any external factors (Jang et al., 2015). According to the Cognitive of Psychology Theory of Kendra Cherry, the key factors identified as increasing intrinsic motivation, including challenges, curiosity, control, cooperation, competition and recognition (Cherry, 2019).

Table 1: The Conclusion of Intrinsic Motivation

| |
|---|
| 1. Challenge: Students relate their own self-esteem. It is available because of performance feedback. |
| 2. Curiosity: It is increased when situations or factors in the environment grabs the attention of the individual. |
| 3. Control: Students want to control over themselves and their environment. They also want to determine what they are interested in. |
| 4. Cooperation and Competition: Students gain satisfaction from helping others and are able to compare their own performance favorably with that of others. |
| 5. Recognition: Students enjoy having their accomplishments recognized by others. It is related to the increase of their internal motivation. |

Resource: Kendra Cherry's 2019 Cognitive of Psychology Theory

For the reason of the study, the researcher applied the intrinsic motivation to be leveled after utilizing Edmodo as an online classroom.

Edmodo and Student Motivation

Educational development using Edmodo has been successful, following a great number of positive responses among students and teachers. Moreover, social networking sites also had attractive features for effective learning and collaboration (Akbari, 2016). In addition, Alshawi and Alhomoud (2016) perceived Edmodo as a door to broader communication between students and other educational institutions. This feature gave students the opportunity to creatively and effectively exchange ideas, thoughts and inquiries with other students from different backgrounds.

In conclusion, Edmodo is one of the key elements that help increase the motivation levels of EFL students. In order to develop a positive classroom environment, Edmodo can be considered a good choice for the TBL method in language learning.

Related Studies on the Effects Edmodo on the Motivation of EFL Students.

Studies about Edmodo have been conducted internationally in many different aspects, according to previous researchers. A study by Enriquez (2014) focused on the perceptions of students regarding the use of Edmodo as a supplementary tool for learning social sciences. Edmodo is a good supplementary tool for learning because it allows students to improve their learning through active participation in online discussions and tasks. According to Balasubramanian (2014), the study focused on 249 undergraduates at a private university in Selangor, Malaysia. This study focused on the preference of the students regarding the use of Edmodo as a learning platform and to create a responsible learning environment. The results revealed that the preferences of the students with regard to Edmodo were mainly concerned about resources, support and communication, such as forums, discussions and online activities.

Furthermore, Gay and Sofyan (2017) indicated that the use of Edmodo successfully facilitated student participation in online discussions and the completion of tasks. The participants consisted of twenty students in the fifth semester in an advanced writing course at Muhammadiyah University of North Maluku (UMMU) by integrating

lessons with computer-mediated communication (CMC). The study also revealed that Edmodo enhanced levels of student interest and motivation to improve their writing skills.

In Thailand, there are many studies on Edmodo as a beneficial tool in EFL classrooms. In a study by Warawudhi (2017), the use of Edmodo as an e-learning system was applied to study the attitudes of the 54 undergraduate students in the Reading in Business English class at Burapha University. Online observation was used to study the use of Edmodo during the semester and closed-and open-ended questionnaires were distributed at the end of the class to identify the attitudes of students towards the use of Edmodo as a learning tool in reading class. The findings revealed that students reported positive attitudes toward Edmodo in terms of user-friendly functions and interactions between students and teachers. Hence, the study suggested that teachers may consider the use of Edmodo in their reading classes (Warawudhi, 2017). Moreover, Manowong claimed that Edmodo could enhance the learning experiences of students in an EFL classroom facilitated for educational purposes. The researcher also indicated that the perceptions of the 54 undergraduate students described Edmodo as an effective learning tool for developing motivation, flexibility, and participation in an EFL online classroom (Manowong, 2016).

In addition, Edmodo demonstrated that it was usefulness, and it was easy to use. Thus, it had a high level of acceptance among Thai students. Edmodo is a good choice to improve the motivation of EFL students. All students can access these applications and learn independently anytime and anywhere. They can access their lessons, even if their teachers are away from school and teachers can also easily check the assignments of students and provide them with prompt feedback.

However, some disadvantages of Edmodo were mentioned by many instructors (Edmodo, 2018); for example, it is time consuming to use Edmodo; it is difficult to follow the procedures; the copying of other work is possible; and not all students have Internet access to use it.

In summary, Edmodo had a high level of acceptance. It can be used not only as a tool to create an additional online classroom community for students, and it benefits the teaching community. Such results prove that Edmodo can be beneficial for educational areas in an online classroom to increase the motivation of learners and to develop their learning language ability.



CHAPTER 3

METHODOLOGY

This chapter describes the research design, instrumentation, population, data collection procedures, and data analysis.

Research Design

This study employed a quasi-experimental research design. Therefore, the level of student motivation was examined by the applied version of EFL Students' Motivation Survey on Edmodo Integration. Next, the results on the effects of Edmodo revealed the level of motivation among Thai EFL students.

Instrumentation

The instruments used in this study included the following: research instrument, EFL Students' Motivation Survey on Integration Edmodo and Edmodo.

Research Instrument.

Edmodo

In this study, the participants were taught via Edmodo twelve times, for two periods per week. The designed online classroom via Edmodo was used as the classroom material. The following topic, based on the school curriculum and textbook, was collected to teach students as in other classes.

In the study, there were numerous advantages found regarding Edmodo in comparison to traditional learning. Five of the primary benefits of Edmodo were evaluated as follows (Koller, Harvey and Magnotta, 2008):

Table 2: Five Primary Benefits of Edmodo

| |
|---|
| 1. Accessibility |
| 2. Training |
| 3. Full scalability |
| 4. Dissemination of updated information |
| 5. Effective learning delivery |

Resource: Koller, Harvey and Magnotta, 2008

The following features prove why Edmodo is good material for an online classroom:

Table 3: Five Primary Benefits of Edmodo Compared to Theory

| | |
|---------------------------------|---|
| 1. Accessibility | ✓ |
| 2. Training | ✓ |
| 3. Full scalability | ✓ |
| 4. Dissemination of information | ✓ |
| 5. Effective learning delivery | ✓ |

Survey of the Motivation of EFL Students on the Integration of Edmodo

The English-language version of Koller's EFL Students' Motivation Survey on Integration Edmodo (Koller, 1978) will be used to investigate the motivation levels of secondary school students studying English as a Foreign Language. The items in each scale were presented in the 'EFL Students' Motivation Survey on the Integration Edmodo 'item-key' document.

Survey methods were applied to this study as a motivation test, which consisted of a fourteen-item EFL Students' Motivation Survey on Integration Edmodo Questionnaire

(See Appendix A). Moreover, the researcher provided the interview questions used with the group of interviewees (See Appendix B). All of the items, except the background questionnaire items, were placed on a five-point Likert scale, which ranged from 'strongly disagree' to 'strongly agree.' The questionnaires were also translated into the Thai language and administered to all participants.

Quality of research instruments

Validity

Step one: The researcher presented the questionnaire to the Master's Project Committee for suggestions.

Step two: The Advisory Committee corrected and adjusted the questionnaire with comments and recommendations.

Step three: The Index of Item-Objective Congruence (IOC) was used to find the content validity of the questionnaires, having checked by three experts including three university professors with five years of experience in teaching English majors.

To evaluate the items of the questionnaire based on a score range from -1 to +1. The score meanings of the Item-Objective Congruence (IOC) were as followings,

Congruent means +1

Questionable means 0

Incongruent means -1

Table 4: The Item Objective Congruence (IOC) Index

| Item No. | Expert 1 | Expert 2 | Expert 3 | Total Score | The IOC Index Mean of Expert Scores |
|----------|----------|----------|----------|-------------|--|
| 1 | +1 | +1 | 0 | 2 | IOC1= 0.67 |
| 2 | +1 | +1 | 0 | 2 | IOC2=0.67 |
| 3 | +1 | 0 | +1 | 2 | IOC3=0.67 |

Table 4 : The Item Objective Congruence (IOC) Index (continue)

| Item No. | Expert 1 | Expert 2 | Expert 3 | Total Score | The IOC Index Mean of Expert Scores |
|----------|----------|----------|----------|-------------|--|
| 4 | +1 | +1 | +1 | 3 | IOC4=1.00 |
| 5 | +1 | +1 | +1 | 3 | IOC5=1.00 |
| 6 | +1 | +1 | +1 | 3 | IOC6=1.00 |
| 7 | +1 | +1 | 0 | 2 | IOC7=0.67 |
| 8 | 0 | +1 | +1 | 2 | IOC8=0.67 |
| 9 | +1 | +1 | +1 | 3 | IOC9=1.00 |
| 10 | +1 | 0 | +1 | 2 | IOC10=0.67 |
| 11 | 1 | 1 | 1 | 3 | IOC11=1.00 |
| 12 | 1 | 1 | 1 | 3 | IOC12=1.00 |
| 13 | 1 | 1 | 1 | 3 | IOC13=1.00 |
| 14 | 1 | 1 | 1 | 3 | IOC14=1.00 |

The Item Objective Congruence (IOC) Index was used as the basis for screening item quality. The items with a score of less than 0.5 were revised and the items with scores higher than or equal to 0.5 were reserved.

Reliability

The reliability of the questionnaire was determined to ensure that the collected instrument was reliable and consistent. The questionnaire was tested in the pilot group with thirty students that did not include in the sample group.

Reliability of the Questionnaires

Table 5: The Reliability of EFL Students' Motivation Survey on Integration with Edmodo.

| Item number | Corrected Item-Total Correlation (r) (each item) |
|-------------|---|
| 1 | .710 |
| 2 | .721 |
| 3 | .709 |
| 4 | .850 |
| 5 | .846 |
| 6 | .791 |
| 7 | .874 |
| 8 | .743 |
| 9 | .884 |
| 10 | .765 |
| 11 | .870 |
| 12 | .816 |
| 13 | .730 |
| 14 | .727 |

From Table 5, the reliability of EFL Students' Motivation Survey on Integration with Edmodo questionnaire by examining the Cronbach's Alpha was .788, which revealed the high level of the reliability of the instrument. To find the reliability, the researcher did

a pilot study on 30 Mathayomsuksa Five students, who were not participants in the study, but had the same characteristics of the participants of the study.

Cronbach's Alpha was used to calculate the reliability value. It was to ensure the internal consistency. According to George and Mallery (2010), the value of Coefficient Cronbach's Alpha was presented as follows:

≥ 0.9 means Excellent,

≥ 0.8 means Good,

≥ 0.7 means Acceptable,

≥ 0.6 means Questionable,

≥ 0.5 means Poor, and Unacceptable.

According to the pre-test, the Cronbach's Alpha was 0.788 (see in Table 4), so the questionnaire was highly reliable. The questionnaire could be applied in the study which was appropriate to the sample

Therefore, in order for the research questionnaire to be reliable, the value of the Coefficient Cronbach's Alpha must be at least 0.7. Some items of the questionnaire were reserved before applying in the sample group.

Population and Sample Group

The population of this study was upper secondary level students in Bangkok, Thailand. The researcher used the convenience sampling method to select a sample group from the total number of eleventh grade students. All one hundred students from the four classes were the participants and taught by with traditional method and integration with Edmodo. The participants were requested to complete questionnaires before and after experimentation. The researcher created consent documents in order to obtain the permission of the students. Then, some students were randomly interviewed to support the motivation results from the questionnaires.

Data Collection

The process of data collection occurred in three phases.

Phase I: Ask for permission

The researcher sent a consent letter to the school director of Mathayomwatsing School, Bangkok for the purpose of collaboration and to conduct research before taking the pre-test and the actual study.

Phase II: Pilot study

The researcher conducted the pilot test in order to find the reliability of questionnaire by examining the Cronbach's Alpha Coefficient.

Phase III: Questionnaire Distribution

After the validity and reliability of questionnaires were established, the data were collected from Thai EFL students instructed in an integrated classroom; using both Edmodo and the traditional method. In terms of the scope of the study and the research design, the researcher collected the EFL Students' Motivation Survey on Integration Edmodo data before and after twelve periods of lessons. Due to the development of motivation, the interviews should also support the questionnaire results. After completing the data collection, the levels of motivation among Thai EFL students were analyzed to find the significant differences between before and after utilizing Edmodo.

The quantitative data were analyzed by descriptive statistics to determine the mean (M) and the standard deviation (SD) for each item on the close-ended survey questionnaire. Therefore, the levels of motivation among the students were collected by EFL Students' Motivation Survey on Integration Edmodo. Finally, the results were analyzed statistically in order to find the effects of Edmodo on the motivation of Thai EFL students.

The quantitative data were analyzed using the Statistical Program for Social Sciences (SPSS). The Cronbach's Alpha reliability coefficient typically ranges between 0 and 1; the closer it is to 1.0, the greater the internal consistency of the items in the scale

(Cronbach, 1951). The descriptive statistics included frequencies, the measure of central tendencies (means) and this measurement had the most appropriate statistics to analyze the quantitative data.

To find the results of interview, content analysis was used to measure the motivation levels and the perspectives of the students after studying integration with Edmodo. Thirty percent of the participants were interviewed individually with 6 items on the Thai version of the interview questions due to avoiding language barriers.

Data Analysis

The sequences used to analyze that data were as follows:

To find the overall mean and the standard deviation, the data from the questionnaire used the Statistical Package for the Social Sciences (SPSS). The results were gathered, categorized and calculated into the statistical values. A five-point Likert scale was used to measure the motivation levels of EFL students. In order to analyze the data, the researcher calculated it with SPSS, measuring the mean, standard deviation and the level of student motivation. The findings of the effects of Edmodo on the motivation of Thai EFL upper secondary students were analyzed by a Likert-scale questionnaire using a rating guide based on the criteria of Likert (1932), as follows:

| Average score | Level |
|---------------|-------------------|
| 4.21-5.00 | Strongly agree |
| 3.41-4.20 | Agree |
| 2.61-3.40 | Neutral |
| 1.81-2.60 | Disagree |
| 1.00-1.80 | Strongly disagree |

In order to answer the Research Question One, all of the EFL Students' Motivation Survey on Integration Edmodo data were used before and after employing Edmodo as an online classroom. The collected data were analyzed to answer Research Question

One, by looking at the level of motivation through their mean score, SD and only statistically analyzed before and after using Edmodo. To indicate the level of student motivation, descriptive statistics such as mean and percentage were used and compared.

To answer Research Question Two, all statements in the EFL Students' Motivation Survey on Integration Edmodo had means and developed the levels of motivation among students. The overall mean referred to the levels of EFL students' motivation when using Edmodo. In order to indicate if there was a statistically significant difference between the general mean and the mean for student motivation towards Edmodo and a paired sample t-test to compare the two means.

Therefore, the increase of motivation levels among EFL students integrating Edmodo in EFL classrooms and the significant differences between the motivations of students were indicated on completion of this study.

CHAPTER 4

FINDINGS

This chapter consists of the overall results of this study, the overall mean score, and the findings of this study to answer the research questions:

The following research questions were developed to inform the study:

1. What are the motivation levels of EFL students before and after integrating Edmodo in the EFL classroom?
2. Is there any significant difference in motivation between before and after utilizing Edmodo?

Findings of the Study

To answer Research Question One, what are the motivation levels of EFL students before and after integrating Edmodo in the EFL classroom?, the highest and lowest levels of motivation were revealed before studying with Edmodo, as shown in Tables 5 and 6.

Table 6: The Data of Mean, Standard Deviation (SD) and Level of Student Motivation on Each Item before Integration with Edmodo.

| Level of Student Motivation Before Studying with Edmodo | Mean | SD | Level |
|---|------|-------|---------|
| 1. English integration with Edmodo is enjoyable. | 3.29 | 1.395 | Neutral |
| 2. Edmodo allows me to participate in the activities.. | 3.02 | 1.400 | Neutral |
| 3. The given tasks are not too difficult to study. | 3.04 | 1.400 | Neutral |
| 4. Edmodo makes me feel confident in English class. | 2.88 | 1.430 | Neutral |
| 5. Edmodo motivates me to learn English class. | 2.75 | 1.344 | Neutral |
| 6. I could contact my teacher and classmates outside classroom via Edmodo. | 2.92 | 1.368 | Neutral |

Table 6: The Data of Mean, Standard Deviation (SD) and Level of Student Motivation on Each Item before Integration with Edmodo. (Continue)

| Level of Student Motivation Before Studying with Edmodo | Mean | SD | Level |
|---|------|-------|---------|
| 7. Edmodo is convenient to use as an online classroom. | 2.89 | 1.413 | Neutral |
| 8. Edmodo enhances autonomous learning skills. | 3.06 | 1.441 | Neutral |
| 9. Time saving and assignments submitting electronically via Edmodo. | 2.91 | 1.436 | Neutral |
| 10. Edmodo allows me to access class materials & assignments. | 2.84 | 1.482 | Neutral |
| 11. My tasks could be shared with my teacher and classmates via Edmodo. | 2.92 | 1.495 | Neutral |
| 12. Collaborative learning environment is promoted by Edmodo. | 2.89 | 1.537 | Neutral |
| 13. My motivation to study this course is increased by Edmodo. | 2.63 | 1.353 | Neutral |
| 14 My grammar/spelling is improved by Edmodo. | 2.65 | 1.381 | Neutral |

From Table 6, the overall level of student motivation before studying with Edmodo was Neutral. To provide more information about student motivation, there was one level that almost reached the level of Agreement of with Item 1: English integration with Edmodo was also enjoyable (Mean: 3.29, SD=1.395). However, there were two levels that almost reached the Disagree level, which were Item 13: My motivation to study this course is increased by Edmodo (Mean: 2.63, SD=1.353) and item 14: My grammar/spelling is improved by Edmodo (Mean: 2.65, SD=1.381).

Table 7: The Data of Mean, Standard Deviation (SD) and the Level of Student Motivation on Each Item after Integration with Edmodo.

| Level of Student Motivation | Mean | SD | Level |
|--|-------|-------|-------|
| After studying with Edmodo | After | After | After |
| 1. English integration with Edmodo is enjoyable. | 3.84 | .884 | Agree |
| 2. Edmodo allows me to participate in the activities. | 3.86 | .865 | Agree |
| 3. The given tasks are not too difficult to study. | 3.95 | .892 | Agree |
| 4. Edmodo makes me feel confident in English class. | 3.97 | .745 | Agree |
| 5. Edmodo motivates me to learn English class. | 4.19 | .817 | Agree |
| 6. I could contact my teacher and classmates outside classroom via Edmodo. | 3.99 | .990 | Agree |
| 7. Edmodo is convenient to use in learning. | 4.07 | .856 | Agree |
| 8. Edmodo enhances autonomous learning skills. | 3.82 | .744 | Agree |
| 9. Time saving and assignments submitting electronically via Edmodo. | 3.69 | .800 | Agree |
| 10. Edmodo allows me to access class materials & assignments. | 3.79 | .868 | Agree |
| 11. My tasks could be shared with my teacher and classmates via Edmodo. | 4.03 | .688 | Agree |
| 12. Collaborative learning environment is promoted by Edmodo. | 4.12 | .656 | Agree |

Table 7: The Data of Mean, Standard Deviation (SD) and the Level of Student Motivation on Each Item after Integration with Edmodo. (Continue)

| Level of Student Motivation | Mean | SD | Level |
|--|-------|-------|-------|
| After studying with Edmodo | After | After | After |
| 13. My motivation to study this course is increased by Edmodo. | 3.71 | 1.028 | Agree |
| 14 My grammar/spelling is improved by Edmodo. | 3.69 | 1.237 | Agree |

In Table 7, the overall student motivation before studying with Edmodo was at the level of Agree. Moreover, to provide more information about student motivation, item 5 almost reached the level of Strongly Agree. (Item 5: Edmodo motivates me to learn English class., Mean: 4.19). However, there are two levels which were almost unchanged - 9. Time saving and assignments submitting electronically via Edmodo (Mean before studying: 2.91, Mean after studying 3.69) and item 14. My grammar/spelling is improved by Edmodo (Mean before studying 2.65, and Mean after studying 3.69).

In order to answer Research Question Two, Is there any significant difference in motivation between before and after utilizing Edmodo?, the comparison of the levels of student motivation, before and after studying with integration with Edmodo, as demonstrated in Table 7.

Table 8: The Comparison of Levels of Student Motivation before and after Integration with Edmodo.

| Level of Student Motivation | Mean | SD | t-test | p-value |
|-----------------------------|------|-------|----------|---------|
| Before studying with Edmodo | 2.90 | 1.226 | 8.025*** | .000 |
| Before studying with Edmodo | 3.90 | 0.423 | | |

Note: p-value=.000

Table 8 shows that student motivation before and after using Edmodo in the classroom. The data indicated that the significant difference (p-value) was .000 ($t=8.025^{***}$ p-value=.000). The mean value score on the student motivation was higher than before using Edmodo. The mean score after using the Edmodo ($M = 3.9$, $SD=0.423$) was higher than the mean score before using Edmodo ($M = 2.9$, $SD=1.226$).

Interview Results

There were 7 questions in the interview section. The participants were requested to be part of the interview at 30%, which validates the number of participants in the study. The percentage of perspective of the students towards Edmodo collected by interviewing 30 percent of the participants, according to Hoskins (2013) in relation to a sample size that is typical in qualitative research (Hoskins, 2013). The results were reported in accordance with the interview questions.

From the interview, the perspectives of the interviewees on using Edmodo as an online classroom were revealed. According to Q1. *Do you think the integration with Edmodo supports you in the classroom? Why?* 27 participants agreed that student performances could be enhanced by the integration of Edmodo. 15 of the participants reported the benefits of Edmodo as an online classroom especially in English subjects.

They also agreed on the availability of using Edmodo everywhere with internet connection. In Q2. *What do you think about the students' motivation in the classroom?* 24 participants thought that student motivation in the classroom affected the learning development of students. The participants revealed that when the learners had higher motivation, they could understand the lessons more clearly. Q3. *Besides Edmodo, do you know other applications which could support an online classroom?* 21 participants agreed that integration with Edmodo supports them in the classroom. Besides from Edmodo, 19 participants answered that there are other applications which could support an online classroom, for example: Facebook, Tweeter, and Google Classroom. The study could support how online classroom affected the students' interest. In addition, Q4. *What are the strengths or weaknesses of Edmodo as an online classroom inside the classroom?* 20 participants agreed on the strengths and weaknesses of Edmodo as an online classroom inside the classroom. One of the weaknesses of using Edmodo inside the classroom was the application could be used on at least mobile phone with good internet connection. The limitation could be found whether the students had unavailable connection. Q5. *What are the strengths or weaknesses of Edmodo as an online classroom outside the classroom?* As same as inside classroom, the online classroom could be affectively used with the stable internet connection. Moreover, Q6. *Do you think the students' performance could be enhanced by the integration with Edmodo? Why?* 12 participants commented that Edmodo is appropriate for use in the classroom. However, Edmodo cannot support subjects which need more explanation, such as Mathematics.

To conclude and discuss the results of the effects of Edmodo on EFL students and their motivation will be examined in the next chapter, together with the limitations of the study, and recommendations for further studies.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter aims to summarize and discuss the results with a review of the literature and previous studies, both quantitative and qualitative, as well as summarizing the limitations of the study and offered recommendations for further research and study.

Conclusion

This study was conducted to (a) examine the motivation level of EFL students before and after using Edmodo in the classroom and to (b) investigate the effects of using Edmodo in enhancing the motivation of EFL students. According to the previously addressed objectives, this study answered the following research questions:

1. What are the motivation levels of EFL students before and after integrating Edmodo in the EFL classroom?
2. Is there any significant difference in motivation between before and after utilizing Edmodo?

The questionnaire used in the study was applied from the study of Koller's EFL Students' Motivation Survey (Koller, 1978). It consists of two main parts. The first was the demographic information of the participants. The second part concerned the levels of student motivation and the integration of Edmodo in the EFL classroom. The questionnaire was examined for validity by three specialists, with 5 years of experience in EFL teaching. The Cronbach's Alpha coefficient was 0.788, as indicated by the highly reliable questionnaire. Moreover, to describe the levels of student motivation, mean (M), and standard deviation (SD) were also analyzed. Furthermore, significant differences were observed before and after utilizing Edmodo, and a t-test was conducted to investigate the results.

The overall mean results indicated that all of the participants from upper secondary schools had a higher level of motivation. The results confirmed that the

effects of Edmodo can enhance the individual motivation of the students. There is a significant difference between the levels of motivation between pre and post lesson taught using Edmodo. The levels of motivation development increased after the students were taught with integration with Edmodo. It is the key factor in learning which integrates with Edmodo in the classroom. The study indicated that the students who were taught by the integration with Edmodo had a higher level of motivation. Therefore, the effects of Edmodo has significantly increased the motivation of EFL students in upper secondary school.

In conclusion, this study was investigated the effect of Edmodo on the motivation of EFL students at Mathayomwatsing School, Bangkok. It revealed the usefulness of Edmodo to improve on the motivation of EFL students in terms of studying English. Although the data may not indicate all year levels, the researcher confirmed that the findings will be of great value to the authorities. Edmodo can be great tool of learning and teaching, providing knowledge and understanding when it uses to studying relevant research. Higher motivation in EFL students can lead to effective learning and complete language proficiency.

Discussion

In this study, the research questions were proposed to identify the effects of Edmodo on the motivation of Thai EFL upper secondary students. The two research questions concerned the significant differences between the effects of Edmodo and the motivation of Thai EFL upper secondary students.

1. What are the motivation levels of EFL students before and after integrating Edmodo in the EFL classroom?

In order to answer Research Question 1, the levels of student motivation after studying with Edmodo were revealed, as follows:

The results after studying with Edmodo revealed the benefits of Edmodo to enhance student motivation. Some of the highest levels were items 4, 5 and 12, that

showed the effects of Edmodo on the EFL classroom. 'Item 5: English integration with Edmodo motivates me to learn', means that classroom integration with Edmodo enhances student motivation in the classroom. The study revealed the use of Edmodo could be affective in English class as the integration. As we have seen in many studies also agreed on the perspective of using Edmodo in the classroom. For example, Akbari (2016) mentioned that social-networking sites had attractive features for effective learning and collaboration (Akbari, 2016). The effective classroom environment was supported by Edmodo, and the teacher could be part of the activities in each lesson. Edmodo could be appropriate to the way students learn and the way teachers teach. Furthermore, in 'item 12, Collaborative learning environment is promoted by Edmodo.', the students agreed that the learning environment was important and it could be found in Edmodo.

In the use of Edmodo, the results of using it as a learning tool in items 7 and 10: 'Item 7: Edmodo is convenient to use as an online classroom, the students agreed that the platform made studying more convenient. 'Item 10: Edmodo gives me a chance to share my tasks with my teacher and classmates', the perspectives of the students on Edmodo were that they were comfortable with it and that it was easy to use. Gay and Sofyan (2017) also indicated that the use of Edmodo is to successfully facilitate student participation in online discussions and the completion of tasks.

In addition, levels of motivation were related to activities on Edmodo, such as 'Item 3: I think the given tasks are not too difficult', 'Item 2: I actively participate in the activities of English integration with Edmodo'; accordingly, Akbari (2016) confirmed the advantages of Edmodo, including convenience, accessibility and flexibility (Akbari, 2016). The researcher 'Item 1: English integration with Edmodo is enjoyable', which shows that the level of student motivation positively increased.

However, some items decreased, including questions 7, 8, and 13. 'Item 7: Edmodo enhances autonomous learning skills' 'Item 8: I can easily access class materials and assignments through Edmodo', and 'Item 13: My motivation to study this course is increased by Edmodo. It can also be used to support both distance teaching

and to fulfill physical classroom learning. Moreover, 'Item 14: My grammar/spelling is improved by Edmodo.', Hourdequin (2014) specified that applying Edmodo as an enhanced tool in blending learning for course management systems and could also help students improve in grammar and spelling lessons (Hourdequin, 2014). Also, Enriquez (2014) focused on the perceptions of students regarding the use of Edmodo as a supplementary tool for learning the social sciences (Enriquez, 2014). Edmodo is a good supplementary tool for learning because it allows students to improve their learning through active participation in online discussions and tasks.

Therefore, the motivation levels of Thai EFL students, according to research answers, were significantly supported by Edmodo and it was the key to enhancing a motivational environment and engagement in the classroom.

2. Is there any significant difference in motivation between before and after utilizing Edmodo?

To answer Research Question 2, the significant difference in motivation is obviously indicated after studying with Edmodo, as follows:

First of all, the highest significant difference after studying with Edmodo were indicated the effects of Edmodo on the motivation levels of students.' 'Item 7: English integration with Edmodo motivates me to learn', and '11: Edmodo allows me to contact my teacher and peers outside classroom'. The findings of this study supported the effects of Edmodo on the motivation of Thai EFL students.

In addition, item 12 also revealed the difference between and after utilizing Edmodo. Item 12: Collaborative learning environment is promoted by Edmodo', this research confirmed the effects of Edmodo on Thai EFL student motivation. The effects of Edmodo were proven in this paper, and the students who frequently used it to study seemed to have a higher level of motivation in terms of studying English. These results were also aligned with Koller's EFL Students' Motivation Survey on Integration with Edmodo (Gendolla and Koller, 2001), and the influence of Edmodo is evident.

Moreover, items 11 and 4 also showed the differences before and after studying with Edmodo. According to item 11: 'Edmodo gives me a chance to share my tasks with my teacher and peers'; item 4: 'I feel confident that I will do well in English integration with Edmodo', 'item 13: My motivation to study this course is increased by Edmodo', 'item 7: Edmodo is convenient to use in learning', and the work of Manowong on the effectiveness of Edmodo as an online social learning environment related to face-to-face learning environments (Manowong, 2016).

Thus, Research Question Two revealed the significant differences between the effects of Edmodo and the motivation of Thai EFL upper secondary students after utilizing Edmodo. It was found that the integration with Edmodo was the key factor in increasing student motivation. In addition, when examining the effects of Edmodo on each item, the results stated that they all agreed that it motivated the students. Therefore, the study shared the same knowledge on the use of Edmodo in the language classroom of Thai EFL students at the upper secondary level. As an online learning platform, Edmodo, has many advantages over the 21st century classroom. In order to enhance the motivation of the students, Edmodo is the key to educational achievement and success.

Implications for the Study

This section reveals the implications of the study and recommendations for Edmodo, based on the findings of the study.

As previously discussed, levels of EFL student motivation increased after studying and integration with Edmodo. The factors of student motivation and the effects of Edmodo may be beneficial for EFL classrooms and student participation. Edmodo has the potential to enhance intrinsic motivation through adequate technological online platforms and applications, as mentioned in previous studies (Hourdequin, 2014; Jatupornpoonsub et al., 2019; Kongchan, 2012). The level of student motivation can increase due to use in EFL classrooms learning with Edmodo (Enriquez, 2014; Hourdequin, 2014; Manowong, 2016). It might be useful for teachers and schools to

implement this method for inside and outside classroom lessons that involve academic activities and a number of students. Moreover, the effectiveness of online social learning environments related to face-to-face learning environments was supported by Edmodo (Manowong, 2016).

The effects of using Edmodo promotes characteristics in EFL students including betterment, enhancement and learning motivation. It was identified to increase the intrinsic motivation (Cherry, 2019) with the other measures discussed below:

1. Challenge: students related their self-esteem when feedback was available on Edmodo and comparing tasks for improvement.
- 2) Curiosity: Edmodo increased the environment which grabs the attention of the students.
- (3) Control: students could control and determine themselves in studying with Edmodo.
- (4) Cooperation and Competition: students were willing to help others and were able to compare their own performance to others via Edmodo.
- (5) Recognition: students enjoy having their accomplishments recognized by others through Edmodo, which can increase intrinsic motivation.

Finally, the motivation levels in Thai EFL students were increased, including challenges, curiosity, control, cooperation and competition and recognition. It may be concluded that using Edmodo is easier, can promote technological lessons and interaction with Edmodo in English learning. The perceptions of both students and teachers regarding the use of Edmodo in the language classroom were highlighted (Jatupornpoonsub et al., 2019). Therefore, intrinsic motivation development can also be enhanced.

Limitations

The first limitation of the study was the small number of participants who participated in the study of the effects of Edmodo on the motivation of Thai EFL upper

secondary students: a case study of Mathayomwatsing School. As a result of the small range of respondents, they cannot be representative of all schools in Thailand. Another limitation of this study was that the previous studies were limited. Furthermore, the third limitation of this study was having a short-period of time to conduct the research.



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APPENDIX A



EFL Students' Motivation Survey on Integration Edmodo

Part I: Student General Information Instructions: Please indicate your answer with a tick (✓) in the bracket provided.

1. Gender () male () female

Part II: Please check ☒ one alternative below each statement according to the amount of your agreement or disagreement with that item.

| Levels of Students' Motivation | Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |
|--|-------------------|----------|----------------------------|-------|----------------|
| | 1 | 2 | 3 | 4 | 5 |
| 1. English integration with Edmodo is enjoyable. | | | | | |
| 2. Edmodo allows me to participate in the activities. | | | | | |
| 3. The given tasks are not too difficult. | | | | | |
| 4. Edmodo makes me feel confident in English class. | | | | | |
| 5. Edmodo motivates me to learn English class. | | | | | |
| 6. I could contact my teacher and classmates outside classroom via Edmodo. | | | | | |
| 7. It is convenient to use Edmodo as an online classroom. | | | | | |
| 8. Edmodo enhances autonomous learning skills. | | | | | |

| | Strongly disagree 1 | Disagree 2 | Neither agree nor disagree 3 | Agree 4 | Strongly agree 5 |
|---|-------------------------------|-------------------|---|----------------|----------------------------|
| 9. Time saving and assignments submitting electronically via Edmodo. | | | | | |
| 10. Edmodo allows me to access class materials & assignments. | | | | | |
| 11. My tasks could be shared with my teacher and classmates via Edmodo. | | | | | |
| 12. Collaborative learning environment is promoted by Edmodo. | | | | | |
| 13. My motivation to study this course is increased by Edmodo. | | | | | |
| 14 My grammar/spelling is improved by Edmodo. | | | | | |

Thank you for your cooperation.

EFL Students' Motivation Survey on Integration Class with Edmodo

Part I: ข้อมูลทั่วไปของนักเรียน: โปรดทำเครื่องหมาย (✓) ในช่องที่ตรงกับความเป็นจริง

1. เพศ () ชาย () หญิง

Part II: โปรดทำเครื่องหมาย (✓) ในช่องที่ตรงกับข้อความที่นักเรียน เห็นด้วย หรือ ไม่เห็นด้วย

| ระดับของแรงจูงใจนักเรียน | ไม่เห็นด้วยอย่างยิ่ง 1 | ไม่เห็นด้วย 2 | เฉยๆ 3 | เห็นด้วย 4 | เห็นด้วยอย่างยิ่ง 5 |
|--|---------------------------|------------------|-----------|---------------|------------------------|
| 1. ฉันมีความสุขที่ได้เรียนภาษาอังกฤษ | | | | | |
| 2. ฉันมีส่วนร่วมในกิจกรรมต่างๆของวิชาภาษาอังกฤษ | | | | | |
| 3. ฉันคิดว่างานที่ได้รับมอบหมายไม่ยากจนเกินไป | | | | | |
| 4. ฉันรู้สึกมั่นใจที่จะเรียนวิชาภาษาอังกฤษได้ดี | | | | | |
| 5. เนื้อหาในวิชาภาษาอังกฤษเป็นแรงจูงใจให้ฉันอยากเรียน | | | | | |
| 6. Edmodo ช่วยให้ฉันสามารถติดต่อกับคุณครูและเพื่อนร่วมชั้นเรียนได้ | | | | | |
| 7. Edmodo สะดวกสบายต่อการเรียนรู้ | | | | | |
| 8. Edmodo พัฒนาทักษะการเรียนรู้ด้วยตนเอง | | | | | |

| | ไม่เห็น ด้วยอย่าง ยิ่ง 1 | ไม่เห็น ด้วย 2 | เฉยๆ 3 | เห็นด้วย 4 | เห็นด้วย อย่างยิ่ง 5 |
|---|-----------------------------------|----------------------|-----------|---------------|----------------------------|
| 9. Edmodo ช่วยประหยัดเวลาในการทำงานและส่งงานทางอิเล็กทรอนิกส์ | | | | | |
| 10.ฉันสามารถเข้าถึงสื่อการเรียนรู้และงานที่ได้รับมอบหมายผ่านทาง Edmodo. | | | | | |
| 11. Edmodo ให้โอกาสฉันได้แบ่งปันภาระงานกับคุณครูและเพื่อนร่วมชั้นเรียน | | | | | |
| 12. Edmodo ช่วยพัฒนาสภาพแวดล้อมแห่งการเรียนรู้แบบมีส่วนร่วม | | | | | |
| 13. Edmodo พัฒนาแรงจูงใจในการเรียนภาษาอังกฤษ | | | | | |
| 14. Edmodo ช่วยให้ฉันพัฒนาไวยากรณ์/การสะกดคำ | | | | | |

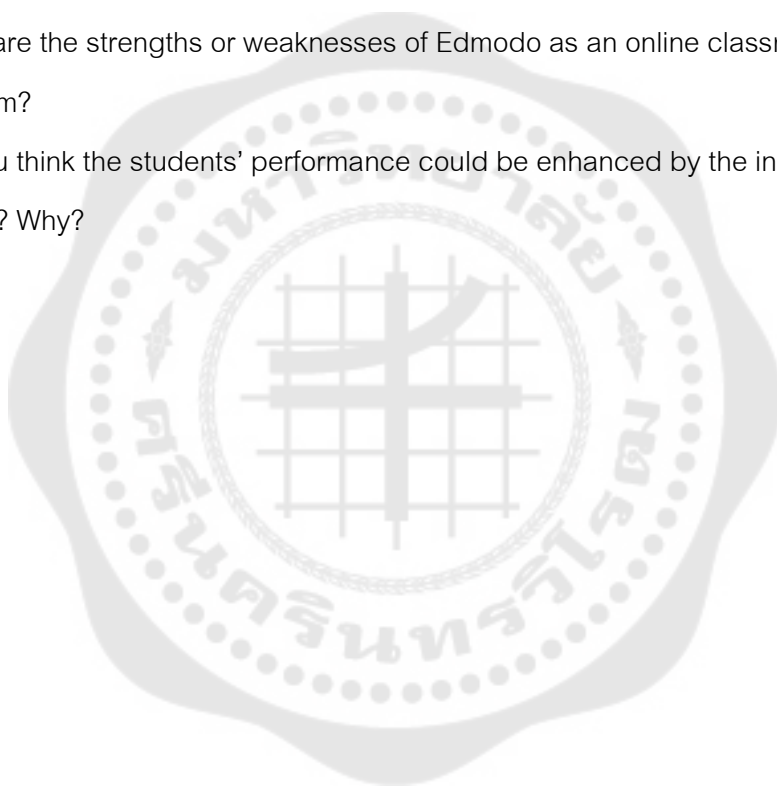
ขอขอบคุณที่ให้ความร่วมมือ

APPENDIX B



INTERVIEW QUESTIONS

1. Do you think the integration with Edmodo supports you in the classroom? Why?
2. What do you think about the students' motivation in the classroom?
3. Besides Edmodo, do you know other applications which could support as an online classroom?
4. What are the strengths or weaknesses of Edmodo as an online classroom inside the classroom?
5. What are the strengths or weaknesses of Edmodo as an online classroom outside the classroom?
6. Do you think the students' performance could be enhanced by the integration with Edmodo? Why?



คำถามสัมภาษณ์

1. นักเรียนคิดว่าการเรียนโดยใช้ Edmodo มีส่วนช่วยในห้องเรียนหรือไม่ เพราะเหตุใด
2. นักเรียนคิดว่าอะไรที่เป็นแรงจูงใจในห้องเรียน
3. นอกจาก Edmodo นักเรียนรู้จักแอปพลิเคชันอื่นใดบ้างที่สามารถนำมาใช้ในห้องเรียนได้
4. อะไรเป็นข้อดีและข้อเสียของการใช้ Edmodo ในห้องเรียนออนไลน์ ในโรงเรียน
5. อะไรเป็นข้อดีและข้อเสียของการใช้ Edmodo ในห้องเรียนออนไลน์ นอกโรงเรียน
6. นักเรียนคิดว่าผลการเรียนของนักเรียนสามารถได้รับการส่งเสริมโดยการเรียนรู้ด้วย Edmodo ได้หรือไม่ เพราะเหตุใด



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The Benefits of the Edmodo Features

1. Accessibility, offered anytime and delivered anywhere. The Edmodo feature appeared and could be accessed anytime and anywhere with the internet or Wi-Fi.



Figure 1: Accessibility

2. Training that is self-paced and matched to the needs of learners. The Edmodo feature is the distributions of self-paced and matched, for the needs of the students in each session. The task will be varied, in the form of four-choice quizzes, polls and choosing what the students are interested in from the online library.

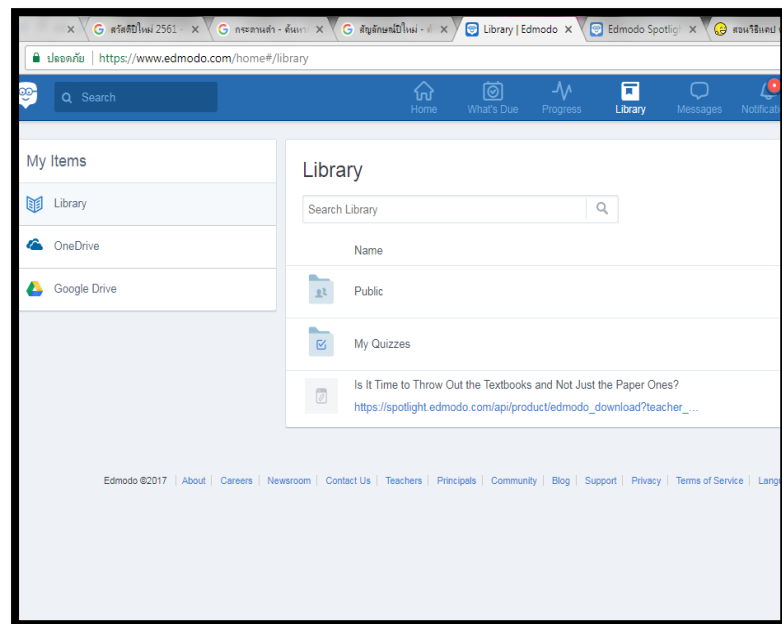


Figure 2: Training

3. Full scalability. The Edmodo feature offers an application that can scale the proficiency of the students, examine their scores and grade them effectively.

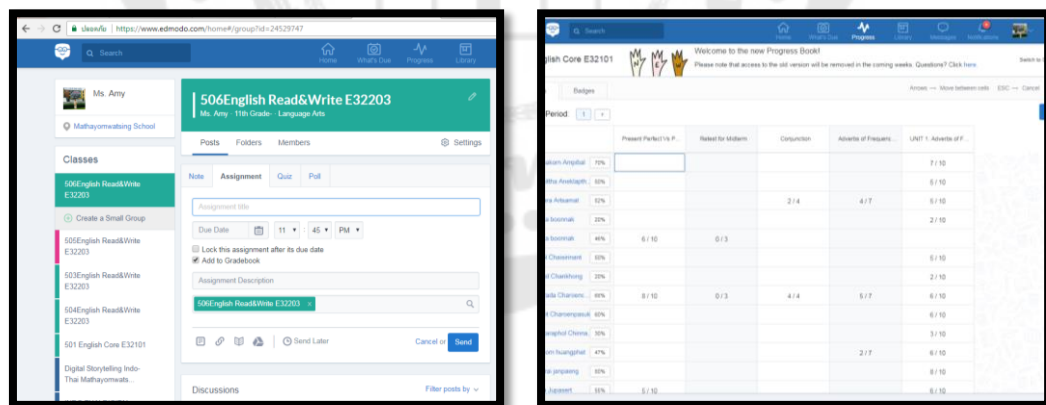


Figure 3: Full Scalability

4. Dissemination of updated information. By an internet-accessible account, the online classroom is easily reachable via the Edmodo application both via computer and smartphone. Students can search for their additional interests on Edmodo Spotlight and enter the keyword. Then, they can access online educational resources all over the world.

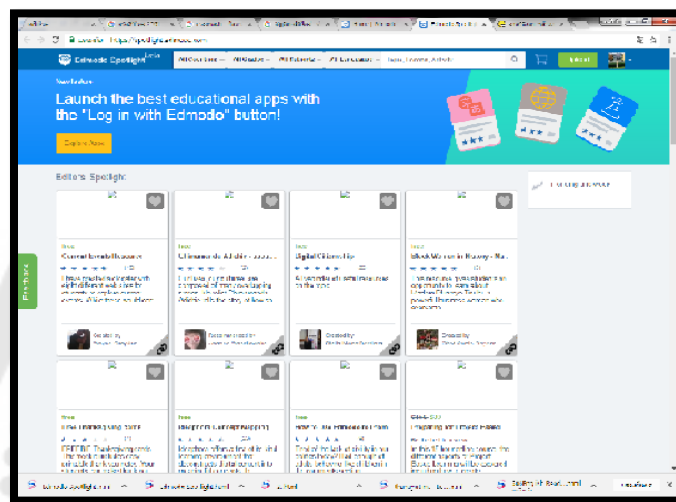


Figure 4: Dissemination of Information

5. Effective learning delivery. The Edmodo feature is an effective evaluation for teachers and students. It has features that evaluate quizzes, tests and polls in an acceptable and reliable manner.

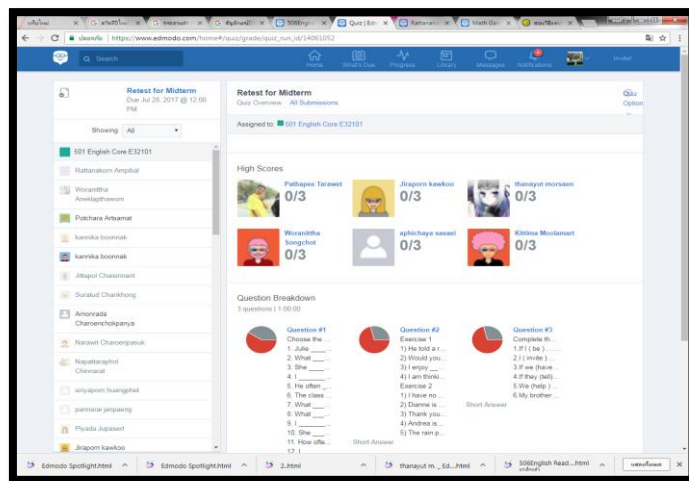


Figure 5: Effective Learning Delivery

VITA

NAME Miss Saowarat Jaroenworachai

DATE OF BIRTH 14 August 1989

PLACE OF BIRTH Nakhonsawan

INSTITUTIONS ATTENDED Faculty of Humanities, Srinakarinwirot University

HOME ADDRESS English Program, Mathayomwatsing School, Bangkok,
Thailand
35 kor moo3 Bangkuntien Jomthong Bangkok 10150

