SOCIAL SCIENCES & HUMANITIES

Enhancing Meaningful Learning of Poems Using Edmodo

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ABSTRACT

The study aimed to survey the acceptance level and the collaboration power of students in using the microblogging site Edmodo to learn poems. The survey was conducted in semi-urban schools in Perak. The study employed the mixed method survey to collect data. In the quantitative method 150 participants were involved in answering the questionnaire. The focus group interview was carried out and the online artifacts were used to support the qualitative data. The quantitative and qualitative data show that the acceptance towards Edmodo and the collaboration among students were positive.

Keywords: Edmodo, collaboration, learning of poems, social networking site

INTRODUCTION

Many scholars and researchers have acknowledged that literature components such as drama, poetry and the short story, contribute to the holistic development of a learner (Horner, 1983; Maley, 2012),

become meaningful resources for language learning (Maley, 1989; Nair et al., 2012) and enrich valuable language learning experiences (Collie & Slater 1990). Rogers (2006) postulated that when learners experience learning literature as an element of enjoyment and intellectual stimulation, they will develop critical reading and thinking skills. Thus, teachers should create a literature classroom that is rich, imaginative and critical in nature.

Learning of poetry, in particular, when approached using the Socratic discussion technique, motivates learners to think critically (Newstreet, 2008). In terms of

writing, Szabo (2008) postulated that poems and elements of poetry can be used as effective learning tools to encourage "creative writing and reflective thinking about the literacy vocabulary and content information" that are being learnt (p. 23). Writing structured poems also helps learners scaffold as they can be creative in selecting words and phrases that are specifically meaningful to them (Sampson, Rasinski, & Sampson, 2003).

Nevertheless, many teachers do not have the needed experience, pedagogical and content knowledge and skill to teach poetry (Dymoke & Hughes, 2009; Stenberg & Whealy, 2009). As such, learning poems and the elements of poetry becomes unenjoyable, difficult and strenuous for learners. In Malaysia, this emerged (and remained) as critical issues when the literature component was introduced in Malaysian public examinations for the English subject at the secondary school level (Nor Fadzleen, 2012). Learners with low proficiency and limited knowledge struggle to understand some poems as it is difficult to assimilate the ideas and events in the poem with their own experiences. Furthermore, there are limited resources available, while limited time in the classroom means teachers are not able to discuss at length certain ideas and meaning and to attend to the different needs and interests of learners.

Web-based applications are rich with features that may have the potential for helping learners and teachers overcome some of the problems they face. Some of these features include extensive sharing of materials (such as videos, pictures, links and articles), synchronous and asynchronous discussion and messaging capabilities and networking. Teachers can use resources containing pictures, discussion and questions to provide students with the best methods and techniques during literature lessons. Similarly, students can use the web resources to gather more information and interact in the virtual environment with their peers and teachers. Such features have dramatically altered the way learners (and teachers) communicate, interact, collaborate and engage to maximise learning tasks, as well as become independent, reflective and autonomous learners.

Recent studies have demonstrated how the use of web applications may enhance the teaching of the literature component. Hassan et al. (2012) used the online environment in the teaching of *pantun* (four-line poem in Bahasa Malaysia) and found that students enjoyed using online software to learn *pantun*. Many studies have concluded that exemplary and meaningful use of technology leads to the effectual learning of literature (Barad, 2009; Meskill & Ranglova, 2000) but very little investigate the use of web-based applications for learning poems (with the notable exception of Pauziah et al., 2012). In fact, little has been done to investigate studies related to newer applications such as Edmodo in the learning of poems. Edmodo, an academic social networking site (SNS), was created to encourage and facilitate teacher-student communication in an educational sphere that fosters discussion and collaboration in

a safe online learning environment (Stroud, 2010). Therefore, this study was carried out to investigate whether the use of Edmodo would facilitate the effective learning of poems. The research questions for this study were:

1. What is the state of acceptance of Edmodo in the learning of poems?

2. Does the Edmodo site enhance collaboration in the learning of poems?

3. What are the students' experience of using Edmodo to learn poems?

Literature Review (LR) and Theoretical Perspectives

Studies indicate that certain functions and features of SNS and web applications are pedagogically useful and support online interaction, collaboration and autonomous learning. For example, regular use of Twitter leads learners to practise language creatively outside the classroom and to share ideas and feedback and to reflect on their work constructively as a community of practice (Lomicka & Lord, 2011). Also, commenting and giving feedback through blogs and forums motivate students to write critically and improve their writing skills, especially when there is a collaborative blogging experience, where the focus is on producing good quality writing or assignments through thoughtful individualistic writing engagements aided by constructive feedback (Drexler, Dawson, & Ferdig, 2007). Quite similarly, writing in closed groups in Facebook encouraged critical practices related to writing as it provided students a space for formal academic discussion in which ideas were constructed, deconstructed and re-constructed (Reid, 2011). In short, based on these three examples, it can be concluded that the notion of learners of the 21st century control their own learning via peer-to-peer collaboration, sharing and reconstruction of ideas and dynamicity and flexibility of learning. These are some forms of engagement that are promoted by the many features of the SNS and web applications that facilitate learners to be managers of their own learning, "connecting within rich and dynamic social environments, rather than studying in solitude through impersonal learning management systems designed by administrators" (McLoughlin & Lee, 2007, p. 672).

Nevertheless, studies have also indicated that SNS are not positively correlated with learner engagement. For example, Hamat, Embi and Hassan (2012) reported that SNS such as Facebook is used to interact with lecturers for informal learning and participants prefer to spend more time on social networking sites for socialising rather than for academic purposes. Studies have also shown that learners can be inactive even when collaborative tasks are given in blogs (Farmer, 2006) or when learning is planned in Facebook (McCarthy, 2013). One plausible reason is that these SNS are not designed for teaching and learning purposes but for socialisation, business and entertainment, and therefore, lack the pedagogical strengths and control (McCarthy, 2015) that are very much needed for a structured form of learning.

In addition, there is ongoing debate on whether the uses of social networking sites are safe for educational purposes. Parents and schools have negative views of SNS and demand a safe and reliable online platform that is appropriate for learning aims and that is strictly managed by educators (Sanders, 2012). Online platforms such as Edmodo are considered academic social networking sites that are safe and able to facilitate communication, collaboration and networking among educators and learners (Stroud, 2010).

There are a number of studies that have investigated the use of Edmodo in an educational context. Karyawati (2014) examined the use of Edmodo in the writing process and reported positive as well as negative findings. The study also reported the strengths and weaknesses of Edmodo compared with other social media. In another study, Bright (2013) used Edmodo as a method of communication and discovered it increased parents' satisfaction and students' achievement, mainly due to the dynamics of Edmodo that allow it to be used as a teaching platform to encourage active and responsible learning (Sanders, 2012). Chado's (2013) study indicated that Edmodo is a user-friendly social networking site that allows even a non-techno-savvy teacher to design online classes. Similarly, learners also viewed Edmodo positively and highlighted that they enjoyed writing in an online class. These studies demonstrated the potential of Edmodo for teaching and learning in a non-threatening environment for both teachers and learners.

When social networking sites such as Edmodo are used in an educational context we need to realise that learners' engagements in social media are more self-directed (Drotner, 2008). This means that learners have various ways of presenting and expressing themselves during their learning activities. This is also an indication that social networking sites such as Edmodo represent a serious pedagogical dilemma for teachers. Therefore, understanding and relating to the uses of Edmodo in different settings and contexts will provide more meaningful insight into the different learning experiences across cultures and social and institutional groups. This study differed from previous work related to Edmodo as it investigated if and in what case Edmodo could serve as an extended space for learning poems in the second-language learning context of Malaysia and what were students' learning experiences using Edmodo.

In comprehending Edmodo as a learning space for the learning of poems, it would be more meaningful to explore this nexus from the perspective of community of practice, as according to Wenger et al. (2002), knowledge is deepened and expertise is established when groups of people "share a concern, a set of problems or a passion about a topic" by interacting and engaging with each other and the knowledge/materials "on an ongoing basis" (p. 4). Wenger (1998) called this situated learning, in which communities of practice are initiated and steadily developed (Squire & Johnson, 2000).

At the initial stage of participation in such a community, learners are considered peripheral, and it is believed that they should always take the initiative to interact with experts. As they begin to grasp the knowledge presented and learn more through interaction and engagement with others in the community, they become active participants, but not as active as core group members. After a certain duration of time, active members will become core members i.e. participants who are considered the centre of any community of practice (CoP) (Lave & Wenger, 1991). This core principle of CoP is termed legitimate peripheral participation (LPP). In this process, participants' identity and relationship are not static because any changes in relationships result in enhanced learning, commitment and participation of members (Tsai, 2012). CoP offers students and teachers the opportunity to move from reflection as a private endeavour to reflection as a social practice that will eventually benefit teachers and students.

In this study CoP refers to a group of learners with mutual engagement, joint enterprise and shared repertoire as suggested by Wenger (1998). Similarly, within the Edmodo learning environment, the current study attempted to expose learners to the above learning experiences that the CoP propagates so that they would be able to grasp knowledge and interact in meaningful and active discourse related to understanding poems. The participants in the Edmodo learning environment, as members of CoP, were involved in submitting useful posts and activities related to the learning of poems such as reading, grammar, vocabulary and writing provided by the teacher regularly. The learners were also engaged in online collaboration to share ideas and challenges related to the learning of poems. Also observed was the shared repertoire through links and websites to provide participants with information related to the learning of poems. Figure 1 illustrates the conceptual model of learning poems in a CoP.
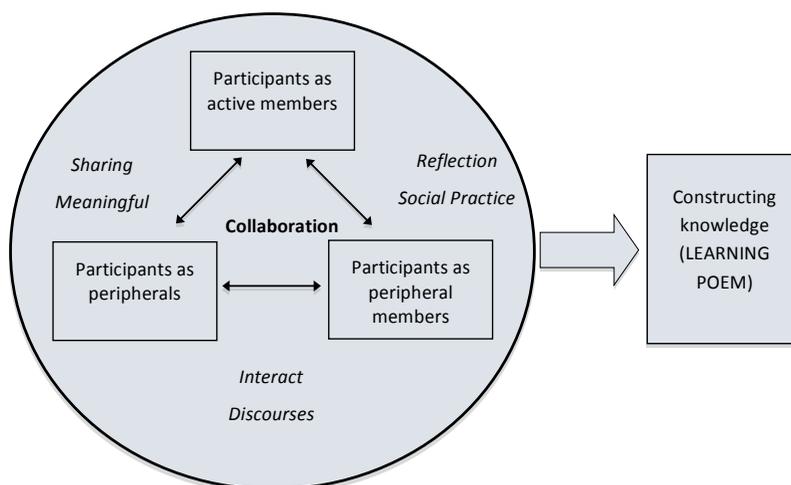

Figure 1. Edmodo as a community of practice in learning poems

This paper studied the experience of Malaysian students who used Edmodo for learning poems. As such, it intended to bring their positive and negative experiences to the fore and to explore the factors that contributed to their online learning and that of the community of practice.

METHOD

Design and Instrument

A mixed method case study was used to gather quantitative and qualitative data. Quantitative case study data were obtained using a questionnaire that was developed based on previous studies by Kabilan and Khan (2010) and Mar and Er (2009) that aimed to understand and examine the use of Edmodo in teaching a literature component. The questionnaire had two main constructs i.e. (i) Demographic and generic items and (ii) Collaboration and learning of the poem that were based on a 4-point Likert Scale (strongly disagree, disagree, agree and strongly agree). There were 10 items in each section. The SPSS statistical analysis data version 2.0 was used to analyse the students' responses in the questionnaire.

As for collecting qualitative data, focus group interview sessions were carried out to determine the participants' experiences and to understand how and why the participants arrived at certain perspectives. The interviews were transcribed and coded and the themes were identified. Miles and Huberman's (1994) three important stages in qualitative data analysis procedures were considered in this study: data reduction, data display and conclusion drawing/ verification. Data reduction refers to the process of discarding irrelevant information. Data display is the good display of data in the form of charts, networks and graphical formats and conclusion is developing conclusions based on the results of the study.

The qualitative data were coded based on Tesch (1990 pp. 142–145):

1. Read the transcription carefully and jot down the ideas as that come to mind.

2. Pick one of the interviews and go through it by asking, "What is this about?"

3. When Step 2 is completed by several participants, make a list of topics.

4. Turn the topics into themes.

5. Reduce the number of themes by grouping similar themes.

6. Finalise abbreviations- alphabetical codes

7. Perform preliminary analysis of material belonging to each theme.

8. If necessary, recode existing data.

Population and Sampling

The participants were 150 Form Four students (average age of 16) from three secondary schools (Schools A, B and C) in the state of Perak, Malaysia. The researcher considered purposive stratified sampling. These students were selected based on their English language achievement in the national public examination in the previous year. For each school, 17 students with Grade A (advanced level), 17 students with Grade B (intermediate level) and 16 students

who obtained Grade C (low level) were identified and selected. The students were made aware of this selection process and agreed to participate in this study. These 150 students were also techno-savvy students and were familiar with the use of Facebook and other web-based applications.

Research Procedure

Step 1: Preparation phase. The researchers chose the materials based on two criteria. The first criterion was the suitability of the materials to the learning objectives listed in the English language syllabus in Form Four. The second criterion was that materials such as worksheets and synopsis that were to be uploaded in Edmodo for learning purposes had be relevant to the textbook and tested in the national public examination. The researchers visited the three schools and briefed the participants of the aims, objectives and the research procedures so that they would have a better understanding of the study.

Step 2: Training of teachers. The second stage of this study was training of the English teachers' who were involved in the actual study. The teacher participants were invited to implement the study on a voluntary basis. They were experienced teachers and familiar with the expectations of the SPM examination (public examination). Approximately an hour was spent with each teacher. Three teachers were trained individually at their homes. These three teachers had ICT capabilities and were

enthusiastic about learning how to use the Edmodo site as it was something new, innovative and beneficial to their students. The researchers guided the teachers on how to register for use of the application and how to access the information uploaded. The teachers were also provided with a hard-copy manual of Edmodo that provided all the information they needed. The teachers went online and tried out the site. This allowed the researcher to address any problems faced by the teachers immediately.

Step 3: Pilot study and improvement of instruments. Before the actual study, the researchers conducted a pilot study with 30 students from School A to ensure the clarity and appropriateness of the questionnaire and the interview items, especially in terms of getting data that would answer the research questions and thus, address the issues of validity and reliability (Note: The 30 students were not involved in the actual study).

The researchers considered the validity evidence for the questionnaire by reviewing the items using the main principles suggested by Fowler (2002) i.e. 1) clarity in wording; 2) relevance of the items; 3) use of standard English; 4) absence of biased words and phrases; 5) formatting of items and 6) clarity of instructions. Two lecturers from a local university reviewed the instruments based on the above guidelines. The interview questions were also clear and well understood by the teacher and the students. There were no difficult or ambiguous questions.

The questionnaire was further pilot-tested in School A. Thirty students were involved in this pilot study. The Cronbach's Alpha (Gay et al., 2006), which is an internal consistency technique, was used to establish the reliability of the questionnaire, which was 0.7, which according to Hair et al. (2006), indicated that the items were homogeneous and measuring the same constant.

Step 4: Main study. The main study was carried out in the three schools in the months of March to May but not simultaneously as each school had its own schedule, examinations and learning activities that had been planned much earlier than this research. The participants were instructed to go online and explore and engage in the learning activities in the Edmodo environment after school hours. Before each session, the teacher would brief the participants on the learning activities that were required of them and their tasks to be completed in Edmodo. The following are the learning activities and tasks that they were required to participate and engage in in Edmodo:

1. Read the notes uploaded by the teacher in the Edmodo site.
2. Watch the uploaded video (for the day).
3. Attempt the quizzes.
4. Discuss with friends and teacher.

Some snapshots of the site are highlighted in Table 2.

Figure 2. Snapshot of the Edmodo site

DATA ANALYSIS

A total of 150 students participated in the questionnaire, and the participants were categorised according to background details, namely gender, race age, form, availability of computer and the Internet service, knowledge of social network and

total hours used on social network sites to learn English. Sixty male (40%) and 90 female (60%) students participated in this research. Table 1 shows the frequency and percentage of hours the students spent on social networking sites based on their response.

Table 1
Number of hours participants use social network sites per week

No of Hours Spent on Social Network Sites	Frequency	Percentage (%)
0 to 3 hours	106	70.7
4 to 6 hours	26	17.3
7 to 9 hours	18	12

Research Question 1

The first research question was: What is the state of acceptance of Edmodo in the learning of poems?

The findings of Construct 2 related to the participants' acceptance level of the use of the Edmodo site. Under this construct, the participants were administered 10 questions or items. The results of the findings based on the mean score and standard deviation are as shown in Table 2.

Table 2
Mean and standard deviation for acceptance of the Edmodo site

		Mean	Std. Dev
1.	I can retrieve easily the information about poems uploaded in Edmodo.	2.88	0.802
2.	I can access Edmodo at any place convenient to me to study poems.	2.98	0.806
3.	I can access Edmodo at any time convenient to me to study poems.	3.03	0.768
4.	I can post questions related to poems to my friends easily using Edmodo.	2.92	0.769
5.	I can get online feedback that helps me to know my weaknesses in understanding poems.	2.97	0.768
6.	I can understand the poems better by doing the quizzes uploaded in Edmodo.	2.94	0.792
7.	I look forward to accessing materials on poems using the visual aids in Edmodo.	2.84	0.777
8.	I look forward to accessing materials on poems using the audio aids in Edmodo.	2.92	0.769
9.	I like sharing ideas about poems using Edmodo as it helps me to improve my critical thinking.	3.00	0.911
10.	I am stimulated to do additional research on topics discussed online.	2.94	0.849

The findings indicated that all the 10 items in this construct seemed to have an overall mean score of 2.94. The highest score was obtained for item 3 ("I can access Edmodo at any time convenient to me to study poems.") with a mean score of 3.03. This was followed by item 9 ("I like sharing ideas about poems using Edmodo as it helps me to improve my critical thinking."), which obtained a mean score of 3.00. The lowest

mean score found in this construct was for item 7 ("I look forward to accessing materials on poems using the visual aids in Edmodo."), with its score value of 2.84. The percentage score received for the construct related to acceptance indicated that the Edmodo site provided ease of use for the participants. The details of the percentage scores are as illustrated in Table 3.

Table 3
Percentage scores for acceptance of the Edmodo site

		Agree (%)	Strongly Agree (%)	Total
1.	I can retrieve easily the information about poems uploaded in Edmodo.	50.7	21.3	72.0
2.	I can access Edmodo at any place convenient to me to study poems.	47.3	27.3	74.6
3.	I can access Edmodo at any time convenient to me to study poems.	47.3	28.3	75.6
4.	I can post questions related to poems to my friends easily using Edmodo.	48.7	23.3	72
5.	I can get online feedback that helps me to know my weaknesses in understanding poems.	51.3	24.7	76
6.	I can understand the poems better by doing the quizzes uploaded in Edmodo.	47.3	25.3	72.6
7.	7. I look forward to accessing materials on poems using the visual aids in Edmodo.	51.3	18.7	70
8.	I look forward to accessing materials on poems using the audio aids in Edmodo.	48.7	23.3	72
9.	I like sharing ideas about poems using Edmodo as it helps me to improve my critical thinking.	44.7	29.3	74
10.	I am stimulated to do additional research on topics discussed online.	44.0	26.7	70.7

Based on the results of the findings related to the score for the acceptance construct, it was found that generally all the items had a percentage score of 70.0% or more, with the highest percentage score of 76.0% for item 5 and the lowest percentage at 70.0% for item 7. The second highest percentage score was 75.6 % for item 3 of the construct. Meanwhile, for the percentage score on the "strongly agree" scale, it was found that the highest score, at 29.3%, was for item 9.

Thus, in general, based on the percentage score obtained from the findings of this study, 70% and more of the participants agreed that Edmodo was accepted as a tool for learning for the learning of the poem.

Research Question 2

The second research question was: Does the Edmodo site enhance collaboration in learning of poems?

The analysis carried out on the second construct to identify the power of collaboration in using the Edmodo site showed a slightly lower index from the perspective of mean score, with the overall mean for this construct being 2.646.

Nevertheless, the score it still indicated that the trend was positive and similar to the general question on use of computers in the earlier construct. The details of the findings are shown in Table 4 below.

Table 4
Mean and standard deviation for collaboration on the Edmodo site

		Mean	Std. Dev
1.	I use Edmodo to get ideas from my classmates when I am online.	2.58	0.779
2.	I feel comfortable exchanging ideas about poems online using Edmodo.	2.65	0.882
3.	I feel comfortable sharing ideas about poems online using Edmodo.	2.63	0.772
4.	I debate online using the Edmodo with other students from different schools to understand the poems better.	2.38	0.774
5.	I am comfortable exchanging information with other students online about poems.	2.59	0.729
6.	I ask [my] English teachers for help on poems outside of class time using Edmodo.	2.61	0.882
7.	I like seeing other students responding to what I posted on Edmodo about poems.	2.69	0.881
8.	I am alert and focused while using Edmodo to learn poems.	2.73	0.756
9.	I have learnt in different ways than I do in the classroom using Edmodo.	2.87	0.816
10.	I prefer to collaborate to learn poems using Edmodo.	2.73	0.785

The findings of the study indicated that most of the participants preferred the use of the Edmodo site to learn poems compared to learning in the regular classroom setting. This was indicated by the mean score of 2.87. A lower mean was obtained for the item on the use of Edmodo to debate online. Pertaining to the acquiring of understanding of the poem through debate, the mean score was found to be at 2.38. Nevertheless, this was still proportionately inclined to agreement, as illustrated in Table 4 below:

Table 5
Percentage scores for collaboration on the Edmodo site

		Agree (%)	Strongly Agree (%)	Total
1.	I use Edmodo to get ideas from my classmates when I am online.	48.0	9.3	57.3
2.	I feel comfortable exchanging ideas about poems online using Edmodo.	54.0	10.7	64.7
3.	I feel comfortable sharing ideas about poems online using Edmodo.	53.3	9.3	62.6
4.	I debate online using the Edmodo with other students from different schools to understand the poems better.	40.0	5.3	45.3
5.	I am comfortable exchanging information with other students online about poems.	48.7	10.0	58.7
6.	I ask [my] English teachers for help on poems outside of class time using Edmodo.	44.0	14.7	58.7
7.	I like seeing other students responding to what I posted on Edmodo about poems.	47.3	16.7	64.0
8.	I am alert and focused while using Edmodo to learn poems.	64.0	9.3	73.3
9.	I have learnt in different ways than I do in the classroom using Edmodo.	50.0	20.7	70.7
10.	I prefer to collaborate to learn poems using Edmodo.	50.7	14.0	64.7

Based on the findings as illustrated in Table 5, the pattern shows that in general, the participants generally agreed with the use of Edmodo for learning, and the agreement of the participants indicated that the use of Edmodo inculcated and promoted collaboration between the students from the same and different schools. Largely, all the items and the results of the findings were positive, as more than 57.3 % agreed compared with only 45.3% agreeing that the participants use Edmodo as a tool to debate with other students in their school and with participants from other schools.

Apart from that, the participants indicated that they believed that Edmodo actually helped them to attain higher motivation and desire towards learning. This can be seen from the participant response to the item, "I am alert and focused while using Edmodo to learn poems," which scored a high percentage of responses at 73.3%. Furthermore, 70.7% agreed positively with the item, "I have learnt in different ways than I do in the classroom using Edmodo."

Since the percentage score, from the findings, showed that 9 out of 10 items were found to be more than the value 50% in agreement, except for item 4, it can be generalised that the Edmodo site helped and assisted participants in learning and indirectly indicated that the level of collaboration that Edmodo provided was actually high. This also implies that the power of collaboration in the use of the Edmodo site as an online learning tool for the learning of poems is considerably good and a positive attempt.

QUALITATIVE DATA ANALYSIS

The qualitative data analysis refers to the the focus group interview transcript and the artifacts found at the Edmodo site.

Research Question 3

The third research question was: Does the Edmodo site enhance students' learning of poems?

The interview transcripts were categorised by theme, as described in the following section. The themes were enjoyable, interesting, useful and collaboration. The following sub-sections discuss the themes in greater detail.

Enjoyable and Interesting

The participants were generally positive about the use of the Edmodo site to learn the poems. All the participants agreed that they enjoyed the use of Edmodo in learning the poems. The participants' response was supported by feedback such as: "I can see cartoon on the poems," "can chat," "many fun games" and "got video." They also found that the Edmodo site was enjoyable because they "like using computer." Interestingly, one of the students pointed out that it was enjoyable since "it is like the Facebook." The artifacts also indicated that the students enjoyed the Edmodo site. This can be seen in these examples: "[Y]es teacher . . . its fun and I just learned few words with correct spelling" and "Edmodo is much more fun than learning in the classroom." Another positive comment was: "[I]t has beautiful and attractive homepage . . . interesting to

learn." One of the participants was excited as the experience was "interesting because I can meet different people from other schools "Can gave idea. Get idea." Similar excerpts were also found in the artifact, such as, "quiz is interesting" and "is interesting I enjoy answering the quizzes."

Useful

Participants reported that they were actively engaged in the Edmodo site as it was useful. The participants acknowledged that the quizzes helped them to understand the poem better. One of the participants highlighted that there were "a lot of questions and if get wrong it shows the answer." Another student reported "that quizzes are useful." Students also found that they were able to find the meaning of difficult words; for example, they found that "words got meaning for each stanza." Another student highlighted that the notes were "very clear we can refer many time." Students expressed that the Edmodo site was useful as it helped them to improve their English. The participants' comments on this aspect were: "improve my English, grammar", "nowadays my English is better," "can study in English," "I know the meaning of the words" and "my English are better." The artifacts further reinforced the idea that the participants found Edmodo to be useful; for example, the teacher stated, "I am glad to know it is of help especially with your spelling."

One of the students explained that the Edmodo site was useful as the students were able to redo the questions. The participants were also able to communicate at any time.

In other words, there were no restrictions in terms of time taken to learn the poem or to work on the quizzes. This is evident from the following remarks from some of the participants: "can do revision," "Can go anytime" and "if busy can go later." Another students responded, "I am able to do exercise online and get my answers checked without having to buy books." The participants also found that they were able to "discuss with friends and teachers after school." More comments related to usefulness are "Edmodo has helped . . . because explanation on the website is simple," "It is a great help for my SPM", "cut down the time of learning poems" and "can get ideas from other schools." They pointed out that engaging at the Edmodo site was "not same like the class" and "different from the classroom . . . cheerful environment."

Collaboration

Another interesting point in this study was that the participants preferred the collaborative learning environment provided by Edmodo as, they responded, by collaborating they were able to "see many points" and "friend can explain." They were comfortable interacting with their friends and were able to generate more information on the poem. The following comments from the interview illustrated their optimistic experiences: "we can learn what our mistake . . . with our discussion team from other school" and "can get more ideas from other schools." The participants importantly stressed that "it is good, because

can communicate with teachers and friends about literature English." Despite the favourable results discussed above, the participants highlighted that they were not able to actively participate in the Edmodo site because they were busy with school work and "don't like when friends comment . . . bad comments." Another negative comment was related to the difficulty in interacting at the same time because, for example, "Some of them no time to go online or go online at different time." However, the participants responded positively when they were asked whether they would agree to the use of the Edmodo site being continued in the teaching of poems. Some positive comments from the participants were, "I believe I can score good results in examinations if Edmodo is continued in teaching process" and "it helps me to prepare for my exam."

DISCUSSION

The quantitative data collected through the survey on three constructs namely, general perception on technology, acceptance and collaboration reflected positively. The overall mean score of all three constructs was found to be at 2.908; this indicated the level of agreement. The results of the quantitative findings can be summed up as that the participants generally accepted the use of Edmodo in learning poems. The finding is consistent with the view of Bright (2013), Chado (2013) and Sanders (2012), who stated that Edmodo is a reliable and effective platform for learning. Furthermore, the Edmodo site also enhances the power of collaboration among the participants. Such

findings also lend support to the principle of the community of practice (CoP) suggested by Lave and Wenger (1991) that interaction, commitment and collaboration among participants will expose students to positive learning experiences. The participants as members of CoP in this study collaborated on the Edmodo platform. The findings also echoed Sanders (2012), Motteram and Sharma (2008) and Alexander (2008), who stated that social networking sites can be manipulated easily without difficulty.

This quantitative finding positively supports the premise that Edmodo has a significantly positive impact on participants and encourages the learning of poems and of the English language in general. The qualitative findings further strengthened the idea that the Edmodo site is a valuable site for the learning of poems. The qualitative data highlighted themes that were related to enjoyment, usefulness and collaboration. A number of participants highlighted certain difficulties but these can be avoided with more effective pedagogical practices. Therefore, it can be concluded that the qualitative analysis supported the quantitative analysis. Additionally, some of the examples from the artifacts also make clear that the students' experience of the use of Edmodo in learning poems was positive.

CONCLUSION

The findings of this study revealed that the use of Edmodo to learn poems by secondary school students in Perak, Malaysia was positive and meaningful. The study illustrated that the Edmodo site is a current environment that can make a difference in the learning of texts in the literature component of the English Language subject taught in secondary schools in Malaysia. However, it needs to be stressed that the use of Edmodo in the Malaysian educational context is at the early stage. It can be concluded that extensive studies related to Edmodo should be carried out to confirm the acceptance and the students' experience of the Edmodo site that were found in this study. Future research should also focus on the use of Edmodo to teach subjects like Mathematics, Science and Bahasa Malaysia.

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