

Introduction

In this era, students usually use many kinds of social networking, for the examples: Facebook, Twitter, Blackberry Messenger, to communicate with each other, send files, and make appointment. It can show us that we need internet in our daily activities. When teachers asks the students to do an assignment, the students can easily find in the internet and they do not need to go to the book store. The student can find what materials they need for their assignment or homework in the internet.

To achieve a good education quality certainly could not be separated from teaching and learning activity as the main activity in the school. Maryono and Trisngati (2011) expressed that it could not be denied that the teaching and learning process in the classroom appeared tend to be passive, because the learning is focused on the teacher and students still depend on the teachers. It can be seen from the most of teachers who actively speak in front of the class. It made the students get bored, sleepy and annoy the other students. In the other hand, the choice and utility of learning models also have an important role because until now there are many students that are less encouraged in studying because the teachers use the traditional or conventional learning models.

When students enter junior high schools, they encounter difficult textbooks and instructional materials. Many students begin to struggle with reading comprehension because they got lack the vocabulary to understand academic texts. Buly & Valencia (2002); Snow, Porche, Tabors, & Harris, (2007) state that in learning a foreign language, vocabulary plays an important role because it is one element that links the four skills. The students usually feel bored to remember the word. It is also difficult to memorize the new words and the meaning of words. To handle those difficulties, teachers have to be active and creative in teaching vocabulary. One of the strategies to handle the boredom in teaching vocabulary is by using computer.

Based on the explanation above, the writer was trying to combine how to teach vocabulary in junior high school using the internet and computers. The writer is going to use Edmodo as the learning media. With Edmodo, teachers can improve the students' ability in English effectively. The teacher gets additional time above regular class. Edmodo can give students more opportunities to explore more sources in the internet. All the explanation would be described below.

The Nature of Vocabulary

Vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p. 385). When we learn the language it means that we learn the words of the language. Vocabulary has been defined as “the storehouse of word meanings that we draw on to comprehend what is said to us, express our thoughts, or interpret what we read” (Moats, 2005, p. 7). The depth and breadth of individuals’ vocabulary is highly correlated with their overall language development and is a factor in their ability to use language in varied contexts and for multiple purposes (Montgomery, 2007; Richgels, 2004).

According to Montgomery (2007); Richgels, (2004), there are four types of vocabulary: listening, speaking, reading, and writing. The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another skills.

1) Listening Vocabulary:

Listening vocabulary is vocabulary that comes from the words we hear and understand. Montgomery (2007); Richgels (2004). Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Stahl, (1999); Tompkins, (2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary. A person’s listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

2) Speaking Vocabulary:

Speaking vocabulary is vocabulary that comes from the words we use when we speak (Montgomery, 2007; Richgels, 2004). Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This

number is much less than our listening vocabulary most likely due to ease of use (Montgomery, 2007; Richgels, 2004). A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misuse – though slight and unintentional, may be compensated by facial expressions, tone of voice, or hand gestures.

3) Reading Vocabulary:

Reading vocabulary is vocabulary that comes from the words that we understand when we read text (Montgomery, 2007; Richgels, 2004). We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary (Montgomery, 2007; Richgels, 2004). A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other there.

4) Writing Vocabulary:

Writing vocabulary is vocabulary that comes from the words we can retrieve when we write to express ourselves (Montgomery, 2007; Richgels, 2004). We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell (Montgomery, 2007; Richgels, 2004). A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

By using Edmodo, the writer is going to use written vocabulary in Edmodo. Because the students will be more active to read and write their task. Spoken vocabulary has low chance to be applied in Edmodo because the teacher should give example directly to their students in the class.

The Importance of Vocabulary

Vocabulary learning is the important aspect in learning a foreign language. In order to communicate well, students need to know a lot of vocabulary. David Wilkins (2002) says that vocabulary learning is very important. ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.’ It shows that even without grammar, with some useful

words and expressions, students can communicate. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books" (p. 4). This relates to how many words a student must know. What kinds of words one needs to know and how many words he must know. The importance of learning listening vocabulary is as children grow up; they continue to learn through listening. Much of a child's vocabulary develops as children listen to adults and to other children. When adults read stories to children, understanding the story requires listening vocabulary. Adults can help children develop listening vocabulary by asking questions about the story as they read to check how well children understand what the adults read. The importance of speaking vocabulary is by having speaking vocabulary; children can know how the words sound and are pronounced. For example, some students may recognize vocabulary by reading it. However, when they hear them spoken they may have a hard time recognizing it or weak in pronouncing it. The importance of reading vocabulary is by having reading vocabulary; readers can understand what they are reading and what most of the words mean. Children as a beginning readers use the words they have heard to make sense the words they read. For example when they read word 'cat' in a book, they begin to figure out that the sound is represented by the letters *c, a, t*. The readers recognize the sounds make up very familiar word that she has heard and said many times and used it in reading. The importance of writing vocabulary is by having the writing vocabulary children know what the word looks like, how the word is written and spelled. For example, the children know how to write immersion with double 'm' and how to spell it, such as *i-m-m-e-r-s-i-o-n*. Learning the vocabulary of a foreign language can give knowledge to the learners the correct connections when understanding the language between the form and the meaning of words including discriminating the meanings of closely related words.

According to Dalmayanti, & Muh Al-hafidz (2013) there is no special subject to learn vocabulary. Teaching vocabularies integrated with other skills such as listening, speaking, reading, and writing. In curriculum 2013, students (second grade junior high school) learn vocabulary through arranging greetings, making invitations, arranging descriptive and procedure texts, finding the main points in recount texts. So, the teacher must anticipate how vocabulary should be taught. The teacher needs more time to teach vocabulary, so that the student can communicate well in their daily lives and be confident to speak English in their environment.

A Glimpse of Edmodo

According to www.educatorstechnology.com (2013) Edmodo is an educational technology company offering communication, collaboration, and coaching tools to K-12 schools and teachers. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents. Edmodo is a web-based platform that provides a safe and easy way for teacher's class to connect and collaborate, share content, and access homework, grades and school notices. It is like Facebook but in a safe and controlled environment appropriate for school.

Edmodo provides teacher with a secure environment where the teacher can create a classroom group for your students. In this virtual group the teacher can :

- place digital resources on edmodo for students to access or download,
- create polls for students to vote online.
- write short summaries of lessons for students who were absent from class (better yet: get your students to write the summary).
- post homework information.

Edmodo explicitly deals with school and teacher concerns about social networking for students in the following ways:

- each Edmodo class group is managed and controlled by the teacher
- students need an access code to join the class. If a student shares the code outside the class, the teacher can change it, without affecting students already joined in the group.
- students can only communicate to the whole class or to the teacher – private messages between students are not possible.
- anonymous posting is not possible.
- teachers can delete posts.
- if schools upgrade (free) to the institutional features, the school can audit all teacher and student activity.
- parental access to their children's posts and the teacher is an optional feature.

Features in Edmodo

According on nesabamedia.com (2016) there are a lot of features offered by Edmodo to support the learning process. The following features on Edmodo are:

1. Polling

Polling is one of the feature that can only used by the teacher. This feature is usually used by teachers to determine students' responses on specific issues.

2. Gradebook

This feature is similar to the record of a student's grade. With this feature, the teacher can assign a value to the students manually or automatically. This feature also allow teacher to manage the assessment of learning outcomes of all students. The assessment can also be exported to a .csv file. In the feature Gradebook, teacher has full access to these feature, but students can only view scoring table in the form of graphs and direct assessment.

3. Quiz

Quiz feature can only be made by the teacher. Students do not have access to create a quiz. They can only work on the quiz given by the teacher. Quiz is used by teachers to provide online evaluations to students in the form of multiple choice, short field and about the description.

4. Files and Links

This feature serves to send a note with file attachments and links. The file is usually had extension such as .doc, .ppt, .xls, .pdf and others.

5. Library

With this feature, teachers can upload teaching materials such as materials, presentations, images, video, reference sources, and others.

6. Assignment

This feature is used by teachers to assign work to students online. The advantages of this feature are equipped with the deadline, feature attach files that allow students to submit assignments directly to teachers in the form of document files (pdf, doc, xls, ppt), and also the "Turn in" to the item assignment that serves marks that students have completed their task.

7. Award Badge

To give an award to the student or group.

8. Parent Code

With this feature, parents can monitor the learning activities of their children. To get the code, parents can get the code by clicking the name of the class or group of their children in Edmodo or can obtain it directly from the teacher.

Requirement to Teach through Edmodo for Schools

Before doing teaching activities, teacher should know what they must prepare. In this paper, the writer gives all of requirements to teach through Edmodo, so that teaching activity can be done effectively. Some of the schools in Surabaya have language laboratories with computers. Teachers can use computers with more interesting activities by using Edmodo. Here are the following requirements.

1. Digital Laboratory Language

Some of the schools in Surabaya have already provided language laboratories to enhance students' language skills.

2. Stable internet connection

Make sure that school or teacher provides good internet connection. The most important requirement is the internet connection.

3. Teacher's / student's laptop

If the school does not have language laboratory, the teachers can teach in the classroom by using their own laptops. The students can bring their laptop too. And also, teachers must provide internet connection to support student who do not have internet connection.

4. Use smartphone

At last, teacher can teach Edmodo through smartphones. Recently, Edmodo has built an application for android and ios system. It will be easier to carry smartphones than laptops.

Advantages of Edmodo for Junior High School Students

Edmodo as the internet-based learning technology has two advantages for teachers and students. According to edmodo-in-the-classroom.wikispaces.com (2005), here are some of advantages by using Edmodo for teaching and learning activity:

- Safe, closed network: students do not have to include personal information in profile
- Sharing digital media such as blogs, links, videos, documents, notes, presentations etc.
- Students can participate in online discussions

- Friendly to the environment; saves paper
- Students have a real audience for their work
- The calendar keeps all homework organized for teachers and students
- After posting their work, students can receive feedback and suggestions
- Parents can stay connected by viewing their child's work and grades
- Students can upload homework assignments
- Teachers can give feedback and post grades

Teaching English in Junior High Schools

According on Selina Humphrey (2004) in English classes at junior high the teacher will experience an extensive range of content, style, students' attitude and enthusiasm, and English ability. Despite junior high school spanning only 3 years – the difference between a first grader's English and that of a student in the third grade is incredible, and it is this range and these differences that create an unpredictable yet enjoyable working environment.

Characteristics of Junior High School Students

Junior high school learners are qualitatively different than younger learners. Teachers and parents can significantly enhance the learning of students this age by understanding the cognitive and social characteristics of junior high school learners. Pennington (2009) says that using the right instructional strategies to maximize the learning advantages and address the learning challenges of junior high school learners can make all the difference in their success.

- Junior High School Cognitive Development

By ages 12, 13, and 14, most students have begun developing the ability to understand symbolic ideas and abstract concepts. According to Piaget's classifications, students will range in development from the concrete operational stage of development to the ability to the formal operational stage. In fact, studies show that brain growth slows down during these years, so cognitive skills of learners may expand at a slower rate; however, refinement of these skills can certainly be reinforced. Generally speaking, most students share the following characteristics:

1. Curious and willing to learn things they consider useful
2. Enjoy solving “real-life” problems
3. Focused on themselves and how they are perceived by their peers
4. Resists adult authority and asserts independence
5. Beginning to think critically

- **Junior High School Social Development**

Most junior high school students experience conflicting values due to their changing roles within their family structure and the increasing influence of peers. Generally speaking, most students share the following characteristics:

1. Need to feel part of a peer group, consisting of boys and girls, and are influenced by peer pressure and conformity to their group
2. Prefer active over passive learning activities that involve working with their peers
3. Need frequent physical activity and movement
4. Need adult support, guidance, and calm direction

Teaching Vocabulary Through Edmodo for Second Grade Junior High School

Based on Curriculum 2013, there is no special subject to learn about vocabulary. The writer is going to explain how to teach vocabulary more effectively, because the student needs more time to focus on remembering some vocabularies. So that the students can master other skills (writing, reading, and speaking). It will be explained below.

The Background

English is a foreign language in Indonesia. English is also an international language so that almost all schools in Indonesia especially in Surabaya have English lesson as one of the subject. However, most students still find the difficulties to learn English and when they were in elementary schools, English was not a main lesson. It is quoted from www.beritaedukasi.com (2012) English subject will be no longer included in the compulsory curriculum for elementary students. The writer investigated one of the junior high schools in Surabaya during his Teaching Practice Program. After two weeks at school, the writer knew the reasons of the students’ difficulties in learning English. There were some reasons why the students still felt that English was difficult. The reasons were that the students had low

motivation in learning English because the students can get bored easily, less attractive learning media such as only plain paper with small note on that paper, and less vocabulary.

Concerning the problems above, the writer knew the ability of the students in learning English. However, most of them really needed to improve their vocabulary in order to increase their English ability. In this study, the writer concerns with the students of second grade junior high school because they need more time to master vocabulary. Students still get confused when arranging sentence. Hence, the writer tried to help the students increase their English ability by teaching them vocabulary as the basic of learning English. It is supported by Sardjono (2014) without enough vocabulary ability, the students would find difficulty to understand people's speaking, people's writing, and especially in expressing their ideas.

The Process

The teacher should prepare the media learning in his account in Edmodo. The teacher should place the material with topic based on the curriculum in Edmodo. Using teacher's online class, the teacher will invite their students to join their class in Edmodo with "code" that given to the students. At the very first meeting, the teacher should explain how to sign up in Edmodo. So that the students will not get confused to use Edmodo in the next season of the class.

After the students understand how to sign up with Edmodo, the teacher should teach them how to download, post, and give a comment to their work. It would take 2 x 40 minutes to be done all of the steps using Edmodo. In the first session, the teacher will place a material with vocabulary exercise and will ask the students to do that assignment with the time reminder in Edmodo. The teacher should make sure that all of the students can mastering how to operate Edmodo by themselves at the second meeting.

When the students can master all of the process in Edmodo. The teacher should give a quiz with vocabulary test. The test would be done twice a week. The first will be held in the class, and the second quiz will be held on the appointment board in Edmodo. The teacher will give score to each students based on the scoring system provided by Edmodo. It will increase students' interest to learn English, because they can access Edmodo almost every day with their own internet access.

At the end of the lesson, the teacher will give final test to the students. A week before the test, the writer will provide some materials in Edmodo which contain: vocabulary video, small dictionary, and students' guideline. The test will be held in the class using computers.

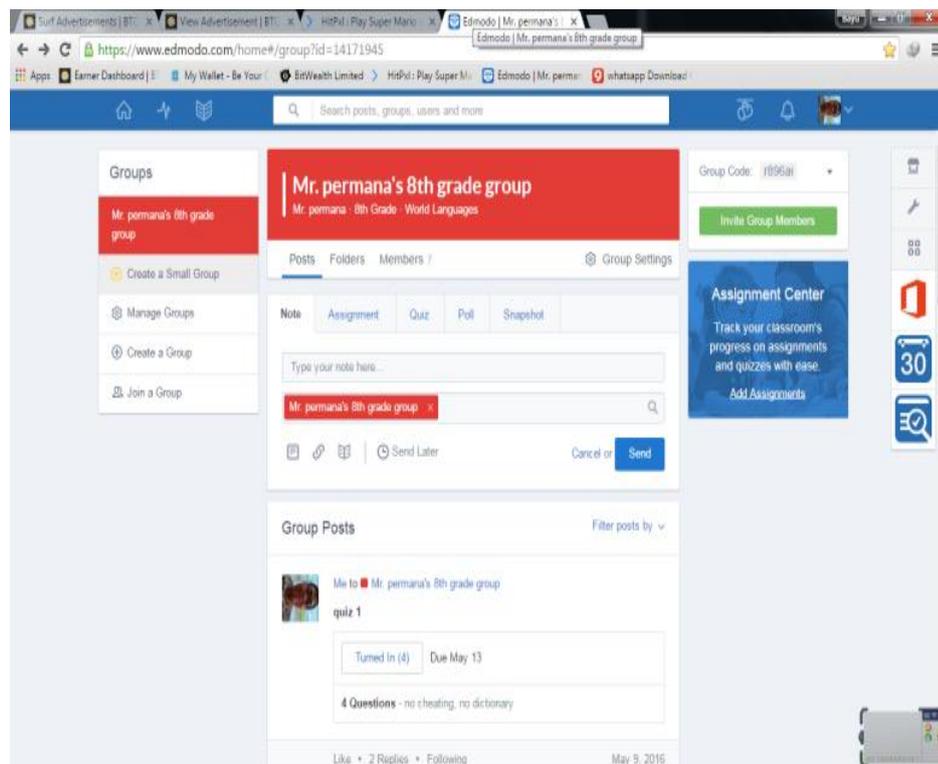
The students must to do the test with the time provided by the writer, and they can submit their test to the teachers' account.

How to Teach Vocabulary through Edmodo

In order to increase student's ability in English, the writer tried to apply Edmodo in teaching vocabulary. Because of less reference, the writer implemented the teaching practice by himself. It took one week to teach vocabulary for eight grade students (junior high school). Here is the process how the writer taught vocabulary through Edmodo.

First of all, the writer provided all the materials for the eighth grade of junior high school. The writer took a topic about "In the Kitchen" based on the eighth grade book. He gave a video about things in the kitchen and posted to his account in Edmodo. He also posted assignment in his account and made short quiz for students with the due date. After all the materials were ready, the writer checked them again before implementing Edmodo to his students.

Figure 1. main page in the writer's class



For better achievement in learning vocabulary, the writer used Edmodo as learning media. The writer taught some students from different schools. Some of them had already known about Edmodo and others had not known. The writer asked them to bring their own

laptops or gadgets which could connect to the internet. The writer provided internet connection using his own mi-fi. Before the writer started his lesson, the writer taught them how to join in Edmodo in the first meeting. He taught how to sign up in Edmodo use their first name, last name, their e-mail, group code, and made their own password. The writer asked the students to give their active e-mail for giving what should they do. Edmodo would send notification to student's email directly after the writer posted assignment or something on the writer's wall. After the students signed up in Edmodo, the writer tried to give a quick test in his wall in Edmodo. By submitting a question in assignment page, the writer just made sure that the students knew how to receive post and submit post. The students gave their comment on the comment box.

When the first time the students knew how to sign up in Edmodo, the writer asked them about the appearance in Edmodo. They felt happy because the appearance in Edmodo similar with Facebook. It could help students to get motivation in learning English more than using papers. The writer took 2 x 40 minutes to explain and give the students a trial to operate Edmodo. The writer made time allocation as long as regular class in schools, so that the teacher could manage their time to teach using Edmodo and also guided the students how to operate Edmodo at the first time.

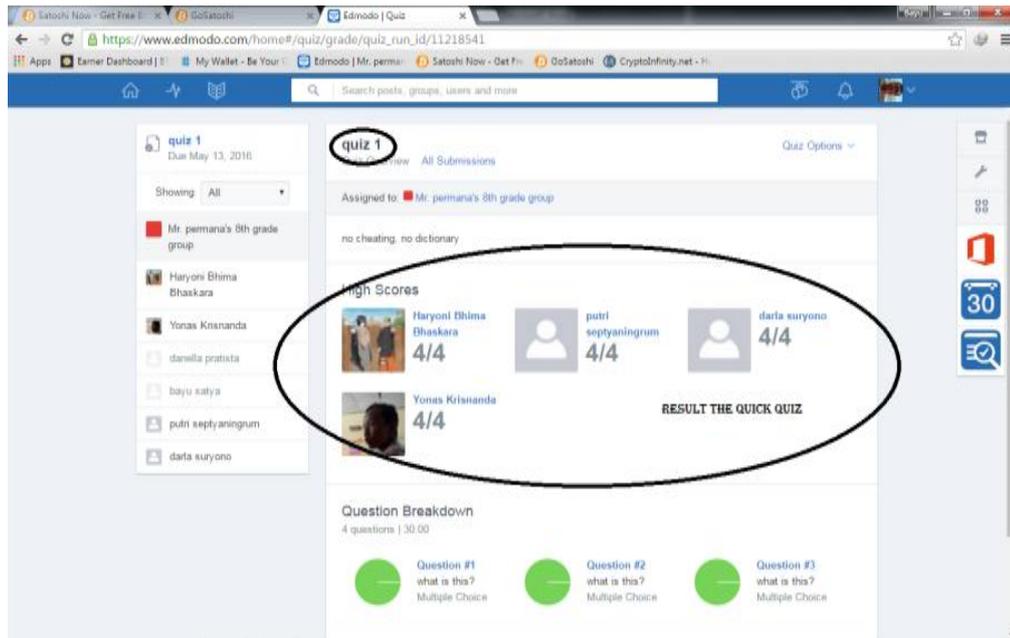
In the second meeting, the writer was ready to teach vocabulary through Edmodo. Combining with Direct Method, the writer explained about things "In the Kitchen". The writer used Direct Method because this method related in teaching vocabulary and suitable for junior high school students. The writer provided a video which had been uploaded a day before. It was taken from Youtube (teachers can add any kind of online files in Edmodo). He showed up the video through Edmodo and asked the students to memorize and spelling all the vocabularies in that video. It took around 10 minutes, after that, the writer asked them to move in assignment page.

The writer made a powerpoint to make the students more understand and memorize things in the kitchen. All the materials were downloadable in Edmodo. So, the students could learn more after the class because they could save the files. In the file powepoint, the writer taught the students using repetition method. It took around 40 minutes to memorize all the name of things in the kitchen. And in the last presentation, the writer provided some questions and asked the students to answer it together.

At the end of the lesson, the writer gave the students a short quiz. It was provided in Edmodo function to make a short quiz. The writer chose to make a multiple choice quiz with time limitation. The writer gave a question with picture provided in the question, so, the

students just check on the box. The writer decided to give a score manually, because the writer taught them in class so that the writer just gave score directly. Although Edmodo has function to give a score directly. All of the students could answer a quiz without false answers. It showed that the students understand the lesson by using Edmodo. The writer gave a test based on what they had learned about things “In the Kitchen”.

Figure 2. the result for quick quiz



Problems and how to overcome

When the teacher teaches, there are problems that can make learning activity uncomfortable. Besides, there are many advantages from Edmodo, the teacher should anticipate when the environment or the students is not suitable for teaching activities. Here were the problems when the writer implemented to teach vocabulary through Edmodo and how the writer solved the problems.

At first, the writer should prepare stable internet connections. This is the most important thing. However, some schools do not provide an internet connection. It must be provided by the teacher itself. The teacher can use mi-fi (modem which can share internet connection for some users) to connect to the internet. Using mi-fi would take quiet high cost because the teacher should buy internet quota. However, Edmodo do not cost high quota, it depends on how the teacher give their materials in Edmodo.

The second is about hardware used in learning activity. It will be easy for the teacher if the school has language laboratory or laboratory which has computer for students. How if

the schools do not have language laboratory with computer inside? The teacher should bring his own laptop and provide internet connection. The teacher also asked his students to bring their own laptop. How if the students do not have laptop? The last thing for the students must have is smartphone. With smartphone students can also access Edmodo, but with some limitation rather than student who bring laptop.

The third is about student attendance. If the students cannot attend the class, the teacher should give additional time to explain more for who were absent. The teacher can use additional assignment in Edmodo for who were absent.

Conclusion

Edmodo is very helpful for teaching and learning activity. With many features that easy to use and interesting appearance, it can motivate students to learn English especially in vocabulary. Edmodo could combine with other techniques to get students' interest and make learning activity more attractive. The students can adapt easily to use Edmodo because Edmodo looks similar with Facebook that is already popular as a social media.

In Indonesia, especially Surabaya, internet is people's need nowadays. By using internet, teacher can use their creativity to teach. The writer believes that students will not get bored anymore by using Edmodo. And the additional important thing is students can learn in a fun way and saves paper.

Suggestion

The writer would give some suggestions that the teachers can use Edmodo in learning activities, especially vocabulary for young learners. Edmodo can be applied every time when needed. However, the teacher should be careful about the internet connection and hardware that will be used. Some of schools do not provide internet connections or computers. Furthermore, the teacher can apply Edmodo not only in teaching vocabulary, but also in writing. There are many functions that can be used by the teachers. Such as, poll: the teacher can ask students about what will be taught or next activity by creating poll. Teacher can also make a report for student's parents using parent function in Edmodo.

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APPENDIX

Slide 1



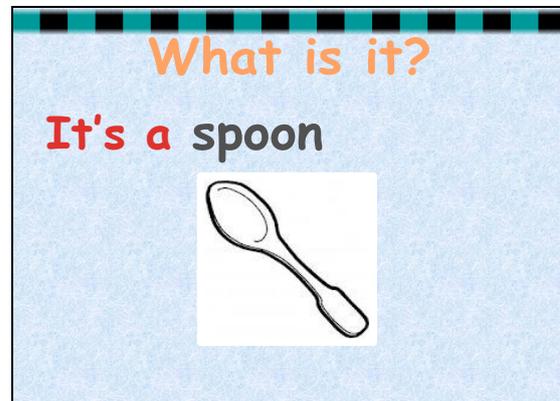
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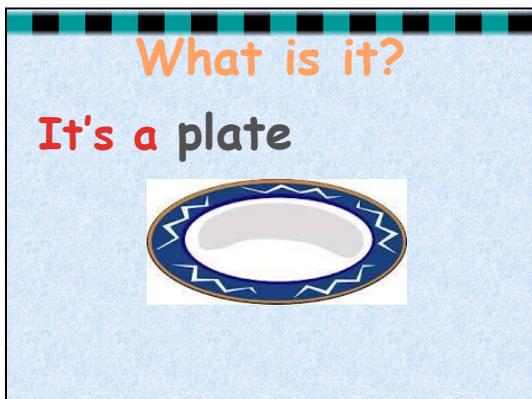
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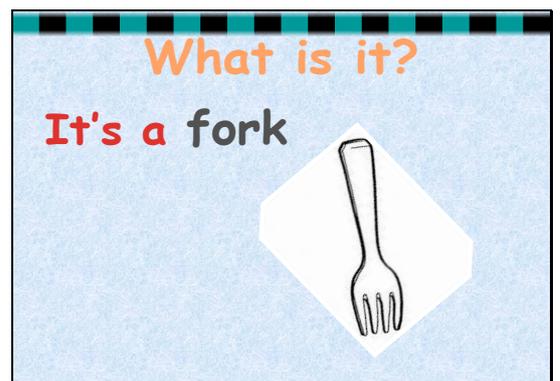
Slide 5



Slide 3



Slide 6



Slide 7

What is it?
It's a knife



Slide 10

What is it?
It's a glass



Slide 8

What is it?
It's a stove



Slide 11

What is it?
It's a blender



Slide 9

What is it?
It's a frying pan



Slide 12

What is it?
It's a refrigerator



Slide 13

What is it?
It's a bowl




Slide 16

2. That is a ...



- a. refrigerator
- b. Frying pan
- c. mixer



Slide 14

This is ... That is ...

Adopted from : lagu Naik-naik Ke Puncak gunung

This is a cup  that is a knife 

blender  frigerator 2x 

Howmany plates do you have ?
Howmany howmany howmany 2 x



Slide 17

3. There is a ... in the kitchen

- a. glass
- b. jug
- c. stove




Slide 15

1. It is a ...

- a. knife
- b. bowl
- c. plate




Slide 18

4. What is it?

- a. fork
- b. cup
- c. spoon




Slide 19

5. I need a ...



- a. blender
- b. teapot
- c. knife



Slide 20

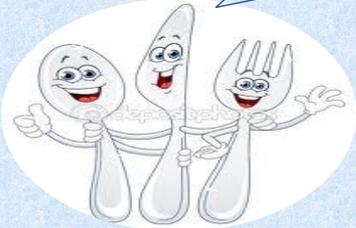
Exercise

1. To cut an apple, I need a ... knife
1. I need a to blend food blender
1. keep food or drink cool and fresh Refrigerator
- 4 I want to fry bananas , I need a ... frying pan
5.  Is it a mixer? Yes, it is



Slide 21

SEE YOU LATER



Music: Jubing Kristianto

