CHAPTER II

LITERATURE REVIEW

This chapter contains several theories related to this research. This chapter theories and explanations are on the broad the nature of emergency remote teaching (ERT), Edmodo as learning tool, creative writing, the use of Edmodo as learning tool in teaching writing, also evaluating writing online classroom.

A. Emergency Remote Teaching (ERT)

1. The Definition of English Remote Teaching

The Corona outbreak has had a significant impact in teaching learning English. According to Abduh (2021), the learning and teaching process, including assessment practice, is rapidly shifting to an all-online approach. Governments implemented Emergency Remote Teaching as an immediate response to the Corona virus crisis and school closures (ERT). Emergency remote teaching is used to continue the learning process in an emergency situation; it can be done through online learning, blended learning, or hybrid classes. The main goal in this situation is not to recreate a continuous educational environment, but rather to provide quick access to education and training in a way that is simple to produce and simple to access during an emergency or crisis (Hodges et al., 2020).

Again, Affouneh et al (2020) states ERT is "not normally planned in advance and entails a quick transition from regular teaching into a remote one in response to emergency events such as the Corona virus outbreak in many nations." According to Al-hattami (2020), ERT is also defined as a temporary alternative and demanding solution for switching from face-to-face to online content delivery. Online education, on the other hand, comprises activities for students that have been properly thought through and are based on theoretical and practical knowledge that is specific to its field. These activities give students with a variety of options and allow them to be actively engaged, responsible, and adaptable (Bozkurt &Sharma 2020), which is why online education is so much more than

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simply uploading educational content. According to Lam et al (2018); Nugroho & Mutiaraningrum (2020) states to improve the efficacy of teaching and learning, today's language learning has widely integrated a variety of digital technologies, social media, and virtual environments. Since a result, teachers must be conscious of the usage of digital devices in the classroom, as it has a substantial impact on the development of language learners (Chun et al, 2016; Hembrough & Jordan, 2020; Lam et al, 2018).

Based on the explanation above, emergency remote teaching (ERT) is one way to change face-to-face learning into online learning due to the emergency situation due to COVID-19 that utilizes technological advances where students and teachers are required to be able to learn. In addition, the students and teachers' learning environment must also be well prepared and assisted by people around the house so that learning runs smoothly.

2. The Advantages and Disadvantages of Emergency Remote Teaching

In pandemic, the modification of online learning in emergency remote teaching entangles the contributions of professors, students, and student parents (Whittle et al, 2020). The emergency remote teaching procedure was a necessity-driven learning activity. In normal circumstances, the usage of online learning was different; at this moment, online activity was an instruction to the ongoing education process in the midst of the COVID-19 epidemic. Perveen (2016) states the use of online learning during the COVID-19 pandemic is crucial for increasing the learning process of Indonesian students. Fortunately, online digital tools are already being employed in face-to-face learning. All instructors must select appropriate material to be used for online learning activities. During online learning, there are two types of learning tools: asynchronous and synchronous. Asynchronous learning is a dynamic way of teaching and learning since students are already given material in the form of power point presentations, audio, video, handouts, and articles. The resources can normally be accessed at any time, from any location. Synchronous learning activities include the use of video conferencing programs, web conferences via polls, surveys, and question and

answer sessions.

Emergency remote teaching has advantages. First, it differs from online education (Hodges et al, 2020). ERT, on the other hand, relies on distant learning (Bozkurt et al, 2020). Second, ERT can be taught at anytime and anywhere. In rural locations, it is able to supply students with experienced teachers and solutions to their learning issues (Stenman & Pettersson, 2020). It also offers both online and offline learning modes (Hodges et al, 2020). Third, EFL instructors familiarize writing students with online technologies such as Zoom and LMS, as well as increase university students' confidence in dealing with technology (Loo, 2020). Forth, language teachers have been required to become more innovative and collaborative in their education as a result of ERT (Yi & Jang, 2020).

Furthermore, the disadvantages of emergency remote teaching activities are related to anxiety, socioeconomic status, and lack of preparedness. Students are afraid to study because they are in an unsafe environment; the surrounding environment also has an impact on students' learning performance. As a result, teachers and students are ill-prepared to face new educational challenges during an emergency (Adedoyin & Soykan, 2020). Again, Lansangan (2020) concluded that the most difficult aspect of implementing ELT during ERT was a lack of Internet services, followed by cultural resistance and, finally, instructors' lack of Internet understanding.

To summarize, emergency remote teaching facilitates learning during a crisis. In emergency remote teaching, web media is used in teaching-learning activities. Teachers and students experienced how to use several tools like video conferences, LMS, Zoom, and so on. During the COVID-19 pandemic, people experienced uncertainty in their daily lives, including instructors and students in the classroom. As a result, an emotional approach to learning could help teachers and students enhance their minds and feelings. By knowing its components, online media can help to improve the learning process in the future. Teachers and students are requesting that they adjust to the emergency remote teaching procedure due to a scheduling conflict. Even though teachers and students were

separated in this situation, the information delivered must be relevant to the actual situation. Besides, teachers and students were both perplexed by the unusual use of Internet media in the teaching-learning process. Students' learning performance suffered as a result of their frightening situation; they were unable to participate fully. A lack of technological capabilities, unsteady networks also restricted online engagement. Teachers and students were not given the opportunity to learn online. Teachers and students communicate via internet communication since they study at home. As a result, the students' control is limited in emergency remote instruction.

3. The Challenges of Emergency Remote Teaching

In the situation of Indonesia, the global pandemic has had an impact on people's social interactions, including the implementation of teaching and learning activities. As a result, face-to-face learning contact in a formal classroom shifts to informal online learning outside of the classroom using a variety of available digital learning technologies, including English language teaching and learning. Existing inequalities linked to various socioeconomic situations have widened due to the following factors: a lack of resources, such as access to educational technologies and the Internet; also a lack of physical spaces to conduct home-based learning among families from lower socioeconomic backgrounds, who lack the basic skills to support their children, particularly in secondary education (Bol, Doyle, Thomas et al (2020) cited in Ferri et al (2020). Although online educational activities could be carried out using a variety of digital platforms, there are some difficulties. First, at the start of their online teaching preparation, they were unfamiliar with the use of online learning platforms. Some teachers were unfamiliar with online teaching because they were used to face-to-face classroom interactions prior to the global pandemic, particularly in the context of teaching English at the secondary level. As a result, they were forced to quickly adjust to the current state of online teaching and learning. Second, throughout the online teaching activities, teachers should provide students with timely comments and responses. The emergency remote teaching situation was exacerbated by both

teachers' and students' poor internet connections during the COVID-19. Again, the problem of emergency remote teaching was largely caused by both teachers' and students' poor internet connections. Other difficulties' are a lack of student involvement and willingness to follow the online learning instructions. The students were unmotivated throughout the online classes. It was shown by their restricted participation in educational activities, replies to the teacher's instructions, and low class attendance. It was owing to the inefficient online classroom design and the students' unfamiliarity with digital learning activities, according to the participants.

Some schools and universities have implemented emergency remote teaching and online learning policies in the educational sector (Purwanto et al., 2020). It was in a circumstance where teachers and students were uncomfortably asked to switch from an offline face-to-face session in the classroom to an online teaching method utilizing various online platforms or applications. To deal with this unexpected condition, they must swiftly learn and adjust their teaching and learning management strategies. Similarly, an immediate revision of educational materials, media, and assessments is required. In the area of English as a foreign language, there are no variations in how it is handled by teachers and students. The use of technology in language education, such as gamification, applications, and devices, is not new. Language teaching and learning have been greatly aided by the use of digital tools, social media, and virtual worlds. According to Chun et al. (2016), teachers should pay greater attention to technology in their classes because it affects language use. Because of the unplanned teaching management in ERT, many platforms and learning management systems (LMS) are employed extensively and jointly when implementing ERT. Mobile applications, such as WhatsApp, are convenient and simple to use, whether synchronous or asynchronous.

Meanwhile, learning management systems like Edmodo, Schoology, and Google Classroom provide a virtual educational environment for planning a class, sharing content resources, and constructing an evaluation video conferencing

allows for real-time engagement between teachers and students through face-to-face synchronous communication. Google Classroom is useful in classroom management because of its ease of use and adaptability (Azhar & Nayab, 2018; Al-Maroof & Al-Emran, 2018). This LMS may also be used as a teaching-learning tool (Iftakhar, 2016). Next, WhatsApp is not new to students; it is already installed on their mobile phones for instant messaging services for day-to-day communication. This year, WhatsApp is the most popular smartphone application among Indonesian consumers, followed by Facebook and Instagram (Kemp, 2020). The beneficial impacts of WhatsApp as a learning tool include pursuing learning activities (Barhoumi, 2020), boosting learning outside the classroom (Rahman et al., 2018), developing English communication skills (Hamad, 2017; Manan, 2017), and inspiration to write (Allagui, 2014). In addition, using technology in writing sessions, such as Edmodo, allows students to hand in their written work to the teacher without continuing to interact with them face-to-face. It also allows for simple joint work between the teacher and other students.

To summarize, the challenges faced in English remote teaching include the familiarity of parents, teachers or students towards technology or online learning platforms, video conferencing, limited tools and networks used for online learning, limited time, ineffective learning processes because students only given material that is not clearly explained while the responses and feedback from the teacher are not timely. Teachers can use other engaging applications throughout each meeting to help students learn certain courses such as reading, listening, speaking, and writing. Teachers can also use game apps, websites, movies, and other media to construct role-playing scenarios. Teachers spend a lot of time preparing and planning the teaching framework as well as teaching strategies, as well as approaching students about how the application is going and whether or not the application has a positive impact on their comprehension and improvement of given subject matters in their online class. Teachers are also expected to be adaptable and prepared to try new approaches to improve students' learning results, as well as to be concerned about avoiding putting pupils under pressure in the pandemic learning system.
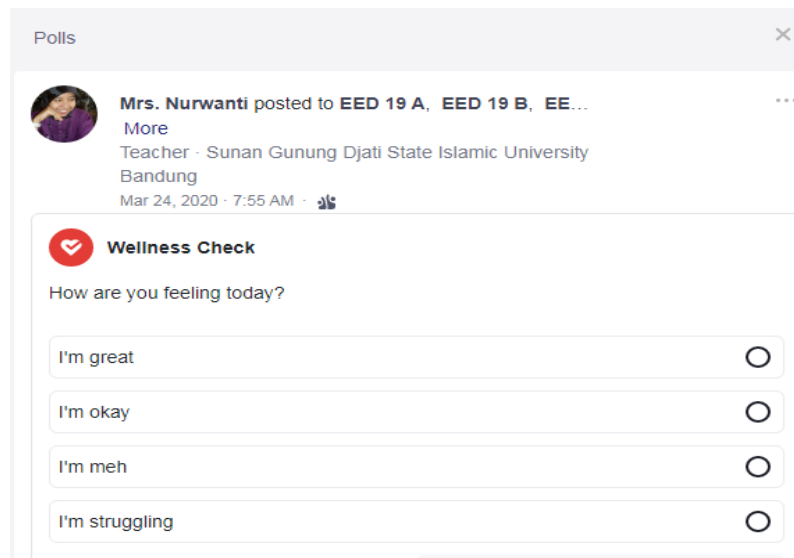
B. Edmodo

1. The Origin of Edmodo

Edmodo is one of tools that can use for teaching learning in emergency remote teaching. According to Ali (2015), Edmodo creates a social networking structure, and having the students to use the platform reinforces student centered learning opportunities. The statements above suggest that Edmodo as the interactive media can be used for language learning activities. By using this media, lecturer and students can connect not only in classroom but also outside the classroom. In addition, the teacher also can share the source and material related with the subject that has been taught in the classroom via Edmodo. For students, teachers publish notices and homework. Students use Edmodo to connect with their teachers and cooperate with their peers on activities and project ideas, as well as to ask questions about lessons and homework. Students and teachers can use Edmodo to communicate with one another and share ideas, challenges, and helpful recommendations. Pardede (2017) identified several benefits of using Edmodo in blended EFL classes, including its ability to facilitate intensive communication, which is critical in the EFL environment, and its ability to assist in the implementation of various types of active learning (e.g. provision of assignments and related resources, peer discussion, online quizzes concerning the learning topic, digital content assignment submission, and easy connection with students or teachers from different schools or other countries). On Edmodo, a teacher can assign and grade work, and students can seek help from the entire class (Mills & Chandra, 2011). Edmodo includes a number of tools to aid in the learning process (www.edmodo.com) :
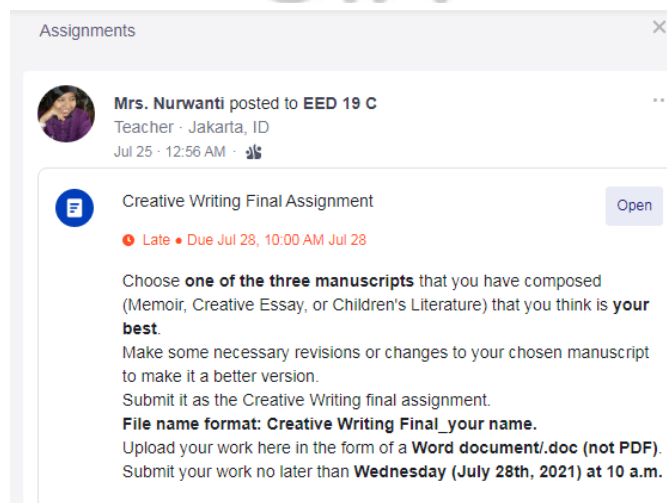
a. Polling

Figure 2.1 Feature of Edmodo (Polling)

One of the functions that can only be used by the teacher is polling. The teacher frequently uses this function to find out what the kids think about particular topics. This Edmodo function is a great method to get immediate feedback on a task, for example.

b. Assignment

Figure 2.2 Feature of Edmodo (Assignment)

Teachers use the assignment to assign homework to students online. This feature has a deadline and attached files feature, allowing students to send assignments directly to the teacher in the form of a file. Teachers can immediately assess the outcomes of the tasks completed by students. Additionally, supplied scores are automatically saved in the grade book features.
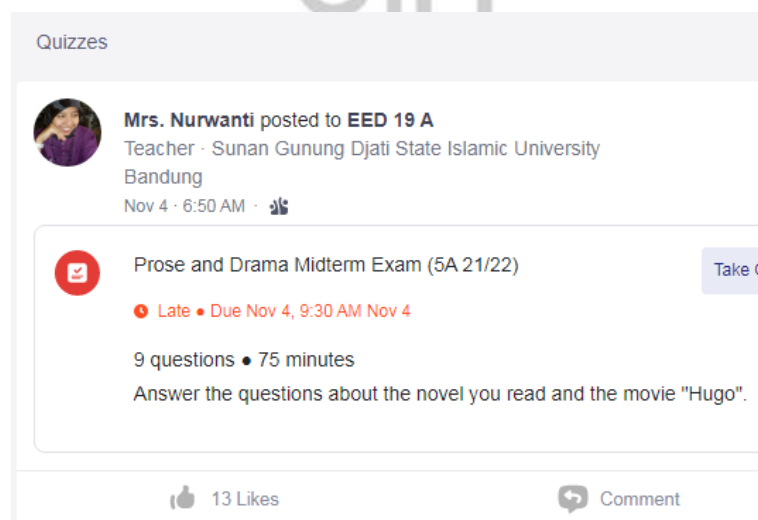
c. File and Link
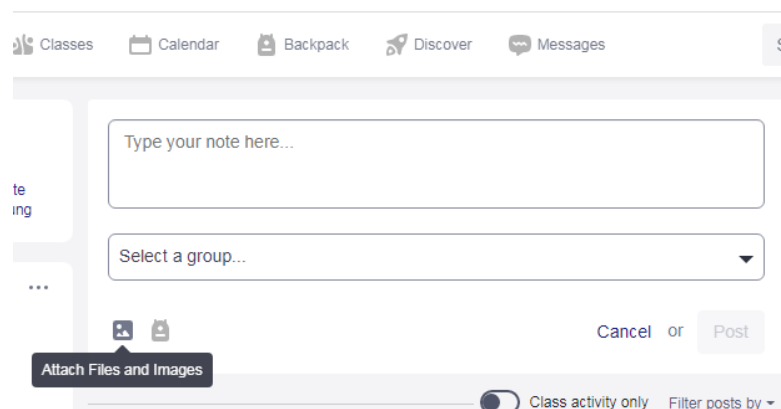
Figure 2.3 Feature of Edmodo (File and Link)

The teacher and students can use this tool to send texts to class groups by adding files and links. The attached file applies including all extension kinds.

d. Quiz

Figure 2.4 Feature of Edmodo (Quiz)

The quiz is used to deliver an online exam in the form of multiple choice, brief field, question about matching the description, or a matter of error. The teacher is the only one who can create the quiz, and students are the only ones who can take it. There are deadlines associated with this feature. For the kind of multiple-choice questions and a brief field, the calculation of scores on each item on the quiz is done automatically, whereas scoring a matter of description must be approved by the teacher beforehand.
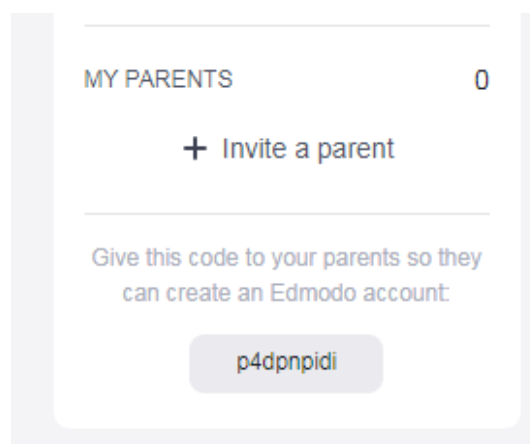
e. Gradebook
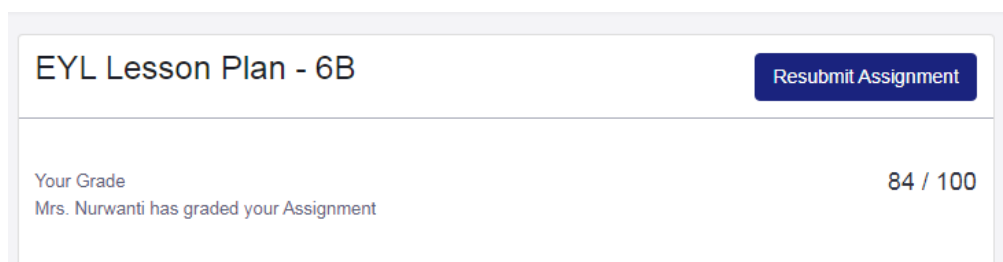
Figure 2.5 Feature of Edmodo (Gradebook)

The gradebook feature is used to keep track of student grades. The teacher can assign values, which can be filled manually or automatically. Filling in values automatically, on the other hand, can only be done based on the Assignment and Quiz results.
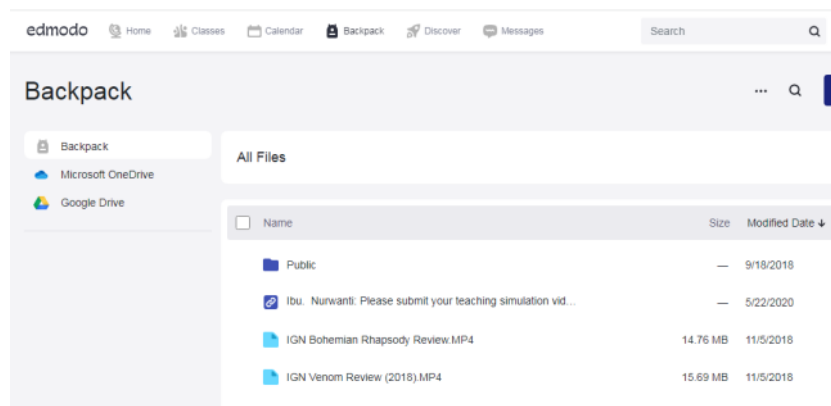
f. Parent codes

Figure 2.6 Feature of Edmodo (Parent Codes)

This feature allows parents of each student to participate in monitoring their children is learning activities and successes; the teacher must first access the code for the parents of the students and then share it with each parent.

g. Library

Figure 2.7 Feature of Edmodo (Library)

This feature is used to store a variety of learning resources with a variety of content. Teachers can contribute teaching materials, materials, presentations, reference sources, photos, videos, audio, and other digital content to the library feature. The Library is links and files can be shared with both students and organizations. Students can also add stuff to the library that has been shared by the teacher. This feature may be utilized to accommodate diverse sources from both within and outside, allowing students to store material from outside sources while still being able to access it through Edmodo.

Other types of learning media mainly simply serve to pique students' interest in learning. Edmodo has advantages and disadvantages as online learning tool, Purnawarman et al (2016) states Edmodo may provide students with a limitless amount of space and time for learning, such as learning on a smartphone or in their leisure time. Next, cited from Balasubramanian et al (2014), students and teachers will become closer as a result of utilizing Edmodo. This program allows students to collaborate with their peers and teachers both in and out of the classroom. Through Edmodo, educators and students may share notes, links and documents. Educators also have the power to send warnings, events, and tasks for

students and may chose to send something in a timeline that may be read by public.

In conclusion, Edmodo as an online learning platform can also benefit students by facilitating self-regulated learning in a variety of ways. Learners who have access to Edmodo are language-related resources and tools can choose and work with content that suit their interests and goals at any time and from any location. In addition to the benefits, utilizing Edmodo for online learning has certain drawbacks, including the fact that it can only be used with an Internet connection and takes a long time.

2. Edmodo as a Learning Tool in Teaching Writing

Cited from Alka & Umamah (2020), using a social network system in the industrial era 4.0 helps teaching and learning activities become more productive. As a result, it is beneficial, particularly in writing classes where extensive learning times are required, to employ this type of program. Hence, using online tools in a writing class can help students enhance their writing skills while also maximizing their study time. In creative writing class, the lecturers used the Edmodo version 2020. Edmodo is one of the most extensively used online writing applications. According to Purnawarman et al. (2016), researchers investigated Edmodo for EFL writing, and their findings supported social norms of learning by indicating that Edmodo encouraged students to form peer groups and communicate with one another. On the other hand, they focused on self and peer feedback via Edmodo in their findings revealed that both self- and peer feedback improved students' writing. Furthermore, the study discovered that students had favorable attitudes towards utilizing Edmodo for their ESL writing (Kayacan and Raz, 2017).

According to Eydelman in Tomlinson and Whittaker (2011) as cited in Hastomo (2016), there are procedures in teaching writing using Edmodo:

a. The materials and topic to be written are discussed with the teacher and student.

b. The teacher instructs the students to form groups of two.

c. The teacher discusses the writing process to the students.

d. The teacher instructs students to prepare an essay and then discuss it with their peers.

e. This activity is then carried over to the online environment, where the teacher invites pupils to join a group.

f. The teacher instructs students to submit their works in groups, whether they are in progress or done.

g. The teacher and a student is peer provide feedback on the student's writing.

h. The teacher instructs students to revise their work in light of the remarks of their peers and the teacher.

In conclusion, Edmodo is online tool can help students improve their writing skills by giving them easy access to online sources and allowing them to compare their written with other classmates in their group and other groups, participate in collaborative activities, and communicate with the teacher and other students whenever they want. This media encourages students to be active participants in following its detailed introduction, procedure, task, and evaluation in a clear and accurate manner.

C. Creative Writing

1. The Definition of Creative Writing

Creative writing is an imaginative, free (without instruction) writing that express the writer's feelings, thoughts, emotions in an imaginative and unique poetic way, rather than simply convey information. Creative writing is kind of writing inspired by the human imagination and the creative and critical understanding of the creative writer, influenced by individual history and culture, and guided by forms and types of individual knowledge that do not always stay within the disciplinary boundaries of colleges, universities, or schools as they were defined in the late modern periods (Herper, 2015). Now that creative writing has established itself as an academic pursuit, its programmers are expanding, especially as academic options expand more generally (Earnshaw, 2007). The

phrase "creative writing" refers to imaginative writing or writing as an artistic expression. The major concern of creative writing is not factual information or more ordinary kinds of communication. However, employ many of the same abilities (Watts, N., 2009). Creative writing is writing using our own creativity and also innovation to convey a story through strong written visuals with emotional impact such as in writings, novels.

Based on the explanation above, creative writing is an art also types of writing that use the experience and thought on paper. The writers use their own imagination in making a product in writing. Creative writing uses the creative more than the academic knowledge. In reconsidering their sense of self, students can write about what they know rather than what has been imposed, and in this way create their own terms of belonging which are authentic and relevant and do more than merely avoid the stereotypical, as they offer genuine experience, often rendered for the first time into writing.

2. Types of Creative Writing

Creative writing can be defined as a type of writing that involves imagination and creativity. Often, this type of writing is associated with the creation of literary compositions - such as poetry, fiction, and plays - and personal writing - such as personal journals or diaries, memoirs, and autobiographies (Harmer, 2001; Stegner, 2002; Gorman, 1979, in Lihua. 2006). The other types of creative writing can be defined as science fiction and fantasy, humorous fiction (Earnshaw, 2007). Creative fiction (mainly short stories, plays and novels), and creative non-fiction like poetry, (auto) biography are all forms of creative writing, which focuses on narrative and character development It is writing that expresses the writer's thoughts and feelings in an imaginative, often unique, and poetic way.

To sum up, creative writing is a form of artistic expression, draws on the imagination to convey meaning through the use of imagery, narrative, and drama. This genre includes poetry, fiction (novels, short stories), fantasy, scripts, screenplays, and creative non-fiction. Creative writing also develops creative thoughts, using their imaginations, suggest alternatives, broaden their though

process and problem-solving abilities. It also allows the human to show their opinions and develop their voice. It also improves their logical skills.

3. Classroom Activities in Creative Writing

Creative writing is an art also types of writing that use the experience and thought on paper. According to Nacira (2019), the major concern of creative writing is not factual information or more mundane types of communication. It does, however, employ many of the same abilities. Instead of simply conveying facts, creative writing is an imaginative, free (without guidance) writing that expresses the writer has feelings, thoughts, and emotions in an inventive and original poetic way. Creative writing is led more by the writer is need to express emotions and thoughts than by the restricted demands of factual and logical progression.

The principles in creative writing classroom:

a. Students in creative writing classes must learn the fundamentals of literary expression, such as narrative tactics, genres, and aesthetics.

b. Self-awareness, craft awareness, and self-criticism are all necessary for creative authors. Students must learn how to revise. Learning to assess and revise is just as vital as learning to write.

c. Students must understand that creative writing is more than just being descriptive or inventive. Ideas, topics, questions, and arguments are all part of creative writing.

Based on the syllabus implemented in creative writing class for academic year 2019 English Education Department in UIN sunan Gunung Djati Bandung, the objective of creative writing course is to introduce students to the skills and tools required of a creative writer. A series of readings and writings in three genres will be explored: poetry, fiction, and creative non-fiction. Students will begin to build critical editing abilities for their own and their classmates are work, as well as the ability to express why a piece of work is successful and how to improve it. In terms of craft, students will study a variety of published stories, essays, and poems

and learn how to apply the strategies of other writers to their own writing. Because this is a process workshop course, there will be a lot of experimental work in class, as well as a range of tasks to encourage students to try new approaches and read examples. Discussion, re-visioning of students has work, and class critiques will be prioritized. Students will have the opportunity to give and receive comments through class critiques in group sessions and single partner work.

In conclusion, creative writing activities not stick to strict rules because the purpose of creative writing is to develop ideas, express the author's feelings in the form of personal narrative, creative essay, poetry, and other types of creative writing. Where activities in creative writing class include reading several sources to be used as references in making a written work, starting writing or drafting, proofreading, then correcting the writings of colleagues (peer feedback), discussing with lectures and colleagues, the last is getting feedback from the lectures.

D. The Use of Edmodo in Teaching Learning Creative Writing during COVID-19 Outbreaks

Edmodo used a Learning Management System (LMS) platform that provides a useful feature for incorporating ICT into the teaching-learning process. The LMS not only supplied text content, but also multimedia platform material such as mp3, video, animation, or external links to other websites and resources, making it an excellent learning media to enhance the teaching and learning process (Aji, 2016). Process writing differs from product writing in that the teacher instructs students on how to follow a certain technique that would eventually help them enhance their writing product. As a result, the emphasis is mostly on increasing learners has understanding of the various processes of process writing, which is recursive in nature (Seow, 2002). White and Arndt (1991) suggested a model of the writing process that comprises a series of interconnected and recursive stages such as drafting, organizing, reviewing, focusing and producing ideas, and evaluation (as cited in Harmer, 2007).

Teaching writing should be focused on the product as well as creativity of writing process, the individual effort, and social writing aspect (Coffin, 205). In teaching writing, there are two approaches that focus on the writing product and the writing process (Harmer, 2001). Focusing on the writing process causes the instructor, as an advocate, to pay attention to various stages of processes in any type of writing. These writing styles are used to achieve the goals of teaching writing skill, which is to enable students to understand the issue and assist them to convey their opinions about the topic in an organized and grammatically correct manner. The lack of time and the lack of a real audience for students has writings are two key challenges that teachers face when teaching process writing (Hedge, 2003). In learning creative writing, the process of creative writing is developing the ideas; express the feeling in a written. There are several types of creative writing products, such as memoir, story, children has literature, drafting a creative essay, and so on. The students not only make a product of writing activities but they should understand well the material first then they can make the product of creative writing easily. They also need the feedback of their written from the lecturer. In this emergency remote teaching, Hedge (2003), teachers frequently talk about the lack of time available to guide students through all stages of the process writing process, as well as the time required for students to write and provide comments. Using social media platforms like Edmodo allows contact between professors, students, and their parents, which can provide teachers more time to build on their teachings online while also giving their students a real-world audience.

Edmodo used in teaching creative writing course for 2019 academic year English Education Department students in UIN Sunan Gunung Djati Bandung as online learning tool because emergency remote teaching. When teachers collect students' writings in the usual manner, check each paper, and write feedback, it takes so long for students to forget about the topic by the time they receive their papers back. Students can make adjustments to their drafts while the material is still fresh in their minds because to Edmodo's instant online feedback. Using a web-based application like Edmodo, which allows contact between students and

teachers, provides vast resources of peer and teacher feedback at the same time. Furthermore, students will have more opportunities to revise their compositions using Edmodo than they would if they wrote one or two papers.

E. Exploring Students' Experiences and Responses of Online Classroom during COVID-19 Outbreaks

1. Students' Experiences

This research explores students' experiences during learning creative writing class using Edmodo caused COVID-19 outbreaks. John Dewey has theory of experience (as stated by Garcia-Pealvo et al, 2012) defines experience as the result of the interaction of two principles: continuity and interaction. He defines 'continuity' as the reality that each individual has a better or worse impact on his or her future experience, and 'interaction' as the effect of a scenario on someone has experience. In other words, one is current experience is the result of the interplay between one has previous interactions and the current situation. For example, our experience with language acquisition might be influenced by how the instructor arranges and motivates the session, as well as our previous experiences with similar lessons and instructors.

According to Dewey cited in Millah (2019), once we have a theory of experience, we can begin gradually organizing our subject matter in such a way that it takes into account students' prior experiences and then provides them with experiences that will help to open up, rather than close down, a person's access to future growth experiences, thereby expanding the person is likely contribution to society. The basic role of experience in learning has been underlined by John Dewey. More recently, while explaining the concept of "experiential learning," James Coleman defined its qualities. In defining what happens to the learner in such a process, he anticipates four stages:

a. The learner takes an activity that has unavoidable consequences. The individual learns about the reasons and consequences of behaviors.

b. The specific instance that originated the action and its consequences are investigated. The experience is rebuilt and analyzed.

c. The learner establishes a link between the individual action and its consequences and a large number of similar instances. This group of circumstances has the potential to develop into cohesive notions, principles, or generalizations.

d. The student then applies this generalized knowledge to new and diverse issues.

In general, prior experience is required. It is a part of people's lives that cannot be separated. People will realize the situation they encountered earlier on the language learning through experience, or they will connect a new and distinct circumstance with the experienced situation to encounter the situation. It is crucial to begin to understand these students' online learning experiences since such information could improve the area of higher education in a variety of important ways. Students who have a pleasant experience are more likely to reenroll in online courses in the future. Therefore, this information would be useful to a university looking to expand online enrolment. Data regarding student experiences can also provide information to help institutions and faculty plan and deliver better courses, potentially improving student learning. Such data could also assist institutions and faculty in determining what obstacles online students have, which could increase persistence and retention in online courses.

Most students in many nations participate in online learning as part of their educational experience. According to Zhang and Perris, 2004; Holley and Oliver, 2010; Otter et al. 2013, writing is a complex subject that cannot be learned independently in the writing course. Generally, students require a thorough comprehension of writing theories as well as practical guidance from the instructors during their writing practice. During the writing process, they require guidance, critique, and even improvement. Long-distance learning from home is not the best way to help them improve their writing skills. It arises as a result of time constraints during virtual learning with lecturers, mistakes in content presentation, and inadequate feedback on students' papers. Meanwhile, online learning caused students to feel less connected with their colleagues and lecturers,

less aided by their instructors, and disheartened by the technological requirements of online study. There are numerous tools, software, and websites available for teaching writing that are commonly available and easily accessible to both teachers and students. According to Al-Jarf (2007), the most recent educational technology innovations, such as word processing, computer programs, e-mail, computer networks, the Internet, and online journal writing, have been encouraged to help students strengthen their writing abilities. Using these platforms, the instructor can help students learn to write by mixing verbal and visual instruction. One of the most common forms that offer opportunities for students to acquire academic writing skills is the online writing tool. This application can track students' progress by outlining online assessments and providing comments, allowing students to identify their areas of weakness. Furthermore, it provides unique techniques to simplify collaborative writing assignments among students in an unlimited time frame. (Andreasen, Winters, Hanghj, & Larsen, 2014). Moreover for writing experience, Edmodo can help students improve their writing skills by giving them easy access to online resources and allowing them to compare their written essays with other classmates in their group and other groups, participate in collaborative activities, and communicate with the teacher and other students whenever they want (Abadi et al, 2015).

In conclusion, experience is something that happens in a person has life whether it is a positive or negative thing that can have an impact or influence on a person has life in the future. By facing this pandemic COVID-19 situation, where something changing in the learning process from offline to online brings students and teachers to experience that can be used as new knowledge or even evaluation material for future learning using applications or technology to support the success of achieving an effective learning process. For writing experience, learning writing online using Edmodo caused by COVID-19 outbreaks situation inflict students gained experience to learn more effectively because students and teachers are in collaborative activities and can communicating by sent comment or give the feedback in the class.

2. Students' Responses

a. Definition of Response

Every student has a different response to something. This research explores students' responses during learning creative writing class using Edmodo caused by the COVID-19 outbreaks. According to Sumilia et al., (2019) citing Paulina (2002), response is a behavioral act that occurs as a result of the entry of stimulus into the same mind as someone's sense. Response systems are used in class to actively engage students. Also, according to Sumilia, Puspita, and Elfrida (2019), a response is something done or stated to answer or give a reaction. Cited from Beatty (2004), there are several types of response objectives:

1) Determine someone's basic knowledge and beliefs on a thing

2) Making them conscious of their own and other peoples perspectives of the condition

3) Recognizing points of confusion or misunderstanding

4) Differentiating between two related concepts

5) Recognizing similarities or links between various ideas

6) Extending one is comprehension of a concept

7) Investigating the consequences of a concept in a new or expanded context

Based on the explanation above, response is someone feels, thought, when experiencing something they can give their reaction. Responses might take the shape of words, actions, or ideas. It is up to each individual to determine whether a response is negative or positive. This can be shown when several people receive the same treatment; however, this does not guarantee that they will respond in the same way. However, each learner will respond differently.

b. Students' Response Types

In responding something, some students may follow them experiences to give the response. Every person has different way how to response something. According to Anton (2018), there are numerous types of student responses. The

first is based on students' cognitive, emotion, and psychomotor characteristics. The competence of the students will influence their response to learning. The second is students' material-based responses. The materials used will have an impact on the response of the students. Children will respond positively to material that is appropriate for their abilities, whereas students will respond negatively to difficult topics. The third factor is students' method-based responses. Students will respond positively to a good and appropriate teaching strategy or approach. The final section involves students' responses based on time and location. The optimal time allocation will influence student learning responses. Students will be able to learn more effectively if adequate time is allotted to them. Furthermore, the location of the learning process influences students' responses to learning. Student learning activities are not simply found in classrooms. The last, involves students' responses based on time and location. The optimal time allocation will influence student learning responses. Students will be able to learn more effectively if adequate time is allotted to them. Student learning activities can take place not just in the classroom but also outside, giving students the opportunity to further their education. In addition, there are three components of response, according to Rosenberg and Hovland (1982), as mentioned in Cahyana (2019). The first component is cognitive; this can be characterized by a reflection of what someone believes or thinks about something. The cognitive component's measurable dependent variables are based on perceptual reactions and verbal declarations of beliefs. For instance, Edmodo for EFL writing, and their findings supported social norms of learning by indicating that Edmodo encouraged students to form peer groups and communicate with one another (Purnawarman et al, 2016). The second element is affective, which is defined as an emotional reaction to anything. In general, belief or what someone believes about something influences emotional reaction. It can be both positive and negative response. This is the example for affective response: students were pleased with Edmodo, said it was useful for English writing sessions, and said it was more enjoyable to write English on Edmodo (Dogan, 2019). Sympathetic nerve reactions and emotional verbal expressions

are measurable dependent variables of the affective component. The last is co native (behavior). It refers to a person is proclivity to act in a way that is consistent with his or her attitude. For instance, Hara and Borg (2018) said that Edmodo is a teaching and learning platform that allows teachers to connect and communicate with their students and parents. Overt conduct and verbal assertions about behavior are the quantifiable dependent variables from the co native component.

In sum, a person has response arises because of a reaction to what is felt, and involves feeling or reaction something that happened. The feeling that arises is a reaction that a person is sensitive to something and the response or reaction that arises can be positive or negative.