



The Implementation of Using Schoology in Foreign Language Teaching Media Class: Students' Perception

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ABSTRACT

This study aimed at investigating students' perceptions towards the use of Schoology platform in Foreign Language Teaching Media class. The participants of this study consisted of 26 students from the students of Foreign Language Teaching Media class A in the fifth semester of the academic year 2019/2020. The qualitative data were analyzed by students' reflection. The results of the research revealed that the students responded positively to the use of Schoology in the Foreign Language Teaching Media Class. The students also found that the use of Schoology in Foreign Language Teaching Media Class were beneficial for them. The benefits of Schoology were that it can help students access the material or tasks easily and they can send assignments whenever and wherever. The use of Schoology in the classroom still has some weaknesses: network connection and internet data. This study implies that the use of Schoology in the Foreign Language Teaching Media class should be encouraged to improve the students' motivation in learning. Moreover, the students can understand the material easily when the teacher explains the material in the classroom.

Keywords: *Schoology Use; Students' Perception*

INTRODUCTION

The use of Schoology is a new thing and has been discussed for several years (e.g, Biswas, 2013; Schlager, 2016; Low, 2017; Androsoff, 2019). Blended learning has been promoted since 2013. Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. The present study about Schoology focuses on the effectiveness of Schoology, including potentials, advantages and disadvantages, and challenges towards students' outcomes.

In the International scope, some studies focus on learners' perspective and learning achievement through Schoology (Low, 2017). The study shows that Schoology can encourage students' motivation and create positive attitudes towards learning activities outside the English class. It can also increase the interaction and relationships between teachers and students. In Indonesian scope, the study focuses on analyzing the use of Schoology towards students' learning motivation enhancement (Rosalina, 2018). The results of the study were that the students felt motivated using Schoology e-learning, the student felt happy to learn using Schoology e-learning, and most of the students felt motivated by learning using e-learning Schoology because of its easiness, friendly look, and challenging way of doing the task.



However, Schoology is still a new social networking platform found in 2007. Apriyana et al. (2015) also assume that nowadays, only a few teachers use Schoology as their teaching facility and utilize it maximally. That condition is also experienced by the EFL lecturers while the other lecturers outside of English department just use this application to share material and assignments. Moreover, based on an interview with the lecturer of Foreign Language Teaching Media at fifth semester at IAIN Kendari, he said that he did not only use this application to share material and assignments, but also make a discussion, quiz, and assessment. Hence, the present study aimed at knowing the students' perceptions towards the use of Schoology in Foreign Language Teaching Media class.

RESEARCH METHODS

This study used qualitative research to identify students' perceptions toward the use of Schoology in Foreign Language Teaching Media class. This study was conducted in the fifth semester of the academic year of 2019/2020. The participants were majoring in the English Education Department at IAIN Kendari, especially at Foreign Language Teaching Media class A. The class consisted of 26 students. The researcher chose the students by purposive sampling because the researcher interviewed the students from the English Department who applied Schoology in their class. Moreover, the fifth semester has implemented Schoology in the Foreign Language Teaching Media class.

In this study, the data were gathered through Students' Reflection. To collect the data, the researchers used some questions of reflection that needed to be completed by the participants provided via Google form. The participants accessed the link given by the researcher then they answered the questions. The participants needed to complete their reflections in Indonesian, not in English due to make the flow of their thoughts not be blocked by the language difficulty (Nurfaidah et al., 2017). The respondents were given some weeks to complete their reflections, each student's reflection was then sent to the researchers.

To gather students' reflections containing students' answers concerning their perception of using Schoology application in Foreign Language Teaching Media class, the data were highlighted, collected, and analyzed through coding and categorizing it in similar meaning. In coding, data applied coding to the transcript of focus in students' perception (Blair, 2015). Students' reflection was read and underlined to cluster different topics into the column and even reduce categories in which related each other to another topic by reading forth and back to data. Then, in the end, the data were assembled to display primarily analysis. The display of students' reflection was in a paragraph and then was interpreted to elaborate what the findings meant.

RESULT

The finding of this study described about the use of Schoology in Foreign Language Teaching Media Class. This study analyzed the EFL students' reflection on use of Schoology in Foreign Language Teaching Media Class.

EFL Students' Reflection on Schoology use in the Foreign Language Teaching Media Classroom

In this research, the participants were asked to answer four questions related to applied Schoology in the form of reflection. The result of students' reflection through Schoology use in Foreign Language Teaching Media class would be shown in the table 1.

Table 1 The Result of Students Reflection through on Schoology use in Foreign Language Teaching Media class

Reflection Questions	Students Answer	
1. How do you perceive the use of Schoology in the FLTM classroom?	- Students interested in using Schoology in classroom	23%
	- help in learning	7%
	- help in upgrading tasks	11%
	- access various materials	19%
	- Easy work assignments anywhere	7%
2. What is the benefit do you get from the use of Schoology conducted by the lecturer in FLTM class?	- easily access material or tasks	30%
	- awareness of doing on time assignments	23%
	- cooperate	7,%
	- easily find out the score obtained	3%
	- easily send assignments	23%
	- work assignments wherever and whenever	11%
3. What is the weakness do you think from the use of Schoology conducted by the lecturer in FLTM class?	- awareness of independent learning	7%
	- know how to use the Schoology application	3%
	- network connection	34,6%
	- quota	11,5%
	- no feedback	3%
	- unclear instructions	3%
	- cant use Schoology	3%
- cant ask the lecturer directly	3%	
4. What is the strength do you think from the use of Schoology conducted by the lecturer in FLTM class?	- must be on time	7%
	- easy access material or tasks anywhere and anytime	46%
	- online learning tool	15,3%
	- exchange information	3%
	- it has complete features	3%
	- get information if the lecturer does not enter the class	7,69%
	- Easier and faster	3%
	- can see the score that we have achieved when after doing each task	3%

1. Students' responses through Using Schoology in Foreign Language Teaching Media Class

Six statements include data about students' responses to using Schoology in the Foreign Language Teaching Media classroom. The result will be explained in the graph below;

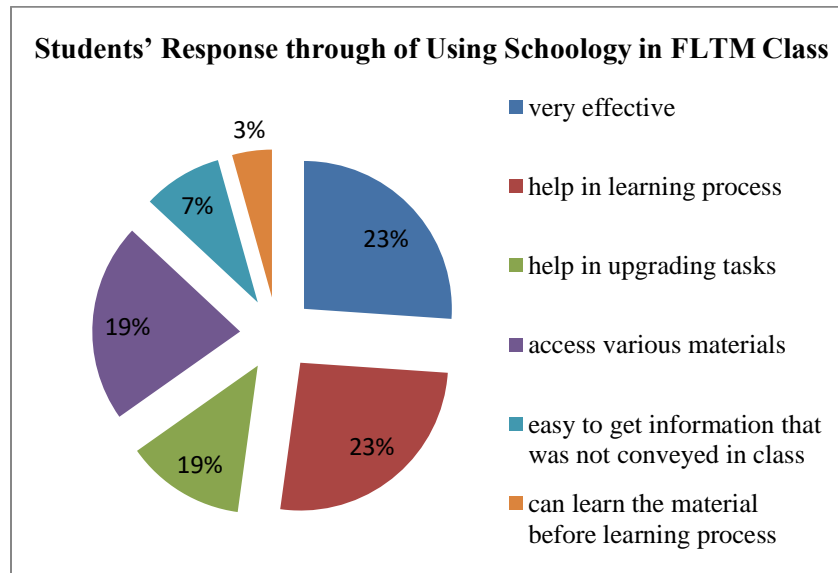


Chart 1. Students' Response through of Using Schoology in FLTM Class

Based on graphics, there were 23% of students' responses to the Schoology used in the classroom turned out to be very effective or the uses of Schoology were good in learning. There were 23% of students' responses to the Schoology stated that schoology is helpful in the learning process. It was found that some students said that Schoology can help in the learning process;

“In my opinion, the use of Schoology is quite effective and helps in the learning process in the FLTM class” (S2)

“In my opinion, the use of Schoology in FLTM classrooms is very good because, with Schoology, lecturers can facilitate students with Schoology.” (S26)

From the statement above, it can be seen that students are interested in the learning of Schoology used in the classroom because it can be helpful in the learning process.

Moreover, there were 38% of students' responses to the Schoology consisting of 19% of students answered that Schoology can help in upgrading tasks and another 19% of students answered that Schoology can help in access various material. It was found that students said;

“It helps me get upgraded assignments and information that I didn't get to convey in class” (S3)

“My opinion regarding the use of Schoology in FLTM classes is very interesting. Schoology makes it easy for me to update or send assignments.” (S17)

“In my opinion, it is very helpful in collecting assignments and seeing the material "given by the lecturer” (S20)

Besides, there were 7% of students answered that the use of Schoology in the classroom can make the students easy to get information that was not conveyed in class, such as students' answers which contained in students' reflections:

“The use of Schoology in FLTM classes is very good. I can receive everything related to material assignments and information related to FLTM courses through FLTM. It helped me to get task upgrades and information that was never conveyed in class.” (S3)

However, there are 3% of students answered that using Schoology in the classroom facilitates explanations. Students can learn the material that the lecturer has uploaded first before the learning process. It was known from the students who said;

“In my opinion, the use of Schoology in the FLTM class is very effective for students to access various materials sent by lecturers. We can also study learning material before the FLTM class begins because the material has been sent in the Schoology application before class begins. (S4)

2. The Benefit of Using Schoology in Foreign Language Teaching Media Class.

This study analyzed the benefit of using Schoology in the Foreign Language Teaching Media classroom. The result will be explained in the graph below;

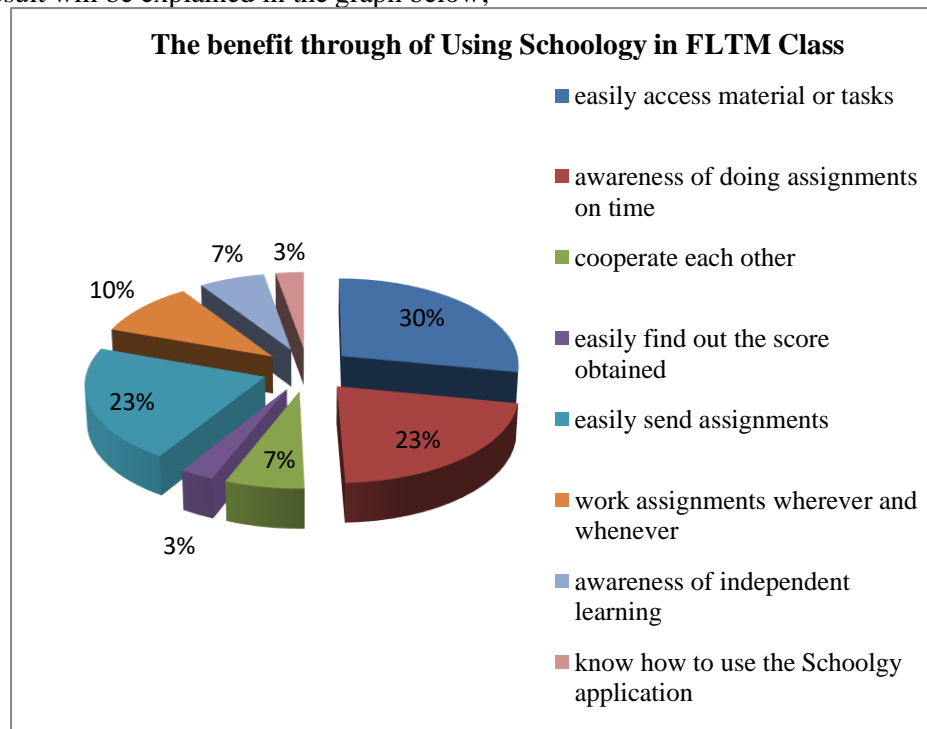


Chart 2. The benefit of Using Schoology in FLTM Class

The diagram above shows the benefits of Using Schoology for students in learning process. Schoology provided many benefits to students in various ways, namely, there were 30% of students answered that they could easily access material or tasks. This situation was shown by the students' excellent response;

“Everything becomes easier and more practical. Such as the lecture material will be shared 2/3 days before the lecture starts. That is one way that I have an idea of what will be studied in class.” (S3)

“The benefits I get are easier access to material and also make it easier to send assignment” (S24)

The use of Schoology in the classroom also gave awareness to some students. Around 23%, students felt aware of doing an assignment on time by using Schoology in the classroom.

“The benefit that I get is that I can do my work on time because this application requires us to work on time” (S6)

“The benefits that I can get include, I can be disciplined for all assignments given by the lecturer. I have to always be on time to organize and send assignments....” (S14)
 Besides, there were 23% of students answered that Schoology could make students cooperate. Then, 3% of students answered that they can easily find out the score obtained.

“The benefit is that we work together with friends when working on or getting assignments” (S8)
 “easier to find out the score obtained and also makes it easier to collect assignments and get lots of announcements by lecturers” (S20)

The benefits of using Schoology for students in learning were 23% of students answered that they could easily send assignments.

“We can send assignments quickly and on time.” (S9)
 “The benefits I get are easier access the material and also make it easier to send assignments” (S24)

Then, 10% of students answered that Schoology can help the students do their assignments wherever and whenever. Also, there were 7% of students answered that Schoology made the students aware of independent learning and also 3% of students answered that Schoology made the students know how to use the Schoology application.

“The benefit that I get is that when using this application is that I can do tasks wherever and whenever... ” (S23)

“...can repeat the material that has been discussed in class” (S12)
 “In my opinion, using Schoology in the FLTM class makes it very easy for me to re-study the material I got in the classroom....” (S13)

“the benefits is that I have learned how to use Schoology applications and can learn well using Schoology” (S26)

3. Disadvantages of Using Schoology in Foreign Language Teaching Media class.

In the learning process especially in Foreign Language Teaching Media Class, there are some advantages of using Schoology. The result will be explained in the graph below;

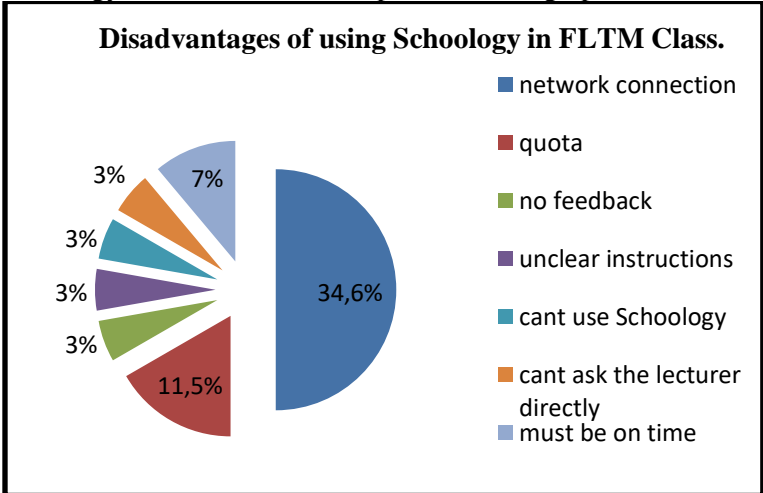


Chart 3. Disadvantages of using Schoology in FLTM Class.



The graphic shows that around 34,6% of students answered the weakness of using this application was a network connection. As a result, they could not log in or access anything. The unstable internet connection could make them miss their online learning or they could not do it optimally because they were running out of time.

“As far as Schoology is used, there is only one drawback, namely the data network. When I don't have data, I will be late for information so I am confused about repeating it.” (S3)

“the weakness only is in the network, if our slow network cannot access or open the application” (S6)

“When I get a bad network connection, sending jobs often gets stuck.” (S13)

The use of Schoology in learning certainly required internet data to access it. Around 11,5% of students answered that the weakness of Schoology was it needed internet data.

“well, for me the weakness, this application must be online and of course it needs quota” (S14)

“...it's just that this application must be accessed in a state of many data packages is small then the operation is very slow...” (S25)

Besides, there were 7% of students stated the weakness of this application was it must be on time. If they were late to send the assignments, their mark will decrease. There were 12% of students answered that Schoology has a weakness that consist of 3% of students' answer was no feedback from the lecturer on what they work so they did not know the weakness of their assignments.

“The weakness is that when you are late in collecting assignments, the points will decrease.” (S24)

“Lecturers do not provide feedback on what the students have done. Lecturers diligently give assignments but students do not know the weaknesses of their assignments.” (S7)

Then, 3% of students answered that the instruction of the tasks given by the lecturer was unclear, meanwhile, 3% of students answered that they cannot use Schoology, and 3% of other students answered that they cannot ask the lecturer directly if they did not understand about the material through Schoology.

“task instructions are not clear in Schoology.” (S9)

“There are some students who cannot use Schoology so that when there is a notification related to class or material, the student is left behind.” (S12)

“If we don't understand about the assignment, we can't ask the lecturer directly.” (S19)

4. The Advantages of Using Schoology in Foreign Language Teaching Media Class

This study analyzed the advantages of using Schoology in Foreign Language Teaching Media class. The result will be explained in the graph below;

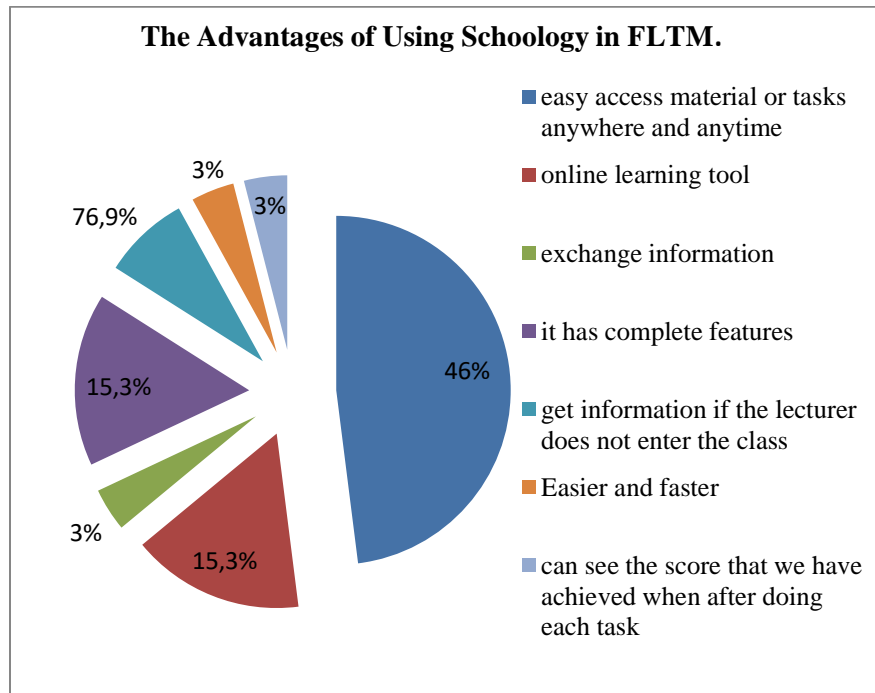


Chart 4.9. The Advantages of Using Schoology in FLTM.

Using Schoology in learning have some positive impact on students since it is one of the supporting tools of learning in the classroom. The use of Schoology in the classroom turned out to have some advantages for students. By utilizing the Schoology, there were 46% of students that could easily access material or tasks wherever and whenever.

“Make it easier for students to get material that will be discussed at the next meeting.” (S12)

“the advantages is students can learn the material and collect assignments given by lecturers wherever and whenever even outside the classroom ” (S13)

There were 15,3% of students who said that Schoology is a good online learning tool because they could study outside the classroom like at home or in a village. Also, the use of Schoology in the classroom could facilitate students to exchange information related to the material. Around 3% of students answered that by using Schoology in learning they could exchange information.

“In my opinion, the advantages of Schoology can help the learning process in class. For example, lecturers cannot attend course hours, so Schoology can be used as an online learning tool.” (S2)

“The advantages of Schoology applications is that students and lecturers can exchange information about the course” (S4)

The other advantages of using Schoology in the classroom stated by the students were around 15,3% of students answered that Schoology has complete features so that students could get information even if the lecturer could not enter the class, (3%) also they could see the score that they had achieved after doing each task.

“... This application also has complete features. Where students and lecturers can send assignments and materials through the application easily.” (S4)

“Use all features such as quizzes, games, sharing, and other very interesting activities.” (S15)



“We usually get information if the lecturer does not enter” (S6)

“The advantages, in my opinion, is that we have achieved when after doing each task” (S25)

Students also found out some other advantages in the use of media, namely Schoology is easier and faster in terms of sending assignments or accessing material, information, and tasks and it has some good impact for students since students felt interested during the learning process.

DISCUSSION

This part presents the discussion from the research findings. The results of analysis of students' reflection indicated that students have a positive perception of the implementation of using Schoology in learning. Based on the students' reflection which investigated the student's perception of using Schoology in Foreign Language Teaching Media Class, there are four aspects described in this study that relate to using Schoology in the classroom, namely students' responses to Schoology used by the lecturer in the classroom, the benefits of using Schoology, weaknesses of Using Schoology, and the advantages of using Schoology.

Students have different responses to using Schoology. They said that Schoology can help them in the learning process, in upgrading tasks, and in accessing material. Besides that, Schoology also can make students easy to get information that was not conveyed in class. Students can also learn the material that the lecturer has uploaded first before the learning process. It is in line with Astuti's (2019) argument that the material which lecturer uploaded can be an online textbook or worksheet. This can help the students prepare for the class well because they can read the material at home in advance to be ready to join the activity in the class. Students got different benefits from using the Schoology by the lecturer in the classroom. By using Schoology, their awareness was increasing towards the tasks. They felt aware of doing the assignments on time by using Schoology in the classroom. Moreover, Schoology could make students cooperate and also find out the score obtained easily. The other benefits of using Schoology was that the students could easily send assignments. They can submit their assignment easily, they did not need to go to the campus and meet the teacher. This benefit is supported by Astuti (2019) states that what they should do is just upload their file in the assignment's folder that the lecturer already created.

Most of the students answered that Schoology could help the students because they can submit their assignments wherever and whenever. Besides, students answered that Schoology made the students aware of independent learning and they know how to use the Schoology application. The researcher found out that the use of Schoology in the classroom gave positive impact because the lecturer usually slips the application into learning. Crisentia, 2017; Atmoko, 2018; Hastomo, 2019 carried out the effects of using Schoology in English courses on learners' attitudes. In their researches, it was found that students have a positive attitude toward the implementation of Schoology in the English classroom. Schoology can help students manage their classrooms more effectively, engage the student in media-rich lessons, and get a communicate instantly (Crisentia, 2017). Moreover, this application also helps the student to maximize the potential of their time (Atmoko, 2018), also it allows having a collaboration of traditional classes and online classes. In addition, Hastomo (2019) mentions that Schoology is a learning management system that teachers and learners can utilize to share the material, information, file, and resources.

In other hand, Schoology has also some weaknesses. The findings of this study shows that all students saw the weaknesses of using Schoology. Some of the weaknesses of Schoology mentioned by the students were namely, network connection and need internet data. Besides, students saw that the teacher did not give them feedback toward their task, unclear instructions, could not use Schoology and ask the lecturer directly for the unclear task or instructions, and the assignments must be submitted on time. Byrd (2013) mentions some advantages of Schoology include the tendency of students to get distracted, the limited



account that can be opened on one computer at the same time, and low moderation of student's comments and discussion.

Another aspect is about the advantages of using Schoology. The use of Schoology in the classroom turned out to have some advantages for students. By utilizing the Schoology, there were 46% of students could easily access material or tasks wherever and whenever. This result showed a similar result with Astuti (2019) who presents that Schoology enables the students to access the teacher's material everywhere. They can read the material while waiting at the bus stop or waiting in the queue. They also can read it in the coffee shop or café while relaxing with their friends. Whenever they have spare time, they can use it efficiently to read the material. Then, there were 15,3% of students said that Schoology is an online learning tool because they could study outside the classroom like at home or in a village. Also, the use of Schoology in the classroom could facilitate students to exchange information related to the material.

The other advantages of using Schoology in the classroom were that it has complete features so that students could get information even if the lecturer did not enter the class, they also could see the score that they had achieved after doing each task. Besides, schoology is easier and faster in terms of sending assignments and accessing material, information, and tasks. It gives some good impact for students since students felt interested during the learning process. Byrd (2013) listed the advantages of Schoology that include the easiness of use, the security for student safety, and the efficient tools and resources for teachers.

CONCLUSION

The findings and discussion above indicated that the students stated that the use of Schoology benefits students in their English learning. Based on the research findings of the students' reflection, it was revealed that the implications of using Schoology in Foreign Language Teaching Media class gives many strengths to the students, they are the students are able to access material or task anywhere and anytime, Schoology as an online learning tool, Students can exchange information, students could still get the information even if the lecturer did not enter the class, easier and faster, students can see the score that they have achieved after doing their tasks. However, Schoology has also some weaknesses; they are network connection, needed internet data, no feedback from lecturer toward students' task, unclear instruction, cannot use Schoology, cannot ask the lecturer directly, and it must be on time.

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