SCHOOLOGY EFFECTS ON STUDENTS' WRITING ABILITY

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Abstract: *Schoology is a learning management system for students to create, control, and share the content of their learning resources. Also known as teaching media for the virtual learning experience, this course management system provides tools to administer classroom activity for the blended learning activity. The present study was aimed to analyze schoology effects on students' writing ability, and to investigate the students' interest towards schoology in the writing process. There were sixty students from the first semester students of English Department at STKIP PGRI Bandar Lampung in 2018/2019 academic years. The samples composed of two groups that consist of the experimental and control group. Schoology was used in the experimental class, and the conventional method was used in the control class. The writing test and questionnaire administered to accomplish the objective of the research. Paired and independent sample t-test was used for analyzing the quantitative data. The findings of the quantitative data revealed the use of schoology was more effective than the use of non-schoology. It was determined by the mean score from both of the groups (82 > 72). The difference (df) of both mean scores was statistically significant based on the t-test value at 0.05 significance level, and the probability value was smaller than the significant level (0.000 < 0.05). In summary, the result of hypothesis testing found that t-value = 5.993 was higher than t-table = 2.000 (p=0.05, df =58). Ha was accepted, and Ho was rejected. In addition, the result of questionnaire analysis confirms that schoology platform was attractive for teaching and learning writing subject.*
Keywords: *schoology, blended learning, educational platform, learning media system*

INTRODUCTION

English is the medium which learners can develop their various skills, forms of identities, and communicate with others. English as an International language can be the center of the process and teaching activity (Bloom in Mira, 2016). Writing is a complex activity which consists of grammar and semantic process. Teachers always consider writing as a subject which is difficult to assess, measure, and analyze. Even in industry revolution 4.0, writing is still supposed as a challenging subject for students to learn and to improve their abilities.

Writing subject has many benefits for the students. It can support them to develop their critical thinking ability which can help them in both professional and academic fields. This subject can give learners an essential skill in thinking logically which they cannot be obtained in other subjects. In addition, it can help the students be aware of these crucial benefits in their daily lives. Even though it is a complicated task with many complex structures, the benefits for the students are significant for their future needs.

Bindu (2014) states English has expanded incredibly in recent years due to

the demand for mastering English for getting a job, social mobility, and global competition. For mastering writing ability, students need ICT which can promote active learning in the teaching-learning process. The modern ICT should have features which allow students to apply service learning, facilitate the group discussion, and expose the importance of writing subject. ICT is commonly considered to be the future medium of education.

ICT affects the concept of teaching-learning activity in the classroom. In this modern era in which students access the internet on their gadget, this online platform plays a central role in education. Albero (2002) stated that ICT can be accessible in education because of providing innovation and opportunities that would enhance the process of teaching-learning activity.

In the past few years, the development of ICT as a support tool can become the requirement for the educational field as the primary tool for teaching media platform. Sarrab (2016) mentioned that more than seven million users of high school students in the world use the educational platform in their study.

Students can use the internet as digital tools in ICT which provides many solutions and gives an active contribution to improving the students' writing skill. The concept of teaching method in higher education level is students-centered learning where textbooks and teacher is not the primary source of the comprehension of the students because they can explore the material through educational platforms.

The students are not able to respond to the needs of problem-solving if they apply methodologies using direct control. It is speculated necessary to implement the more practical and enjoyable method which can combine face to face interaction and online course, for example, blended learning.

In addition, blended learning enables the student to learn the combination of technology and face-to-face learning, thereby encourage effective learning process and the involvement of teachers and parents as the facilitators and collaborators in the classroom activity. As stated by Sahin (2002: 95-101), blended learning is more effective than conventional methodology because it can improve communication, motivation, skill acquisition and adaptation for the students in teaching learning process.

To reach the goal of applying blended learning in the teaching-learning activity, the writer decided to use schoology as an educational platform in this research. Schoology is a learning management system that teachers and learners can utilize to share the material, information, file, and resources. They can access schoology through website and mobile application which is designed as a digital medium to reinforce classroom interaction and provide students collaboration.

Schoology has many features that support collaborative learning such as notices, participation, discussion forums, feedback which can influence students' motivation, attitude and interest for teaching and learning of the subjects in school or university. As stated by Ardi (2017: 55-76), the features of schoology have opportunities to monitor the activity of the students using the statistics menu which the teacher can control the time spent on each assignment, the discussion, and the last connection of the students.

Based on advantages of this platform can provide for the necessity of students and the teacher to design and apply new way to enhance the quality of learning process, not only enjoyable but also efficient and applicable within the area of the internet era. The primary goal of this study is to determine the effectiveness of using Schoology as an alternative educational platform to improve students' writing skill at STKIP

PGRI Bandar Lampung. This research leads us to concern about fulfilling the goal of modern education in the 21st century by applying this online educational platform in teaching learning activity.

RESEARCH METHOD

To identify the effectiveness of schoology to teach writing, the method used in this research was quantitative-qualitative research. This mix method design facilitates the writer to combine quantitative and qualitative in order to accomplish collaboration and enhance data from both approaches. The quantitative data was conducted using quasi-experimental pretest and posttest design. On the contrary, the qualitative data was conducted by using a questionnaire. The participants of this research are the fourth-semester student at STKIP PGRI Bandar Lampung in 2018/2019 academic years. The sample was segmented into two groups, one first group of 30 students of morning class, and the second group of 30 students of afternoon class. The researcher selected all students in morning class as an experimental group and all students in the afternoon class as the control group by considering the combination of the random cluster sampling and the purposive sampling technique. For collecting the data, the researcher used two types of instruments which consist of writing test and questionnaire test.

The pre-test was conducted to measure the writing test of the experimental and the control group. Further, the experimental group taught by using schoology as an educational platform which can be categorized into A2, B1, and B2 in the process of teaching writing. On the other hand, the control group taught by using conventional method. Then, the post-test conducted to identify the writing ability of students after the groups received different treatment. Finally, the questionnaire test was given only for the students in the experimental group to explore their interests towards schoology.

In order to analyze the quantitative data, the data were scored using a scoring rubric. And writer calculated the data using SPSS version 25 to find the mean score, the standard deviation, frequency, the percentage of the students' scores and to test the hypothesis of significant difference between the mean value of both groups for the same independent variable analyzing their value of dependent t-test. On the other side, the qualitative data taken from the open-ended questions analyzed by answering the questionnaire by identifying, naming, and describing the phenomena based on the data collected.

FINDINGS AND DISCUSSIONS
1. The Students' Writing Achievement
a. The Rate Percentage of Students' Writing Achievement

Table 1.
The rate percentage of students scores on the pre-test and in the post-test

Percentage	Pre Test				Post Test			
	Exp		Cont		Exp		Cont	
	F	%	F	%	F	%	F	%
0	0	0%	0	0%	0	0%	0	0%
10-30	5	17%	4	13%	0	0%	0	0%
40-50	25	83%	26	87%	0	0%	1	3%
60-70	0	0%	0	0%	5	17%	21	70%
80-90	0	0%	0	0%	25	83%	8	27%
100	0	0%	0	0%	0	0%	0	0%
Total	30	100%	30	100%	30	100%	30	100%

The description scale on table 1 above clearly compares that in the pre-test of the experimental and the control groups were classified into an equivalent class. Despite the fact, the number of students in every classification was a little bit completely different. Apparently, in the post-test result, each of the groups was the same in writing ability category, but the variety of students within the scale was extremely different. It indicates that the writing score in the experimental group considerably increased than in the control

group. The most placing result to emerge from the data is that each of the groups had completely different accomplishment after giving treatments.

b. The Mean Score and Standard Deviation of Students' Writing Achievement

Table 2.
The mean score and the standard deviation

	Group	N	Mean Score	Std Deviation
Pre Test	Experiment	30	69	7.09
	Control	30	66	5.63
Post-test	Experiment	30	82	5.82
	Control	30	72	6.92

Table 2 above shows the difference between the mean score and the standard deviation in pre-test and post-test. Statistically, there was an improvement for students' writing ability after each group receiving treatment.

c. Test of Significance (T-Test)

Table 3.
The Paired Sample Test

	P-Value	(a)	Remarks
Pre and Post of the Experimental	0.000	0.000	Significantly improved
Pre and Post of the Control	0.000	0.000	Significantly improved

After calculating the p-value in the experimental and in the control group as shown in table 3 were smaller than α (0.000<0.005). Consequently, it indicated that students' writing ability of both groups significantly increased after giving treatments.

d. The Probability Value of the T-Test

Table 4
The Independent Sample T-Test

	P-Value (Sig. 2 tailed)	Level of Significance (a)	Remarks
Pre test (Experiment and Control)	0.018	0.05	Significance differences
Post test (Experiment and Control)	0.000	0.05	Significance differences

As can be seen in the table: 4 the p-value outcomes of the pre-test and the post-test between the groups was 0.000 and the level of significance was 0.05. In this case, the p-value was smaller than α (0.000<0.05). It explains the students' writing ability between the groups were different before and after giving treatments.

The results of the hypothesis testing formulated in the experimental group were found that t-value = 5.993 was higher than t-table = 2.000 (p=0.05, df=58). The comparison between the two values indicated that the t-value was higher than the t-table. So, the null hypothesis (Ho) schoology does not affect the writing ability of the fourth-semester students of STKIP PGRI Bandar Lampung rejected while the alternative hypothesis (Ha) schoology affect students' writing ability of the fourth-semester students of STKIP PGRI Bandar Lampung accepted. Schoology was effective as an online educational platform in learning writing subject.

This finding was supported by the discovery of (Garcia, Amat & Colomina, 2018) that there were significant differences in students' writing ability between students who taught by using schoology and the students who taught by using non-schoology.

2. Students' Learning Interest towards Schoology
The qualitative data was taken from thirty students in the experimental group several days after the last treatment and

the post-test given. There were three types of explanation revealed by the data analysis. They were included, (1) the strengths, (2) the weaknesses, and (3) the role of the schoology in teaching writing.

Some 30 students completed and returned questionnaire given and nearly all of them commented that a remarkable fact that the schoology is a highly advantageous application for the teaching of writing subject. Schoology acts as the portable tool and can be accessed through the students' smartphone anytime wherever they want because it can provide a dynamic environment for learning and making the learning experiences go beyond cross spatial, temporal and conceptual borders. Schoology plays a significant way as the educational platform which offers many useable features such as working sheet, advanced analytics, automatically updating online grading system, and collaboration-based component.

In addition, the finding in this research reveals that there was a significant effect of using schoology as an educational platform for students' writing ability. Based on the data, there are possibilities of variable achievements in teaching writing subject such as features, the strategy of teacher and students' admission. As said by Santosa & Permana (2018) that the use of schoology can develop a logical argument and critical thinking of the students. The teacher can create an interactive discussion for the students which each discussion thread can allow them to respond to other posts. The practical discussion during the online mode guided them to develop their problem-solving ability.

Applying schoology as an educational platform offers an opportunity to be more responsible and self-confidence for the students. This learning media system can be accessed very fast using a smartphone application, and the learner can download directly when the teacher uploads the material without giving the announcement. In addition, students can conduct peer review and provide feedback on their friends' posts in discussion features which can encourage them to think critically. As a result, it can be determined that applying for peer review via schoology can support and facilitate students to improve students' writing ability in higher education level. This statement is line with the result of Sicat's research which states schoology can help and facilitate the students for improving the students' writing ability.

Finally, based on the findings that there is the improvement of students' writing ability because of the methodology and educational platform used, it is indicated that schoology help the students work at their own pace and develop new skills. This statement is supported by Cummins, Brown & Sayers (2007), the tools of schoology offer opportunities for students to adapt their work and learning pace based on the cognitive challenge.

CONCLUSION

This present research has led us to conclude that schoology as an educational platform has great potential to help students in enhancing their writing skill ability. The learners who were taught by applying schoology as learning platform had a better achievement than the learners who were taught by utilizing the conventional method. Furthermore, a majority of the learners approved that schoology are enchanting in learning writing subject. Schoology has many benefits which could become alternative teaching media, as a medium for teaching writing subject at the higher educational level. In addition, the findings in this research had proved that the use of schoology has a more significant impact than the use of conventional media.

Moreover, this paper suggests the use of schoology as an alternative way and solution to prevent the difficulty of

the students to develop and improve their writing ability. Teachers as facilitators can integrate the use of schoology into the relevant curriculum and the syllabi of the material to support them in teaching writing subject. The learners are expected to able to apply schoology in order to be more independent and accustom to the educational platform and learn it way beyond their face to face interaction in the classroom as a result of using schoology may educate them to be an autonomous language scholar in this modern era.

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